

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the research finding and discussion. The objective of this research was to find out students' perception of learning process on speaking class at the second semester of English Department in IAIN Parepare. In order to achieve the objective of this research, the researcher did some steps to collect the data. First step was questionnaire and the second step was interview.

A. Findings

1. The Result of the Questionnaire

Researcher calculating the data to describe score of the students' based on their answer, 12 items questionnaire. The questionnaire consists of 6 positive statements and 6 negative statements and researcher gave four alternative answers for students there were strongly agree, agree, disagree and strongly disagree. After researcher got questionnaire data, first step found number of percentage in table form, with use percentage technique a follow:

$$P = \frac{F}{N} \times 100\%$$

We can saw the result descriptive analysis of students' perception in learning process on speaking class through online at the second semester in IAIN Parepare as follows:

Table 4.1 Positive Statement (Item 1: Belajar perkuliahan online membantu saya memahami materi pembelajaran Speaking dengan lebih mudah)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	2	5%
2	Agree	4	10%

3	Disagree	23	57,5%
4	Strongly disagree	11	27,5%
Total		40	100%

Score: Questionnaire Item 1

From the table above (item 1) shows that 5% of students choose strongly agree, 10% of students choose agree, 57% of students choose disagree and 27% students choose strongly disagree. It explained that, most of students disagree with the positive statement about “belajar perkuliahan online membantu mahasiswa memahami materi pembelajaran Speaking dengan lebih mudah”.

Table 4.2 Negative Statement (Item 2: Belajar perkuliahan online tidak berkontribusi besar bagi saya terhadap kepuasan saya dalam belajar Speaking)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	5	12,5%
2	Agree	25	62,5%
3	Disagree	8	20%
4	Strongly disagree	2	5%
Total		40	100%

Score: Questionnaire Item 2

From the table above (item 2) shows that 12,5% of students choose strongly agree, 62,5% of students choose agree, 20% of students choose disagree and 5% students choose strongly disagree. It explained that, most of students agree with negative statement about “belajar perkuliahan online tidak berkontribusi besar bagi mahasiswa terhadap kepuasan saya dalam belajar Speaking”.

Table 4.3 Positive Statement (Item 3: Saya lebih senang belajar materi Speaking pada perkuliahan online daripada tatap muka)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	4	10%
2	Agree	5	12,5%
3	Disagree	15	37,5%
4	Strongly disagree	16	40%
Total		40	100%

Score: Questionnaire Item 3

From the table above (item 3) shows that 10% of students choose strongly agree, 12,5% of students choose agree, 37,5% of students choose disagree and 40% students choose strongly disagree. It explained that, most of students strongly disagree with positive statement about “mahasiswa lebih senang belajar materi Speaking pada perkuliahan online daripada tatap muka”.

Table 4.4 Negative Statement (Item 4: Belajar pada perkuliahan online menyulitkan saya dalam mengatasi masalah pembelajaran Speaking)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	1	2,5%
2	Agree	8	20%
3	Disagree	31	77,5
4	Strongly disagree	10	25%
Total		40	100%

Score: Questionnaire Item 4

From the table above (item 4) shows that 2,5% of students choose strongly agree, 20% of students choose agree, 77,5% of students choose disagree and 25% students choose strongly disagree. It explained that, most of students disagree with negative statement about “belajar pada perkuliahan online menyulitkan mahasiswa dalam mengatasi masalah pembelajaran Speaking”.

Table 4.5 Positive Statement (Item 5: Perkuliahan online lebih memberi kemudahan bagi saya berinteraksi dengan dosen dalam pembelajaran speaking)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	1	2,5%
2	Agree	6	15%
3	Disagree	18	45%
4	Strongly disagree	15	37,5%
Total		40	100%

Score: Questionnaire Item 5

From the table above (item 5) shows that 2,5% of students choose strongly agree, 15% of students choose agree, 45% of students choose disagree and 37,5% students choose strongly disagree. It explained that, most of students disagree with positive statement about “perkuliahan online lebih memberi kemudahan bagi mahasiswa berinteraksi dengan dosen dalam pembelajaran speaking”.

Table 4.6 Negative Statement (Item 6: Sulit mengutarakan permasalahan yang dihadapi dalam pembelajaran materi Speaking kepada dosen melalui online daripada tatap muka)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	15	37,5%
2	Agree	18	45%
3	Disagree	7	17,5
4	Strongly disagree	-	-
Total		40	100%

Score: Questionnaire Item 6

From the table above (item 6) shows that 37,5% of students choose strongly agree, 45% of students choose agree, 17,5% of students choose disagree. It explained that, most of students agree with negative statement about “Sulit mengutarakan permasalahan yang dihadapi dalam pembelajaran materi Speaking kepada dosen melalui online daripada tatap muka”.

Table 4.7 Positive Statement (Item 7: Interaksi dengan sesama mahasiswa lebih mudah akrab dalam pembelajaran Speaking melalui online)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	2	5%
2	Agree	5	12,5%
3	Disagree	23	57,5%
4	Strongly disagree	10	25%
Total		40	100%

Score: Questionnaire Item 7

From the table above (item 7) shows that 5% of students choose strongly agree, 12,5% of students choose agree, 57,5% of students choose disagree and 25% of students choose strongly disagree. It explained that, most of students disagree with positive statement about “Interaksi dengan sesama mahasiswa lebih mudah akrab dalam pembelajaran Speaking melalui online”.

Table 4.8 Negative Statement (Item 8: Sulit berkolaborasi dengan sesama mahasiswa seperti membuat penelitian bersama/mengerjakan tugas (materi speaking), dalam pembelajaran online)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	3	7,5%
2	Agree	3	7,5%
3	Disagree	10	25%
4	Strongly disagree	24	60%
Total		40	100%

Score: Questionnaire Item 8

From the table above (item 8) shows that 7,5% of students choose strongly agree, 7,5% of students choose agree, 25% of students choose disagree and 60% of students choose strongly disagree. It explained that, most of students strongly disagree with negative statement about ”Sulit berkolaborasi dengan sesama mahasiswa seperti membuat penelitian bersama/mengerjakan tugas (materi speaking), dalam pembelajaran online”

Table 4.9 Positive Statement (Item 9: Materi pembelajaran Speaking secara online tersedia dengan baik)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	5	12,5
2	Agree	18	45%
3	Disagree	15	37,5%
4	Strongly disagree	2	5%
Total		40	100%

Score: Questionnaire Item 9

From the table above (item 9) shows that 12,5% of students choose strongly agree, 45% of students choose agree 37,5% of students choose disagree and 5% of students choose strongly disagree. It explained that, most of students strongly agree with positive statement about " Materi pembelajaran Speaking secara online tersedia dengan baik".

Table 4.10 Positive Statement (Item 10: Saya memiliki perangkat/peralatan yang baik dalam proses belajar materi speaking)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	2	5%
2	Agree	20	50%
3	Disagree	13	32,5%
4	Strongly disagree	5	12,5%
Total		40	100%

Score: Questionnaire Item 10

From the table above (item 10) shows that 5% of students choose strongly agree, 50% of students choose agree 32,5% of students choose disagree and 12,5% of students choose strongly disagree. It explained that, most of students strongly agree with positive statement about “mahasiswa memiliki perangkat/peralatan yang baik dalam proses belajar materi speaking”.

Table 4.11 Negative Statement (Item 11: Kurang nyaman belajar di rumah dengan sistem online selama proses belajar di kelas Speaking)

No	Question Alternative	Frequency	Percentage
1	Strongly agree	12	30%
2	Agree	17	42,5%
3	Disagree	9	22,5%
4	Strongly disagree	12	30%
Total		40	100%

Score: Questionnaire Item 11

From the table above (item 11) shows that 30% of students choose strongly agree, 45% of students choose agree 22,5% of students choose disagree and 42,5% of students choose strongly disagree. It explained that, most of students agree with negative statement about “kurang nyaman belajar di rumah dengan sistem online selama proses belajar di kelas Speaking”.

Table 4.12 Negative Statement (Item 12: Saya mengalami kesulitan dalam mengakses/menjalankan pembelajaran online dalam kelas Speaking)

No	Question Alternative	Frequency	Sum of score
1	Strongly agree	7	17,5%
2	Agree	20	50%
3	Disagree	9	22,5%
4	Strongly disagree	4	10%
Total		40	100%

Score: Questionnaire Item 12

From the table above (item 12) shows that 17,5% of students choose strongly agree, 50% of students choose agree 22,5% of students choose disagree and 10% of students choose strongly disagree. It explained that, most of students agree with negative statement about “saya mengalami kesulitan dalam mengakses/menjalankan pembelajaran online dalam kelas Speaking”.

Table 4.13 Data Description Aspects in Learning Process Online Speaking Class

No	Aspects	Items	Score
1	Proses belajar mengajar	4	391
2	interaksi dosen dan mahasiswa terhadap pembelajaran online	4	369
3	Sarana dan Prasarana	4	416
Total		12	1176

Table 4.14 to know description in every aspect we can see in this table below:

Aspects	Score	NS	NH	$\frac{NS \times 100\%}{NH}$	Score category
Proses belajar mengajar	391	$391 : 40 = 9,8$	$4 \times 4 = 16$	$\frac{9,8 \times 100\%}{16} = 61,25\%$	enough
interaksi dosen dan mahasiswa	369	$369 : 40 = 9,2$	$4 \times 4 = 16$	$\frac{9,2 \times 100\%}{16} = 57,5\%$	enough
Sarana dan Prasarana	416	$416 : 40 = 10,4$	$4 \times 4 = 16$	$\frac{10,4 \times 100\%}{16} = 65\%$	enough
Total	1176				

Based on table above, it explain that aspect “teaching and learning process” was enough, it was proved on the percentage result 61.25%, aspect “lecturer and students interaction” there were 4 items was enough, it was proved on the percentage result 57,5%, and last aspect “tools and infrastructure” was enough it was proved on the percentage result 65,5%.

2. The Result of Interview

The result answer from students about their perception of learning process on speaking class online. Data from interview was analyzed into present as follows:

Based on the result of interview for question *bagaimana tanggapan anda mengenai proses pembelajaran speaking dengan sistem online yang dijalankan saat ini?*, 2 from 3 students' answer stated that learning process on speaking online less effective because some of students were difficult to understand material that given by lecturer and they prefer learning by face to face (offline) than online.

Representative statements:

“menurut saya sistem pembelajaran speaking dengan sistem online kurang efektif karena selain tidak diajarkan secara face to face kita juga susah untuk mengerti materi yang diajarkan”.¹

*“menurut saya hal ini bisa menjadi alternatif baru mengingat sekarang sudah masuk ke era modern yang dimana kita mungkin bisa memanfaatkan teknologi untuk belajar, akan tetapi dibalik itu mungkin terdapat banyak kekurangan karena pertemuan langsung lebih baik ketimbang pertemuan online”*²

*“proses pembelajaran speaking dengan sistem online sangat membantu dalam meningkatkan bahasa Inggris, karena mahasiswa diharuskan membuat video dan rekaman sesuai dengan materi yang ditentukan”*³.

Next question the researcher gave to students *jelaskan, bagaimana tanggapan anda dalam mengerjakan tugas speaking dengan sistem online?*, based on students' answer some of them stated that they were difficult to do assignment of speaking, but in order to some of students thought that assignment was given by Lecturer was good however speaking's material uneasy to understand.

Representative statements:

¹ Student 1, Student, Interviewed on September 13, 2020.

² Student 3, Student, Interviewed on September 15, 2020.

³ Student 4, Student, Interviewed on September 17, 2020.

*“menurut saya tugas melalui sistem online sudah bagus cuman problemnya materi yang diajarkan tidak gampang dimengerti”.*⁴

*“menurut tanggapan saya, dalam mengerjakan tugas speaking dengan sistem online itu juga menurut saya kurang bagus, karena dengan tidak adanya tatap muka antara Mahasiswa dengan Dosen itu bisa saja membuat beberapa Mahasiswa kurang paham dan mengerti dengan materi yang disampaikan”.*⁵

*“mengerjakan tugasnya menggunakan video atau voice note sangat bagus dan sangat relate dengan pembelajaran speaking”.*⁶

Next question from researcher that was given by students, *menurut anda apakah berinteraksi dengan dosen maupun teman lebih mudah dalam pembelajaran speaking online atau sebaliknya?*, based on interview most of them answer stated that Speaking online class made them difficult to interact with Lecturer and their friends and also made them difficult to understand about the material of speaking and needed to study face to face or offline.

Representative statements:

*“Menurut saya pembelajaran speaking online kurang efektif bagi kami dalam berinteraksi dengan dosen atau teman karena biasanya kami lebih paham apabila langsung bertatap muka dengan Dosen, yang dimana Dosen langsung mempraktikkan cara-cara speaking yang baik dan benar”.*⁷

“Tidak mudah sama sekali, karena kenapa kita tidak bisa berinteraksi secara langsung tidak bisa terlalu fokus karena berbagai macam faktor, kita belajar online di tempat masing-masing di mana tempat tersebut banyak gangguan

⁴Student 1, Student, Interviewed on September 13, 2020.

⁵Student 2, Student, Interviewed on September 14, 2020.

⁶Student 3, Student, Interviewed on September 15, 2020.

⁷Student 5, Student, Interviewed on September 19, 2020.

*keluarga sedangkan pembelajarann speaking kita harus benar-benar fokus dan memahami”.*⁸

*“menurut saya berinteraksi dengan Dosen maupun teman dalam pembelajaran speaking online itu sebenarnya sulit dalam pembelajaran itu, terutama dalam masalah spaking kita membutuhkan praktek, terus kalau dilaksanakan secara online akan menyulitkan kita untuk bisa saling berkomunikasi dan praktek speaking, terutama apabila jaringan kurang mendukung”.*⁹

Last question that researcher gave to students, *Apakah anda memiliki kendala dalam materi pembelajaran speaking dan alat (gawai/laptop) yang anda miliki sekarang ini sudah memadai untuk melakukan pembelajaran dengan system daring,* based on them answer 2 from 3 students stated that they were did not have problem about device to study speaking through online but one of them said that home area made difficult to record or made video.

Representative statements:

*“kendala terhadap device atau perangkat mungkin tidak ada tapi kendala yang dialami mungkin seperti lingkungan rumah yang penuh dengan suara(keributan jalanan atau gangguan) lainnya yang mengganggu proses perekaman video ataupun perekaman suara”.*¹⁰

*“sampai saat ini, saya tidak memiliki kendala dengan alat yang saya gunakan dalam pembelajaran sistem daring”*¹¹

⁸Student 6, Student, Interviewed on September 19, 2020.

⁹Student 7, Student, Interviewed on September 19, 2020.

¹⁰Student 3, Student, Interviewed on September 15, 2020.

¹¹Student 4, Student, Interviewed on September 17, 2020.

*“kendala selama belajar sistem daring yaitu faktor jaringan yang sangat kurang mendukung”.*¹²

B. Discussion

Based on data analysis from the research result that researcher did, with collected data step, tabulating then interpret, about students' perception in learning process on speaking class, with three detail aspects were teaching and learning process, lecturer and students interaction and the last tools and infrastructure aspect, obtained research as follows:

1. Result analysis form students' perception on teaching and learning process online in speaking class at the second semester. Teaching and learning online activity on speaking to be certain there were many new things that students felt and we knew that system online was applied on 2020, due to the dangerous virus form Wuhan it was called corona virus (covid-19), so the educator also students have to implement learning system online through online.

Based on result from questionnaire that was filled by students, it explained in teaching and learning process online on item 4 ***Belajar pada perkuliahan online menyulitkan saya dalam mengatasi masalah pembelajaran Speaking***, this item got many was choosen by students in alternative answer (D) about 77,5% on negative statement, it explained that most of students felt good to solve their problem on speaking lecture, and this item was proved from interview that researcher did to the student and stated that:

¹²Student 3, Student, Interviewed on September 15, 2020.

*“proses pembelajaran speaking dengan sistem online sangat membantu dalam meningkatkan bahasa Inggris, karena Mahasiswa diharuskan membuat video dan rekaman sesuai dengan materi yang diberikan”.*¹³

Item 1 ***belajar perkuliahan online membantu saya memahami materi pembelajaran speaking dengan lebih mudah***, most of students chose alternative answer (D) about 57,5% it explained that partly students stated that learning speaking online made them difficult to understand about the material speaking lecture. Result on this item was explain in interview season that researcher did:

*Menurut saya sistem pembelajaran speaking dengan sistem online kurang efektif karena selain tidak diajarkan secara face to face kita juga susah untuk mengerti materi yang diajarkan.*¹⁴

Item 2 ***belajar perkuliahan online tidak berkontribusi besar bagi saya terhadap kepuasan saya dalam belajar speaking***, got percentage about 62,5% students chose alternative answer (A), this item was proved in result interview that researcher did:

”menurut saya hal ini bisa menjadi alternatif baru mengingat sekarang sudah masuk ke era modern yang dimana kita mungkin bisa memanfaatkan teknologi untuk belajar, akan tetapi dibalik itu mungkin terdapat banyak kekurangan karena pertemuan langsung lebih baik ketimbang pertemuan online”.

Aspect above explained that interviewee prefer to study face to face or offline than study through system online, while on item 3 ***saya lebih senang belajar materi speaking pada perkuliahan online daripada tatap muka***, got percentage about 40% in alternative answer (ST) in positive statement, it explained that partly students did not like to study through system online, in another side total score that got from in

¹³Student 4, Student, Interviewed on September 17, 2020.

¹⁴Student 3, Student, Interviewed on September 15, 2020.

first aspect “*teaching and learning process online*” about 61,25%,it explain that this aspect got category score enough based on totally score value from student chose.

2. Result analysis from lecturer and students interaction aspect in speaking class, in this aspect for sure there were many reactions from students in university especially students who learnt speaking through online about their interaction process with lecturer and also their friends in class, when they interact through social media for sure there were different with their social live interaction on class speaking offline.

Result questionnaire that was filled by student and result data from the answer from second aspect about lecturer and student interaction, on item 5 ***Perkuliahan online lebih memberi kemudahan bagi saya berinteraksi dengan dosen dalam pembelajaran speaking***, got percentage 45% in alternative answer (D) positive statement. It explained that students got difficult to interact with lecturer on speaking class through online. Also on item 7 ***interaksi dengan sesama mahasiswa lebih mudah akrab dalam pembelajaran Speaking melalui online***,got percentage in alternative answer (D) in positive statement, this was explained by result interview that researcher did it stated:

“menurut saya pembelajaran speaking online kurang efektif bagi kami dalam berinteraksi dengan Dosen atau Teman karena biasanya kami lebih paham apabila langsung bertatap muka dengan Dosen, yang di mana Dosen langsung mempraktekkan cara-cara speaking yang baik dan benar.”¹⁵

“menurut saya berinteraksi dengan Dosen maupun teman dalam pembelajaran speaking online itu sebenarnya sulit, dalam masalah pembelajaran terutama

¹⁵Student 5, Student, Interviewed on September 19, 2020.

masalah speaking kita membutuhkan praktek, terus kalau dilaksanakan secara online akan menyulitkan kita untuk bisa saling berkomunikasi dan praktek speaking terutama apabila jaringan kurang mendukung¹⁶.

Based on result from interview above that explained difficult to do online learning and less interaction with Lecturer also their friends on class online, it sometime there were students when they got assignment from lecturer they felt difficult to do and students felt that speaking material difficult to understand due to learning speaking through online, meanwhile on learnt speaking that really significant to get practice with offline class. This explained based on result interview that researcher did, that stated:

Menurut tanggapan saya, dalam mengerjakan tugas speaking dengan sistem online itu juga kurang bagus karena dengan tidak adanya tatap muka antara Mahasiswa dan Dosen itu bisa saja membuat beberapa Mahasiswa kurang paham dengan materi yang disampaikan¹⁷.

Item 6 ***sulit mengutarakan permasalahan yang dihadapi dalam pembelajaran materi Speaking kepada dosen melalui online daripada tatap muka***, partly students chose alternative answer (D), and got percentage 45% in negative statement, that explained on speaking class through online students felt difficult to consult about their problems that they got when learnt speaking, then on item 8 ***Sulit berkolaborasi dengan sesama mahasiswa seperti membuat penelitian bersama/mengerjakan tugas (materi speaking), dalam pembelajaran online***, on second aspect got percentage 60% in alternative answer (SD) in negative statement. It explained that collaboration with friends was doing well based on score item 8.

¹⁶Student 6, Student, Interviewed on September 19, 2020.

¹⁷Student 2, Student, Interviewed on September 14, 2020.

Total score from aspect “*lecturer and students interaction on learning speaking online*” got percentage about 57,5% that explained this aspect got category score enough, that is based on total score from students answer in this aspect.

3. Result analysis form, last tools and infrastructure aspect that really got significant role on learnt speaking through online, this aspect was depended for every student also lecturer that got involvement to new education system that Government did on 2020, in this aspect there were 4 questions that researcher given to students.

Result from questionnaire from students answer on last tools and infrastructure aspect, item 9 ***materi pembelajaran speaking secara online tersedia dengan baik***, got percentage about 45% from alternative answer (A) in positive statement, it explained that speaking material was prepared well by lecturer. Item 10 ***saya memiliki perangkat/peralatan yang baik dalam proses belajar materi speaking***, partly students chose alternative answer (A) in positive statement and got percentage about 50%, it explained that students did not get difficult about tool/instrument to join speaking lecture through online, that explained based on result interview that researcher given to student:

Sampai sekarang ini saya tidak memiliki kendala dengan alat yang digunakan dalam pembelajaran dengan sistem online¹⁸.

Another side from item 12 ***saya mengalami kesulitan dalam megakses/menjalankan pembelajaran online dalam kelas Speaking***, got percentage 50% from alternative answer (S) in negative statement, it explained that partly students also got difficult to access speaking lecture through online system, in this item was explained based on result interview that researcher did, that stated :

¹⁸Student 4, Student, Interviewed on September 17, 2020.

Kendala saya selama sistem daring yaitu faktor jaringan yang sangat kurang mendukung.

Answer above explained that factor connection that made student difficult to get access speaking lecture through online. Meanwhile on item 11 ***kurang nyaman belajar di rumah dengan sistem online selama proses belajar di kelas speaking***, got percentage 42% from alternative answer agree, that was made students uncomfortable to study in their home, it can explained based on result interview from researcher did, that stated:

kendala yang dialami mungkin lingkungan rumah yang penuh dengan suara keributan jalanan atau gangguan lainnya yang mengganggu proses perekaman video ataupun perekaman suara¹⁹.

Tidak terlalu fokus karena berbagai macam faktor, kita belajar online di tempat masing-masing di mana tempat tersebut belum tentu nyaman dalam artian banyak gangguan karena kita berada di lingkungan keluarga²⁰.

Based on total score from last tools and infrastructure aspect got percentage 65%, it indicated that this aspect got category score enough, that explained sarana and prasarana from students were enough for got process speaking class online, based on total answer from students on last aspect. So total answer from questionnaire and interview that process learning speaking though online was going well based on result from three aspects: teaching and learning process, lecturer and student interaction and the last tools and infrastructure aspect.

¹⁹Student 3Student, Interviewed on September 15, 2020.

²⁰Student 7, Student, Interviewed on September 19, 2020.