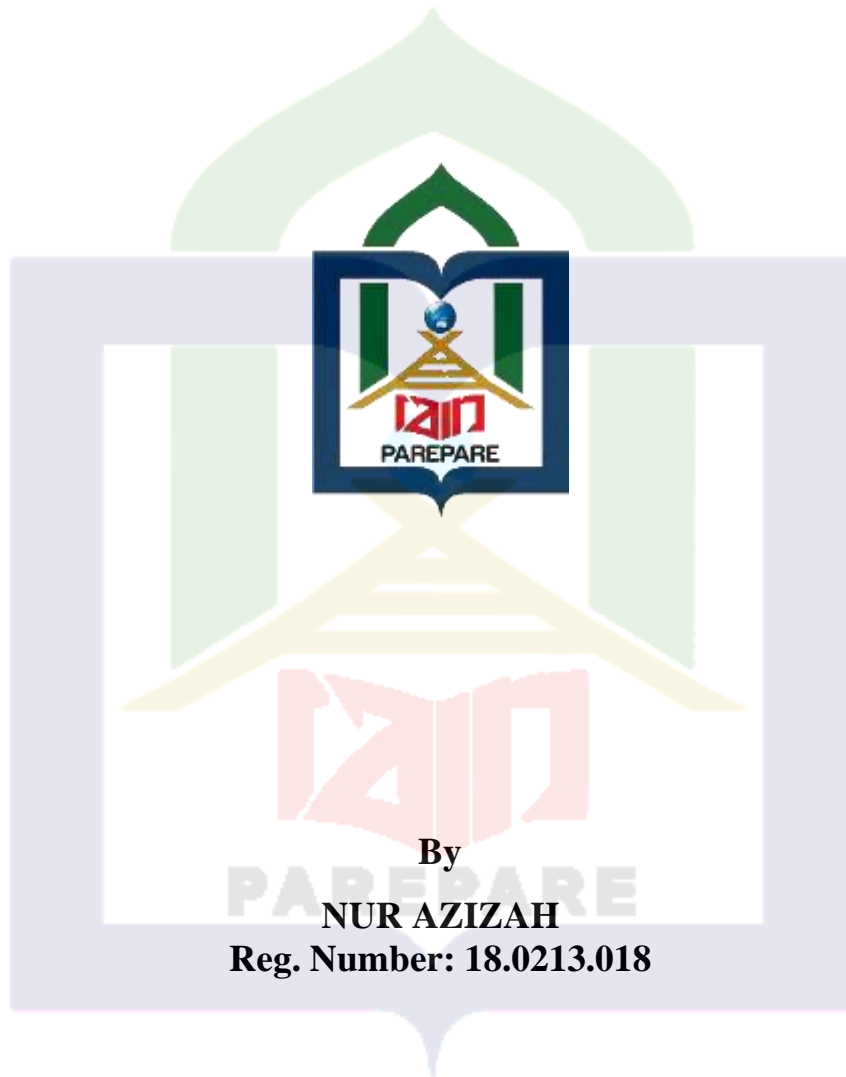**THESIS**

**STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING
FOR ENGLISH SPEAKING SKILL**

By
NUR AZIZAH
Reg. Number: 18.0213.018

**ENGLISH EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022

STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING FOR ENGLISH SPEAKING SKILL

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

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2022

PERSETUJUAN KOMISI PENGUJI

Tesis dengan judul *"Students' Perception towards Online Learning for English Speaking Skill"* yang disusun oleh NUR AZIZAH, NIM: 18.0213.018, telah diujikan dan dipertahankan dalam Sidang Ujian Tutup/Munaqasyah yang di selenggarakan pada hari **Selasa, 04 Januari 2022 Masehi,** bertepatan dengan tanggal **02 Jumadil Akhir 1443 Hijirah,** dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Magister dalam Program Studi Pendidikan Bahasa Inggris pada Pascasarjana IAIN Parepare.

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Stated that this thesis is her own writing. The things out of her masterpiec in this thesis are signed by citation and referred in the bibliography. If it can be proven that the thesis has discrepancies, copied or duplicated by any other people, this thesis and the degree that has been gotten would be postponed.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Alhamdu lillāhi rabbil 'alamīn

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ABSTRACT

Nur Azizah. *Students' Perception towards Online Learning for English Speaking Skill.* (Supervised by Arqam and Zulfah)

Learning English speaking skills toward online learning is a new learning model during the pandemic, it is assumed that the conditions for learning English speaking skills online are different from learning English speaking skills offline, this research aims to describe students perception towards online learning for English speaking skill.

The research applied a descriptive quantitative design. The population of this research was 465 students of Institute Agama Islam Negeri Parepare. The sample of this research was English major 40 students. In collecting the data, the questioner was used as the instrument. The data was then calculated by using Microsoft excel computer programs to find out the mean score and frequency.

The result showed that mean score students' perception toward online learning for English speaking skills is 79. The result indicated two categories of students' perception namely facility and method. Meanwhile, the result showed indicated to students perception toward online learning for English speaking skill being effective with the students during online learning.

Keywords: *Students Perception, Speaking Skill, Online Learning*

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Name : Nur Azizah
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Keywords: Students Perception, Speaking Skill, Online Learning

Has been lagalized by
the Head of Language Center

Azizah Selle

ABSTRAK

Nama	: Nur Azizah
NIM	: 18.0213.018
Judul Tesis	: Persepsi Mahasiswa Menggunakan Pembelajaran Online Untuk Keterampilan Berbicara Bahasa Inggris. (Dibimbing oleh Arqam dan Zulfah)

Pembelajaran keterampilan berbicara bahasa Inggris menggunakan pembelajaran online merupakan sebuah model pembelajaran baru pada masa pandemi, diduga bahwa kondisi pembelajaran keterampilan berbicara bahasa Inggris secara online berbeda dengan kondisi pembelajaran keterampilan berbicara bahasa Inggris secara offline, penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa belajar berbicara bahasa Inggris menggunakan pembelajaran online.

Penelitian ini menerapkan penelitian kuantitatif deskriptif sebagai desain penelitian. Populasi penelitian ini sebanyak 465 mahasiswa dari Institut Agama Islam Negeri Parepare. Sampel dari penelitian ini sebanyak 40 mahasiswa. Dalam pengumpulan data, peneliti menerapkan kuesioner. Data kemudian diproses dengan menggunakan program mikrosoft exel untuk menemukan hasil skor rata-rata dan frekuensi.

Hasil penelitian menunjukkan bahwa nilai skor rata-rata persepsi mahasiswa terhadap pembelajaran online untuk keterampilan berbicara bahasa Inggris adalah 79. Hasil penelitian menunjukkan dua kategori persepsi mahasiswa yaitu fasilitas dan metode. Sementara itu, hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap pembelajaran online untuk keterampilan berbicara bahasa Inggris menjadi efektif dengan mahasiswa selama pembelajaran online.

Kata kunci: *Persepsi Mahasiswa, Keterampilan Berbicara, Pembelajaran Online*

تجريد البحث

الإسم : نور عزيزة

رقم التسجيل : ٨١٠.٣١٢٠.٨١

موضوع الرسالة : تصورات الطلاب لاستخدام التعلم عبر الإنترنت لمهارات
التحدث باللغة الإنجليزية. (بإرشاد أرقم و زلفاح)

تعلم مهارات التحدث باللغة الإنجليزية باستخدام التعلم عبر الإنترنت هو نموذج
تعليمي جديد أثناء الوباء، يشتبه في أن شروط تعلم مهارات التحدث باللغة الإنجليزية
عبر الإنترنت تختلف عن شروط تعلم مهارات التحدث باللغة الإنجليزية في وضع عدم
الاتصال، تهدف هذه الدراسة إلى وصف تصور الطلاب الذين يتعلمون التحدث باللغة
الإنجليزية باستخدام التعلم عبر الإنترنت.

تطبق هذه الدراسة البحث الكمي الوصفي كتصميم بحث. كان عدد سكان
هذه الدراسة ٥٦٤ طالب وطالبة الجامعة الإسلامية الكومية فري فري. كانت عينة هذه
الدراسة ٤٠ طالب وطالبة. في جمع البيانات، يقوم الباحثون بتطبيق استبيان. ثم تتم
معالجة البيانات باستخدام البرنامج ميجروسوف إيغسل للعثور على نتائج متوسط
الدرجة والتردد.

أظهرت النتائج أن متوسط درجات تصورات الطلاب للتعلم عبر الإنترنت
لمهارات التحدث باللغة الإنجليزية كان ٩٧. أظهرت النتائج فئتين من تصورات
الطلاب، وهما الوسائل والطرق. وفي الوقت نفسه، أظهرت النتائج أن تصورات الطلاب

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للتعلم عبر الإنترنت لمهارات التحدث باللغة الإنجليزية كانت فعالة مع الطلاب أثناء التعلم عبر الإنترنت.

الكلمات الرئيسية : تصور الطالب، مهارات التحدث، تعليم على الانترنت.

إتفق عليها :

رئيس مركز اللغة

Azizah Selle

PAREPARE

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CHAPTER I

INTRODUCTION

This chapter introduces the topic of this research. It describes the problem, logical and argumentative reason, the urgency of the research as well as the significant aspects for students' perception towards online learning for English speaking skills. In detail, the explanation is elaborated into some sub-chapters namely background, research question, objectives of the research significance of the research as well.

A. Background of the Research

Speaking skill is oral message effectively as a form of communication to others. Other than that, speaking is the world of communication that use as a tool to convey something an idea. Efrizal stated speaking is the way of communicating ideas and messages orally to others.[1] In addition, learning speaking aims to develop students' communicative language day life. For almost many students, speaking needs hard effort to master. Doing speaking requires establishing ideas, plan somewhat to deliver to the listener and give a clear understanding. Since speaking is considered a complex skill in learning and teaching, the teacher should apply a good and appropriate method for the students to have a better understanding. Besides that, in the pandemic era teaching speaking completely by online, globalization was dominated by electronics and internet, it means teaching speaking must strive to harmonize online learning and teaching English speaking.

Moreover, learning now has become dominant in online-based learning which is used as a medium for relaxing learning English speaking, students can

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[1]D. Efrizal, *Improving Students' Speaking Through Communicative Language Teaching Method at MtsJa-Alhag, Sentot Ali Basa Islamic Boarding School Of Bengkulu,*Indonesi. International Journal Of Humanities And School Science, (2012), pp. 8.

study anywhere and anytime as long as they have access to a network. Subsequently, the concept of learning by utilizing information technology develops with the principle that learning can be applied anywhere, anytime through Mobile-learning or M-learning. Mika andika stated M-learning is a learning model using utilizes ICT as a learning medium that can be done anywhere and anytime without having the learning process in the classroom.[2]

On the other side, online-based learning can be as a medium in learning towards speaking such as WhatsApp, youtube, google classroom, sevina edelink was accessed on electronic devices in the form of laptop or mobile phones. In addition, Bataineh stated that audiovisual chat is found to offer a great opportunity in teaching aspects of fluency.[3] Online learning provides students with many media of application to learn English especially for enhancing English speaking skills. Nattaphon phanchanikul stated It applies the most modern technology, focusing on communication skill development by encouraging students to practice speaking with English teachers daily, following topics that are related to life and work.[4]

The implementation of online learning as a medium for distance learning in teaching English speaking skills provides various positive contributions to English major students of IAIN Parepare in English speaking skills. In addition, the course of deficiencies in teaching, for a new student the platform of online learning will find it difficult to access or students have trouble on learning speaking by online platform and students have bad emotional feeling in speaking

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[2] Mika Andika, *Mobile Learning Sebagai Media Pembelajaran Bahasa Inggris*, (Universitas PGRI Palembang , 2019), p. 550.

[3] Bataineh A, "*The Effect Of Using Audiovisual Chat On Developing English As A Foreign Language Learners Fluency And Productivity Of Authentic Oral Text*", (2014).

[4] Nattaphon Phanchanikul ,"*Using E-Learning to Improve English Communication Skills of Thai* " (Language Institute Thammasat University, 2015), p.2.

online learning. Neda Mohammadi, Vahid Ghorbani, and Farideh Hamidi stated 1) Learners: the learners who have the poor motivation and ability to gain autonomy can hurt themselves. 2) As language learning like English is overwhelming work and needs motivation, it can hurt learners too.[5] Furthermore, Ku and Lohr stated reveal that one of the frequently reported disadvantages of e-learning is on technical problems faced by students while trying to access the web, bad connections also affect students' English speaking ability, unable to access material well, unable to convey the material spoken through online learning due to a bad network which also to hinders learning in increase students' English speaking skill.

The influence of distance, the teaching of speaking switched to use of online learning can result in students increased speaking skill with online learning facilitated by the speaking lecturer or not. Moreover, to find out student opinions are its made students happy, comfortable, easy to focus on studying, their feeling, able or unable to digest the material of learning English speaking with online learning, the student opinions need to be known because certainly the impact on online learning will be seen as positive or negative effects on students.

Based on the description above, the researcher brings the opinion that students' perception towards online learning for students' English speaking skill which needs to be proven whether it has a positive or even negative on students' English speaking skill. Finally, to follow up this problem, the researcher is motivated to describe research entitled "students' perception towards online learning for English speaking skill".

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[5]Neda Mohammadi, et all, *"Effects of E-Learning on Language Learning"* , 2011), pp. 466 .

B. Questions of the Research

Following the background, then the question of the problem in this research: what is students' perception towards English speaking learning through online learning?

C. Objectives of the Research

The purpose of this research is to describe students' perception toward English speaking learning through online learning

D. Significances of the Research

This research is expected to give contribution both theoretical and practical significances as follows:

1. Theoretical significance

The finding of this research, students' perceptions of using online learning towards their English speaking class are expected to be useful as a contribution to a more innovative learning process regarding the use of online learning towards students English speaking which is described through students perceptions.

2. Practical significance

a. This research finding to be an additional knowledge and insight after knowing the perceptions of students in using online learning to student English speaking as a support for the learning process

b. This research finding for lecturer, this research is to be a positive contribution to education practitioners so that in the future it can be a material for improving the quality of learning by utilizing online learning which can be used in student English speaking towards online learning. In addition, the

lecturer will have consideration in providing varied activities or materials for students.

c. The result of this research will provide information reference about students' perception of online learning in their English speaking as learning material and as material for the next researcher.

CHAPTER II
REVIEW OF RELATED LITERATURE

This research describes a review of related literature. It consists of previous related research findings and some pertinent ideas

A. Previous Related Research Findings

In this section, it is consistent with the analysis of learning that is part of teaching namely online learning as for several theories discuss the use of online learning in improving English speaking skills to become material for readers to better understand the concept

Abdullah Ahmed Bani Abdelrahman (2013) researched to examine the effect of using shared online oral diaries on the EFL Saudi first-year university students'.This study quasi-experimental studies. The results of the post-test revealed significant differences between the mean scores of the experimental group and the mean scores of the control group in favor of the experimental group.[6]

In another study, Makmun Syaifudin (2017) in his research to find out how the blended learning model can improve students' speaking skills and find out students' responses. This study is action research. The result showed that blended learning was able to improve students speaking skills ad had a very good response.[7]

Hale Alkan and Nilay T Bumen (2020) in their research aimed at developing an action plan to alleviate foreign language speaking anxiety, and

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[6] Abdullah Ahmed Bani Abdel rahman, *Effect Of Using Internet Tools On Enhancing EFL Students' Speaking Skill (*YanmoukUniversity:Jordan, 2013), p. 85.

[7] .Makmum Syaifudin, *Improving Students Speaking Skill By Implementing Blended Learning (Online Learning And Classroom)*, (Polytechnic Of IndonusaSurakarta:Surakarta, 2017), p. 33.

accordingly improve speaking performance. This study is a collaborative action research type. The result shows that the asynchoroosonlie English speaking (AOESG) worked well to alleviate students' speaking English anxiety and do enhance their performance. [8]

Ary Liswanto Wibowo and Sayyid Khairunnas (2020) In their research he to find the perception of students on speaking ability in public speaking class during pandemic covid-19. This study implemented a qualitative method. The result of this research viewed that students disagree with the online public speaking course.[9]

Moreover, Rifari Baron (2020) aim of his study is to identify a suitable online application for learning to speak English that suits student needs. The research method uses descriptive research. The result showed that the application able to student speaking learning.[10]

Still, in line with research that discusses the usage of online learning to speak, Apoongodidan J K periasamy (2020) the research deals with the ways to improve one's speaking skills of engineering students in a virtual classroom.[11]

The literature review shows that the use of online learning, in general, provides a good contribution to the development of peaking skills and the creativity of teachers/lecturers in teaching using online. Not only that, the use of online learning has a positive effect such as increasing students' interest in

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[8] Hale Alkan And Nilay T Bumen, *An Action Research On Developing English Speaking Skill Through Asynchronous Online Learning* , (Ege University: Turkey, 2020), p. 142.

[9]Ary Iswanto Wibowo And Sayyid Khairunas, Student's *Perception Of Online Learning For Public Speaking Course*, (Univeritas Bina Sarana Informatika, Center Of Language And Culture Studies:Surakarta,2020).

[10] Rifari Baron, *Students' Perception On Online Application In Speaking S*kill,(Posgraduate Program Universitas Indra prasta Pgri Jakarta: Indonesia, 2020),p. 213.

[11] A Poongodi & J K Periasamy, *Enhancing English Speaking Skill Of Engineering Students In Virtual Classroom,* Doi.Org/10.30534/Ijeter/2020/1288102020, Emerging Trends In Engineering Research, (2020), pp.74.

learning in improving students speaking skills and is considered very interactive to be part of education. In other words, although there has been previous research that discusses the students' perception using online learning for English speaking skills, their studies interpret the results of the study by qualitative and there also just to be experiment not to know the perceptions. In addition, this research is different from the studies before, this study is to determine the students' perception toward English speaking skills through online learning by distribution instruments to describe their positive or negative perceptions as seen from calculating results. Finally, this research uses quantitative research to describe whether students' perception towards online learning for English speaking skills.

B. Some Pertinent Ideas

1. Perception

Humans are faced with differences of opinion on what they see and analyst. Moreover, perception. Perception is the set of processes by which an individual becomes aware of and interprets information about the environment, perception refers to the way we try to understand the world around us we gather information through our five sense organs. [12] The perceptions are variously named: there are hearings, seeings, smellings, and perceptions of heat, cold, pleasure, pain, desire, fear, and many more which have names, as well as innumerable others which have no name. The perceptible objects are generated with these perceptions, the variety of colors with the variety of sights, and so with sounds and hearings and the rest of the perceptions and the objects akin to them. In another hand, stone stated that an intellectual organization of sensory stimuli

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[12]Iga Angraini, *Students' Perceptions of Online Learning English During The Covid-19 Pandemic,* English Education Study Program Faculty of Education and Teacher Training Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, pp.13.

both internal and external is connected with a particular person, object, or event.[13] Leathers proposed that perception is the cognitive process that individuals use to interpret and understand the world around them. In line with this, Atkinson stated that perception is the process in which people organize and interpret the pattern of stimuli.[14]

In addition, Walgito defines perception as the last process of observation which is started by the process of sense in which the process of stimuli is received by the sense, continued by the process of attention, and then directed to the brain that will make the individual realizes about something.[15] Perception is one of the most important elements for understanding individual differences because how people perceived a situation determines how people behave.[16]

By those definitions, it can be concluded that to convey ideas, translate, describe something into several things based on what is seen, felt by the five senses than conveyed with a term of perception. Thus the workings of the senses pass at some point beyond the reach of the experimental scientist because the results can never be reproduced exactly; once information from the brain's association cortex is brought in, the body is no longer simply taking part in some reaction predictable from the laws of physics. Rather, the mind is perceives

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[13] Stones And Nielsen, *Educational Psychology: The Development Of Teaching Skills,* (Massachusetts: Addison Wesley Publishing Company, 1985), p. 205.

[14] Kosmas Sarkol*, Student Perception Of Learning English In Senior High Schools Of Kaimana, West Papua,* (Yogyakarta: Sanata Dharma University, 2016), p. 8.

[15]Walgito B..*PsikologiSosial (SuatuPengantar)*. Yogyakarta: Andi Offset In Wahyuddin Rauf Students' *Perception Towards The Lecturer's Teaching Styles And Personality Traits At Muhammadiyah University Of Makassar* ,(1991), pp.12.

[16]Luthfi Nur Ashfiya, *Students' Perception On The Personality Competence Of Native Speaker And Non Native Speaker Teacher*, (2018), pp.11.

something, and the perception is uniquely shaped by that perceiving mind at that moment.[17]

perception is defined as the way you notice things, especially with the sense.[18] Perception deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body), smell (nose), and taste (tongue). It means that perception and human sense involve the organization of the acquired data or information. In other words, the human senses and reaction involved in human senses happen as an instinct.

a. Types of Perception

   1). Person Perception

Person perception refers to two those processes by which we come to know and think about others. Their characteristics, qualities, and inner state. We construct the image of others in ways that serve to stabilize, make predictions, and render our manageable view of the social world extend to which we attribute stable straits and enduring disposition to the other people.

   2). Social Perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminals, defendants, entertainers, or loved ones closer to home is no easy task.

Perception does not occur in a vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment, sustained patterns of interaction or social

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[17] Sandra Ackerman, *Discovering The Brain*, (United State: Library Of Congress Cataloging-In-Publication Data, 1990), p. 105.

[18] *Oxford English Dictionary.Learner''s Pocket Dictionary 7thed*, (Oxford: Oxford University Press), (2007).

relationship require us to retain information, as the situation requires. Without memory, we should react to every event unique, and if we did not remember the facts, we should be capable of thinking or reasoning.

3). Perception of Situation

Social psycholinguistic views a situation as all the social factors that influence a person's experience or behavior at a given time, and give a place. It is an interaction of time and space within which we act in specific ways. The situational context in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli and our interpretation of the stimuli.

In identifying the students' perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities, and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn, influences each individual obtain and choices each human being makes through life.[19]

1) . Positive perception is a valuable present that prepares the self-confidence and power to catch on to the world, endure crises, and focus outside oneself. It increases the construction of relationships and giving to others. It is a perception that is shown into all of the knowledge (whether or not it is known or not), and the responses are followed by efforts to utilize it. The statement of students can say that 'positive perceptions' if the students choose 'Strongly Agree' and 'Agree' on the questionnaire.

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[19] Catherine E Burns, et all, *Pediatric Primary Care Fift Edition,* (United States Of America: Library Of Congress Cataloging, 2009), p. 304.

2) . Negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth.[20] It is a perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal. Perception has described all knowledge (whether or not he knows it or not) and responses that are not in line with the object being perceived. The statement of students can say that 'negative perceptions' if the students choose 'Disagree' and 'Strongly Disagree' on a questionnaire.

The positive perception or negative perception will always affect a person in taking an action. And the emergence of a positive perception or negative perception depends on how the individual describes all his knowledge about an object that is perceived.

b. Indicators of Perception

There are some indicators of perception according to Robbins.[21] The indicators are as follow:

1) Acceptance

The process of acceptance or reabsorption is an indicator of perception in the physiology stage; it is about the function of the five senses in grasping external stimuli. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

[20]Rosa Amalia, *Students' Perception Of Online Assessment Use In Schoology In Efl Classrooms*, (English Education Department Faculty Of Tarbiyah And Teachers Training), (Sunan Ampel State Islamic University Surabaya, 2018), p. 10.

[21] Robbin, *Increasing Students Engagement and Motivation. Educational Northwest,* (1995).

2) Understanding.

      The result of the analysis is subjective, or different for each individual. After the images or impressions occur in the brain, the images are organized, classified (classified), compared, interpreted, so that understanding is formed. The process of understanding is very unique and fast. The meaning that is formed depends also on the old pictures that the individual has previously had (called apperception).

3) Evaluation.

      Evaluation is stimulus from the outside that has been grasped by the senses and then evaluated by individuals. This evaluation is very subjective. It will be a different perception of each person in the environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

      This shows that to obtain a good and accurate perception must meet three indicators namely acceptance, understanding, and evaluation. The acceptance is a response or stimulus received by the five senses, understanding as a result of our analysis, evaluated as a more in-depth analysis of the sensory response and understanding obtained and this is subjective.

      Through perceptions, individuals can realize and understand the state of the individual concerned. Perception is an integrated activity, so all that is in the individual such as feelings, experiences, thinking abilities, frames of reference, and other aspects that exist in the individual community will play a role in this perception.[22] Based on this, it can be argued that in that perception even though the stimulus is the same but because experience is not the same, the ability to think is not the same, the frame of reference is not the same, there is a possibility

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[22] B. Walgito, *Pengantari Psikologi Umum,* (Yogyakarta: Andi, 2004).

that the results of perceptions between individuals and other individuals are not the same.

Culture is something that is closely related to human behavior and beliefs, so it includes various things in human life, which include religion, education, socio-economic structure, kinship patterns, habits of educating children, and so on. The condition of a person's daily life greatly influences the perception of every social event, where every social activity always involves the relationship between subjects and the formation of meaning. Perception is always related to one's experiences and goals at the time the perceptual process occurs. It is a selective, purposeful behavior and is a process of achieving meaning, where experience is an important factor that determines the outcome of perception. [23]

From the above theories, it can be argued that perception is a process in which individuals obtain assumptions as a result of selective interpretation of the object they observe. Perception is a dynamic response that occurs within a person when receiving stimuli from outside through the five senses and is influenced by factors of knowledge, experience, emotional, and personality aspects. From here the individual will determine the perception of whether an object is good or bad, useful or useless, important or less important. A person's perception will develop or can change according to the new information they receive.

c. Process of perception

Critical thinking is not merely expelled without any process, then expressing an idea, following the process of perception:

1). Exposure

Exposure occurs when a stimulus comes within the range of someone's sensory receptors— sight, smell, or touch. Consumers may either tend to

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[23] Sutopo, H B, *Kritik Seni Holistik Sebagai Model Pendekatan Penelitian Kualitatif,* (Surakarta: UNS Press,1996).

concentrate on certain stimuli while being completely unaware of others, or they may even go out of their way to ignore certain messages. We take in information through all five of our senses, but our perceptual field (the world around us) includes so many stimuli that our brains can't process and make sense of it all. Consumers are bombarded with messages on television, radio, magazines, the Internet, and even bathroom walls, Consumers are online, watching television, and checking their phones simultaneously. Some, but not all, information makes it into our brains. Selecting information we see or hear.

2). Attention

Attention refers to the extent to which processing activity is devoted to a particular stimulus. Consider, for example, the thought of having to sit through both interesting and "less interesting" lectures. This can vary depending on both the characteristics of the stimulus (i.e., the lecture itself) and the recipient (i.e., your mental state at that time). Consumers often are in a state of sensory overload, where they are exposed to far more information than they can process. Taken from a marketing perspective, we are often bombarded with marketing stimuli from commercial sources, thus making the competition for our attention an ever-increasing phenomenon.

3). Interpretation

Interpretation refers to the meaning that we assign to sensory stimuli. Just as people differ in terms of the stimuli that they perceive, the meanings we assign to these stimuli vary as well. Two people can see or hear the same event, but their interpretation of it can be as different as night and day, depending on what they had expected the stimulus to be. The meaning we assign to a stimulus depends on the schema (i.e., set of beliefs) to which we assign it. Identifying and evoking the

correct schema is crucial to many marketing decisions because this determines what criteria consumers will use to evaluate the product, package, or message.[24]

perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them, but different people may give different interpretations of the same stimulus. For instance, a police officer's arrival at the crime spot can be interpreted differently—the victim may regard it as soothing and relief-giving, but the criminal will be frightened by it. Another example, a kiss or a big hug in public is a common way of greeting each other in some western countries, which has the function of saying "Hello!", whereas in many other countries they are always considered to be "lovemaking" behaviors.

d. Factors of Perception

Bimo Walgito suggests that factors role in perception are[25] :

1) The object that is perceived

Objects' stimulus raises the sensing devices or receptors. The stimulus can come from outside the individual who perceives, but can also come from individuals who are directly concerned about nerve recipients who work as a receptor. Objects raise the stimulus which recognizes sensory organs or receptors. The Stimulus could come from outside the individual who perceives it. In addition, it can also come from within the individual where the question is directly on the nerve receptors that work as a receiver. But most of the stimulus is coming from the outside of an individual.

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[24] Nnamdi O Madichie , *Consumer Perception,* (NnamdiAzikiwe University: Awka, 2018), p. 154.

[25]Bimo Walgito, *Pengantar Psikologi Umum,(*Yogyakarta.Andi Yogyakarta, 2004).

2) Tool sense, nerves, and central nervous system

Sense organ or receptor is a tool to receive stimulus. In addition, there are must also be a sensory nerve as a tool to continue the stimulus received receptors to the central nervous system, the brain as the central consciousness. Other senses that have been well-accepted in most mammals, including humans, include nociception, equilibrioception, kinaesthesia, and thermoception. Furthermore, some nonhuman animals have been shown to possess alternate senses, including magnetoception and electroreception.

3) Attention

To realize or to conduct perception attention is needed, which is a step first as a preparation to hold perception. Attention is the centralization or concentration of all individual activities shown to something or a set of objects. To realize the tools to conduct perception is also their concern that is the first step as a preparation in the perceptual. Attention is the concentration of all individual activities directed at something or a set of objects.

Based on the theories, the factors affecting the Student Perceptions of Teachers Teaching Methods are as follows, the internal and external factors of students, the object perceived, sense organ, nerves, and the central nervous system.

1). The Internal factors

Other experts state the factors that influence perception are of two kinds, they are internal and external. Among the internal factors the needs and desires of individuals, individual personality, and the experience of people have been included.[26] The internal factors are:

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[26]Sree R.A, *Factors influencing Perceptions,*(2009).

a) Needs and desires

The needs and desires of people play a vital role in perception. People at different levels of needs and desire perceive the same thing differently. Power seekers are more likely to notice power-related stimuli. Socially oriented individuals pay attention to interpersonal stimuli. That is to say, expectancy, motives or interest also affect people's perception.

b) Personality

Personality is another internal factor that influences the perception of an individual. It need not be mentioned here that optimistic beings perceive things in favorable terms, whereas pessimistic individuals view it in negative terms. Research on the effects of individual personality on perception reveals many facts. The personality of the perceiver as well as the stimulator has an impact on the perception process. The age, sex, race, dress, etc of both persons have a direct influence on the perception process.

c) Experience

Experience and knowledge have a constant bearing on perception. Successful experiences enhance and boost perceptive abilities and lead to accuracy in the perception of a person.

d) Motivation

People will select perceptions according to what they need at the moment. They will favor selections that they think will help them with their current needs, and be more likely to ignore what is irrelevant to their needs. Two examples of motivational factors are hunger and thirst. Motivational factors increase the individual's sensitivity to those stimuli which he considers as relevant to the satisfaction of his needs given his experience with them. A thirsty individual has a perceptual set to seek a water fountain or a hotel to quench his thirst, which

increases his likelihood of perceiving restaurant signs and decreases the likelihood of visualizing other objects at that moment in time. A worker who has a strong need for affiliation, when walks into the lunchroom, the table where several coworkers are sitting tend to be perceived and the empty table or the table where only one person is sitting will attract no attention.

2). The External Factors

In addition, the external factors are: also known as exogenous factors, they also influence the perception of a person. Perception is affected by the characteristics of a perceived object, an event, or a person. These include size, intensity, frequency, status .they are:

a). Size

The bigger of the size which perceived stimulus of a person, the higher is the probability that will be noticed. Dominance is established by the size and it overrides other things and thereby enhances perceptual selection, for example, a full-page advertisement may induce more attention than a small advertisement in some corner of the newspaper. The size of the object or stimulus has a greater impact on the perception process because the size influences attention and recognition more effectively. A Great Den dog which is tall attracts attention. At the same time, a pocket dog also attracts attention because of its size. However, generally the larger the object the more likely it will be perceived. The amount of attention enhances with the size of the newspaper advertisement exposed to the individuals although the increase in attention may not be directly proportional to the increase in size.

b) . Intensity

The person who reads a passage comes across a few lines printed in bold letters, he automatically pays more attention to these lines. Underlined sentences

and the ones in italics are generally more attentively read. The principle that the higher the intensity of the external stimulus, the more likely it will be perceived is not always valid. Intensity is important, why a whisper by a student in a classroom is effective in getting attention from a teacher. Here, the answer lies in the fact that a whisper often contrasts with the rest of the noisy environment, and so gets noticed. Therefore, the intensity factor has to be considered in the light of the situation i.e. frame of reference. The intensity of the stimulus implies that the more intense the stimulus audio or visual, the more is the likelihood it will be perceived. A loud noise, strong odor or bright light, or bright colors will be more readily perceived than soft sound, weak odor, or dim light. It is because of this advantage that advertisers employ intensity to draw the consumers' attention.

c). Frequency

Repeated external stimulus is more attentive gaining than a single one, so stated the frequency principle. Repetition is the one of frequently used techniques in advertising and is the most common way of attracting people's attention. Frequently results in making people aware of the stimulus.

d). Status

The status of the perceived person has also got influence on the perception. Higher-status people can exert influence on the perception of an employee than low-status people. When introduced to two people of different ranks, we tend to remember the person holding the higher rank than the other one.

e). Contrast

A stimulus that contrasts with the surrounding environment are more likely to be selected for getting attention. A contrasting effect can be caused by color or any unusual factor.

Based on the explanation about although there are many support the difference of opinion obtained by stimulus, it can be also be understood that the process of knowledge obtained or conveyed also returns to goals and expectations.

2. Online Learning

Online learning is a relatively young format for distance teaching and is fostered by and parallels the contemporary revolution in communication and information technologies (CIT). The rapid proliferation and tacit acceptance of online instruction in higher education and school instruction have effectively made the terms "distance education" or "distance learning," in practical usage, synonymous with "online learning". Likewise, the term "distance education" is often used interchangeably but unsuitably with "e-learning", which is learning that relies on CIT in a variety of contexts; thus it significantly overlaps but does not necessarily involve distance education.[27] The original belief that online distance education was only for nontraditional, adult students has not held up over time. Granted many nontraditional students are enrolled in two-year community college programs, but the students right out of high school, who are also taking classes online.

Internet technology has been widely used in this age of globalization and had a tremendous impact on people's ways of life, work, and education. [28]In the educational context, the Internet platform has been used as an alternative teaching method. Teachers and students who participate in online learning environments

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[27]S. Guri-Rosenblit, *"Distance education" and "e-learning":* Not the same thing. Higher Education, 49(4), (2005), pp, 467-493.

[28] M. J. Cox, *Formal To Informal Learning With It : Research Challenge And Issues For E-Learning. Journal Of Computer Assisted Learn*ing, (2013), pp. 85-105.

need to realize the unique features of online learning which are different from a face-to-face setting, as pointed out.[29]

The first feature is that online learning is associative, nonlinear, and hierarchical. In other words, the internet and online software create dynamic learning interfaces through multiple links and websites that Internet users or online learners can utilize to access or search for information related to their interests. This makes learning more convenient and interesting when compared to learning from traditional textbooks. However, such a process can be endless and more complicated because of the drill-down features such as when students access various sub-items of online learning materials and do online exercises and quizzes; therefore, it can be problematic for learners who are unfamiliar with computers and the Internet. Learners might be overwhelmed with too much information and feel anxious while participating in online lessons because they have to deal with technology and subject content at the same time. Online learners require additional skills to cope with a much more dynamic learning environment.

The second feature of the enhancement of multimedia capability, such as video, audio, online dictionary, and download functions, the students are likely to encounter an abundance of information resources available on the Internet. They will require appropriate skills to search for information. Another higher level of skill they should have is the ability to evaluate information to determine if it is meaningful to them. A lack of skill in this area can also lead to an increase in learner anxiety.

The next feature of online learning is students/teachers have to deal with communication opportunities, namely, synchronous and asynchronous.

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[29]S. M Miller & K.M Miller, *Theoretical And Practical Consideration In Design Of Web-Based Instruction*. In Abbey , B (Ed) International And Cognitive Impacts Of Web-Based Education , (2000). pp. 156-157.

Synchronous communication, for instance, online chat rooms, internet conference, audio call, and video calls, offers real-time interaction between teachers and students, students and students, and possibly other unknown knowledgeable persons. In addition, asynchronous communication, occurring through e-mail, blogs, and web- boards, provide no real-time opportunities. Both synchronous and asynchronous communication could replace direct interaction and at the same time reduce anxiety in a face-to-face environment. Students should acquaint themselves with these features.

However, without face-to-face interaction in online learning, some learners might be frustrated as they may need immediate responses from teachers when problems arise.[30] The last feature of online learning is flexibility in terms of both time and space. Students gain more freedom in learning due to no specific schedule and or location. With such freedom, students need to discipline themselves much more than they do in face-to-face classrooms. A lot of learners are still not aware of their responsibilities and are not prepared to learn in an online environment. For example, they should learn how to set learning goals and plan study schedules.[31] They also need to have time management skills to keep up with the class, complete tasks on a timely basis, and be active contributors while in online learning.

Online learning is one of learning using electronic media. Online learning is an example of e-learning. Using the internet network that connects students and teachers, so that there is direct interaction in learning even though in a different

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[30] L.A Petrides, *Web-Based Technologies For Distributed (Or Distance) Learning: Creating Learning Centered Educational Experience In The Higher Educational Classroom,* International Journal Of Instructional Media, 29(1), (2002), pp.69-77.

[31] Y.C Hsu & Y.M Shiue, *The Effect Of Self-Directed Learning Readiness On Achievement Comparing Face-To-Face And Two Way Distance Learning Instruction*, International Journal Of Instructional Media, (2005), pp. 143.

room. Online learning is a teaching and learning process that utilizes the internet and digital media in delivering material. The online learning method is considered to be closer to the current generation of students who are known to be very integrated with technology products. This is a form of digitization in the world of education that has many benefits. Online learning can help students to learn lessons that students cannot at school. The use of the internet allows everyone to communicate with other people.

Online learning platforms are a way to structure instruction, which encourages optimal content organization.[32] Student interaction in online learning platforms can reduce the workload of lecturers, improve learning and teaching processes inside and outside the classroom. An online learning platform is a learning tool that brings together lecturers students and parents, students, communication, and information tools both inside and outside the classroom. There are various platforms used in online learning including zoom, WhatsApp Group, Google Form, Google Drive, YouTube, Telegram, etc. The covid-19 outbreak makes us have to limit social interaction to break the chain of its spread, including the teaching and learning process in classrooms. However, education must continue, one of which is by utilizing an online learning system.

a. Teaching English speaking base online learning

Distance learning is a cost-effective way to provide education to several learners in different places. In addition, language learning and teaching through distance learning were found that the speaking skills of DL learners are developed after the acquisition of three others: listening, reading, and writing.[33] Moreover, assessment of speaking skills is difficult in distance learning. There is a lack of

[33] D. Valentine, *Distance learning: Promises, problems, and possibilities, Online Journal of Distance Learning Administration,* (2002*),* pp.*5.*

face-to-face communication, the oral presentation has been selected to be taught and assessed. In addition, another study showed the improvement of students' public speaking skills by using such tools.[34] It was obvious that speaking skills as performance were promoted, not interaction and transaction. For this reason, there has been an attempt to teach interactional and transactional communication skills in distance learning through technology.

Apart from online learning, content or curriculum in ICT education is digitally structured and customized to meet individual learner needs, skills, learning outcomes, and interests. The concepts such as "just-in-time learning" and "learning anytime", "anywhere" illustrate the dynamic learning environment and web-based learning communities that revolve and evolve around inquiry-based learning tasks.[35] These important concepts allow learners to fully participate in an online learning environment to create a self-learning approach. In the online, section of a public speaking course. The respondents had a positive and valuable learning experience. In this study, 80% of the respondents felt that they believe their public speaking skills through the online platform of the course developed to the same degree or more than if they had used a face-to-face platform.[36]

The effects of students' epistemic belief and the instructor's discussion-facilitating strategies on interaction satisfaction in online discussion.[37] It was predicted that the effects might vary depending on whether epistemic belief, one

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[34]Tolman, E, *Teaching The Public Speaking Course Online*: Considerations And Best Practices Based On A Content Analysis Of Course Syllabi, (2012).

[35]Mccombs, B.L. &Vakili, D, *A Learner-Centered Framework For E-Learning.Teachers* College Record, 107(8),(2005), pp. 1582 – 1600.

[36]Linardopoulos, *Teaching And Learning Public Speaking Online. MERLOT Journal Of Online Learning And Teaching,* (2010), pp. 198–209.

[37] Han Insoo& Park, Innwoo, *The Effect Of Epistemic Belief And Discussion –Facilitating Strategy On Interaction And Satisfaction In Online Discussion,* Journal Of Interactive Lear G Research , (2008), pp. 649-662.

of the personal characteristics of learners, corresponds to the epistemic assumption of online discussion, and whether it was matched to discussion-facilitating strategies. After we experimented with 43 college students, the results showed that there were group differences in interaction and satisfaction, depending on epistemic belief. Regarding discussion-facilitating strategies, there were meaningful differences in interaction but not in the satisfaction level. In addition, researchers found interaction effects between epistemic belief and discussion-facilitating strategies in social and interactive types of message.

In addition, Collaboration scripts can facilitate argumentation in online settings by grouping students with other students who have expressed differing perspectives on a discussion topic. This general scripting approach is referred to as a "conflict schema." Prior studies suggest that a specific conflict schema script known as "personally seeded" discussion is more productive for students than a standard discussion format in terms of the structural quality of the resulting argumentation and participation within the discussions.

Online discussion has good effects on learning and acquiring the four skills especially speaking because the four skills connect, the studies above give a good insight into the nature and the claims of online discussion, as well as the classroom discussion. They express broad agreement that the argument for using online and classroom discussion rests in a commitment to the interaction between lectures and students. Interactivity is seen as enabled by the permanent storage of text, accessible anytime from anywhere. Learning speaking of English look at the implications for teaching and learning and largely use technological determinism of technological romanticism. Most of the research links the use of technology to easily quantifiable learning gains. Thus, researchers often report on learners' perception of benefits and drawbacks in using discussion, and it is not surprising

that these perceptions are easy to describe and measure. These papers tend to confirm that online and classroom discussions are a good thing for getting started and they can be conducted to support learning and acquiring speaking.

b. Types speaking learning-based online learning

The media aim to facilitate the teacher and learners to communicate and learn through an online class. A media format is the physical form of the message included and displayed. Selecting a media format can be a complicated task. The factors to consider are the large number of media and technology available, the diversity of learners, and the number achieved. Many kinds of media can be used by the teacher in the teaching-learning process, especially when they have a class through an online class.

1) Communication software

Provide remote access to systems and exchange files and messages in text, audio, and/or video formats between different computers or user IDs. This includes terminal emulators, file transfer programs, chat, and instant messaging MUDs programs. According to this we can use communication software in education as a new way of learning and be in contact with the students especially in learning the language.

2). Chatting

Chatting is communication through the application of writing but still the form of conversation. Chatting is a real-time conversation or message exchange that takes place in a public or private group were called chat rooms.[38] Some chat rooms have moderators who will trace and block offensive comments and other kinds of abuse. Based on visual representation chats has been divided into text-based chat room just as were IRC and Bitnet Relay Chat, and 2D. Supporting

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[38]Jonsson, E, "*Internet Relay Chat (IRC) Discourse*", A Document Discussing Internet "Chat" and The History Of IRC, (March 4th, 1998).

graphic smilies of 3D, the conversation in which takes place in 2D graphic surrounding. Since the language is a way of communication and chatting is the main part of communication, so we should be aware of the importance of chatting as a way of learning languages especially in speaking.

3). Skype

One of the communication programs that could be used for learning is skype. According to the skype site on the internet, extends that list to promote interaction by including podcasts, skype, jing, and wiki. The use of a forum board for the students to interact with each other. This would address student-to-student interaction and reduce feelings of being isolated.

With Skype, people can share a story, learn a language, hold a meeting, work with colleagues – just about anything they need to do together every day. Skype on whatever we want. It is free to start using Skype - to speak, see, and instant message other people on Skype for example students can even try out group videos, with the latest version of Skype so the researcher used it to apply the idea of online discussion. The researcher used this program to apply "online discussion" group because it is available and easy to be used by the teacher and the students. The teacher used this program to exchange videos, listening exercises with his students and he used the enrichment material as a supplement to the textbook to enhance students' communication.[39]

4). Zoom

English speaking online learning is mostly done using zoom cloud meetings and google hangouts. Both online media had used when students practice speaking dialogue. Meanwhile, the speaking practice had carried out in monologue using YouTube. Students make video monologues about a theme and

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[39] Mohammed Alhabbash, *The Effectiveness Online And Classroom Discussion On English Speaking Skill* Of 12th Graders At Gaza , (2012), pp.48.

the video is uploaded on YouTube because the use of YouTube media is quite popular among students. YouTube is considered an effective tool that can enhance the learning experience if the video is truly relevant to the subject being discussed. It recommended instructors integrate YouTube into their respective learning to take advantage of the learning/teaching context.[40] It can be concluded that YouTube is a tool to improve students' English speaking skills. It is relevant in English speaking skills during the online learning process. In addition, many ways are teaching online learning such as WhatsApp, telegram, Facebook that can be used to teach a speaking skill by online learning.

5). WhatsApp

WhatsApp is one of the media platforms that need an internet connection to connect with people around the world. WhatsApp can support the teacher and learner in doing online classroom if they cannot attend face to face; they can follow the class through WhatsApp group as media online learning. WhatsApp needs the internet as the connection to send the text messaging system. It provides voice calling from one WhatsApp user to another, voice also provides voice calling from one WhatsApp user to the other, voice recording as well, which lets users send audio messages instead as well as voice recording, which lets users record and send audio messages instead of typing.

6). Sevima Edlink

Sevima Edlink is an electronic learning platform created by PT Sentra Vidya Utama (SEVIMA), an information technology consulting and Development Company that was founded in 2004. Currently, it has office locations in Surabaya and Jakarta supported by competent, innovative, and young experts. Experienced

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[40]Moghavvemi, S, et all, *Social Media As A Complementary Learning Tool For Teaching And Learning: The Case Of Youtube*, The International Journal Of Management Education, P. 37–42. Https://Doi.Org/10.1016/J.Ijme.2017.12.001, (2018).

professionals in their fields. SEVIMA has areas of focus in the education sector and the government sector.[41]

Sevima Edlink is an android-based application devoted to the world of education in helping lecturers be efficient and effective, keep classes organized, and more interactive communication with students. Sevima Edlink is an online learning media used by educators in the learning process to measure student knowledge by utilizing the features contained in the Sevima Edlink. By downloading Sevima EdLink, lecturers or teachers can share information and lesson materials, and lecturers can give assignments easier and fast because that is only in the palm of their hand. Sevima Edlink can download this powerful application on the Playstore for free. This powerful application can download on the Playstore for free.

Android-based application devoted to the world of education in helping lecturers/teachers save time, keep classes organized, and improve communication with students. In the class forum feature, lecturers/teachers can make assignments quickly by clicking share information and then selecting a question, lecturers can directly give assignments, in this feature lecturers can also include files, images, and even links, to make it easier for students to understand the questions given by the lecturer. Not only that, but the lecturer can also see all the answers and give an assessment of those answers. The assignments have been collected, the lecturer can also share all student answers to forum members so that students can learn the answers from other students so that students know which answers are right and which are wrong.

Learning Management System is a platform that is indispensable for online

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[41] Andi Wibowo and Indah Rahmayanti, "*Penggunan Sevima Edlink Sebagai Media Pembelajaran Online untuk Mengajar dan Belajar Bahasa Indonesia*" imajeri: Jurnal Pendidikan Bahasa dan Sastra Indonesia, Vol.02, No. 2, Maret 2020, (online) https://imajeri.uhamka.ac.id/index.php/imj/article/view/67/40 (Accessed Desember 18 2020).

learning. In Indonesia, many schools and universities have used the Learning Management System application in online learning. Learning management systems that are widely used in general, such as google classroom, Edmodo, Quickpper school, Kahoot, Moodle, all of these platforms are learning management systems made from abroad. Sometimes the platforms are not compatible with the existing learning system in Indonesia. Thus, there is a learning management system, namely Edlink, which is a platform for the work of the Indonesian nation which is determined by foreign products and has been widely used by universities today.[42]

3. Advantages and Disadvantages

   a. Advantages Teaching Online Learning

Instructional Technology is highly beneficial for students, especially students pursuing a professional course. The Advantages Online learning is considered a boon due to the reasons given below:[43]

   1). Accessibility

Online learning provides accessibility due to which a student can learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. It doesn't matter where a student lives and what he wants to study- he can always find a suitable course or even a Degree The program can be followed from home. Students learning options are not constrained by their geographic location.

   2). Personalised Learning

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[42] Sevima, *SEVIMA EdLink, Aplikasi LMS Terbaik Karya Anak Bangsa*,Online Article in September 29 2020. https://sevima.com/sevima-edlink-aplikasi-lms-terbaik-karya-anakbangsa/ (Accessed Desember 2020).

[43] Mehra, *Teachers' Attitude Towards computer use implications for Emerging Technology Implication in ET*, Journal of Teacher Education and Research, Noida, Vol.2, No.2, (2007).

The online Learning system enables a student to determine and process his/her learning style, content, aim, current knowledge, and individual skills. Therefore, person-specific education could be provided through creating individual learning styles. E-Learning enables the individual to plan and direct his/her learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access, and improve the learning experience, while also helping people to develop their ICT skills.

b. Disadvantages Teaching Online Learning

There are disadvantages from the application of E-Learning as follows:[44]

1) . Lack of interaction between teacher and student or even between students themselves.

2). This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of a business or commercial aspects.

3). The teaching and learning process tends towards training rather than education itself.

4). The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).

5). Not all internet facilities are available at all places.

6). Lack of a human resource that understands the internet.

7). Lack of mastery in computer language.

8). Access to an adequate computer can be a problem for students themselves.

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[44] Nursalam, *Konsep dan penerapan metodologi penelitian ilmu keperawatan, Salemba Medika,* (2008).

9). Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).

10). Availability of an infrastructure that can be fulfilled

11). The information varies in quality and accuracy so guidelines and feature questions are needed.

12). Students can feel isolated.

4. Challanges of E-learning

As can be known there are many challenges faced by academics regarding the use and success of e-learning in an academic environment.

a. Learning Style and Cultural Challenges

A current challenge for academics in an e-learning environment is to understand the different learning styles of different students for better learning outcomes. The traditional method of learning may not be adequate in the modern day classroom where e-learning technology is playing a major role in the delivery of education. In principal the key to understanding the student needs is to understand the diversity in the virtual class. Researchers have pointed out various problems when instructors use e-learning technology.Phipps and Merisotis fond that reviewing and examining research papers throughout the 1990s on the effectiveness of e-learning technology.They put forward recommendations to cover the gaps in research that require further investigation.71They recommend that ―there needs to be more emphasis on individual differences such as gender, age, educational experience, motivation and learning style‖. Implying current research on e-learning learning does not identify individual needs.This poses a question as how instructors are coping with the technology to teach a variety of students with different educational needs, and coming from different backgrounds.It is common that students, lecturers and institutions use a variety of

different application platforms for learning and teaching, therefore they suggest that in the future ―research should focus on the interaction of multiple technologies rather than the impact of single technologies.[45]

Teachers must understand and recognise individual learning styles of the many hundreds of students (how they learn and how they perceive) in the context of online education.It is important to convey and share the information with students. For the hundreds of students who usually are not seen by academics in the e-learning environment,at present, the technology practice does not help such a scenario.[46]

Hannon and D'Netto stated ―instructors usually fail to take into account cultural differences when designing and delivering courses‖.He argues that because pedagogy and technology do not reflect the culture of the student, it reduces his or her learning outcome and the cultural differences affect their ability to work with e-learning technologies. The outcome is reduced because students of different languages respond differently to how things are organised in e-learning technologies and also students of different cultures have different abilities to work with e-learning technology.Although there are models and theories aimed to deal with individual and cultural learning differences in the e-learning environment, there is a greater urgency for content providers to design courses and materials that take into consideration these differences and engages culturally diverse audiences. When a student has a preference to a particular learning style then it become difficult to learn other ways, which means academic

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[45] Phipps, R.,&Merisotis, J.‖ *What's the Difference: A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education*‖.*Journal of Distance Education,* 14(1), 102-114, (1999).

[46] A. Zapalska, Dallas Brozik, *Learning styles and online education. Campus-Wide Information Systems,*‖23(5), 325 335. 2006. (Online) http://dx.doi.org/10.1108/106507406107140 80 (Accessed Juny 20 2006).

must be aware of different styles and needs to design learning materials that enables studentsto learn.This is the most important role of an academic.Therefore understanding learning style is critical consideration during course design and institutions should provide resources and training for academics to meet this challenge.However this is a time consuming and costly task, lot of time and effort is required and the courses material and students learning style has to be assessed when new student cohort joins.If learning style is not recognised then a possibility of learning will not be achieved and it is the most important challenge to meet.

b.   Pedagogical E-learning Challenges Pedagogy is concerned with enabling the best way to achieve learning, if pedagogy is not considered then the desired learning outcome will not be achieved.Successful pedagogy requires the teacher to understand how students learn then design and deliver course materials, and mentor students appropriately, so that knowledge and skills are passed on. In this way, e-learning will produce the return on investment.Pedagogy should be the cornerstone to any e-learning technology; without pedagogical principals learning will be hampered.

Turvey and Loveless argue that Learning different pedagogical online strategies by teachers is not sufficient in an online learning environment, it should include academics correctly interpreting students' online written text, understanding the context, and understating group dynamics with individual needs. This will then make online learning more successful.74 Having a well designed course that is pedagogically focused, and academics understanding the different strategies of online learning with the understating of diversity, context, group dynamics is not sufficient, all require the institution management marketing

the pedagogical benefits of online learning with practice examples that academics can relate to so they are encouraged to use the e-learning technology.[47]

c. Technological Challenges Technical challenge refers to development issues such as the bugs, the speed, the errors, functions and features not correctly working or do not work according to what academics require. Reeder et al., stated that technical support to academics is lacking in comparison to the desire of learning success and the profound use of e-learning technology. The great desire is met with insufficient investment in infrastructure and technological assistance.[48] Institutions have a variety of applications and computer operating systems for various uses such as the student registration system, and research support applications such asNVIVO and SPSS. All these applications have to be merged and linked within one e-learning environment to make it accessible and enable central support; however, this requires the merging and linking of various applications. This creates increased network traffic to support the centralised infrastructure, thus it should be robust and have enough capacity and capability to handle student academic communication.This is a complex process especially where old and new applications meet, and is a challenging process effecting academics who have to use the system. Technical errors, bugs, slowness is critical if academics are to use the system and is critical to the success of the e- learning technology, if the system does not function correctly then the technology will not be used and negativity will arise in using e-learning technology, which has a big ramification for institutions as they have invested hugely so the technology should be used effectively for the return in investment.

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[47] Stephen Jackson, & Colm Fearon, *Exploring the role and influence of expectations in achieving VLE benefit success‖,* British Journal of Educational Technology, Vol. 45, No.2. (2013).

[48] Kenneth Reeder, et all, *Negotiating culture in cyberspace: participation patterns and problematics,Language Learning and Technology‖,* Vol 8, No.2, 88-105. (2004). https://www.researchgate.net/publication/26388301_Negotiating_Cultures_in_Cyberspac e_Participation_Patterns_and_Problematics (Accessed August 30 2020).

d.   Technical Training Challenges

Training challenge refers to the training requirement that will enable academics to learn the e-learning features and functions correctly and to use them effectively. In reviewing e-learning literature, there are various criticisms of poor training provided by institutions to academics. Issues have been raised that include not enough training, inadequate training, training styles in use that do not fit academics personal preferences, lack of hands on practice, and also how to create materials according the pedagogical requirement was missing from the training scenario.Volery and Lord (2000) explain the three requirements needed for effective e-learning success:

Volery and Lord explain the three requirements needed for effective e-learning success:[49]

a) Technology

 b) Instructor characteristics

c) Student characteristics

Technology needs to improve; however, the instructor's characteristics and familiarity with technology are most important in terms of having a successful learning experience.Teachers who are motivated and have an encouraging attitude towards the e-learning technology will enable a positive learning outcome. They also stated that the instructor must have the ability to motivate students, show empathy, resolve emergency problems and respond to emails rapidly. Beside that student characteristics such as intelligence, motivation, and computer experience are crucial to the success of online learning. We cannot agree that all students will join university with computer experience as students may be novices or intermediate at using computers.

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[49] Volery, T., & Lord, D, *Critical success factors in online education‖ International Journal of Educational*, (2002).

e. Time Management Challenges

Academics that use e-learning systems face difficulties in managing their time. According to Reeder some of the ―cyber culture values‖ are characterised by speed, reach and quick response. However in recommendations set out by Burd and Buchman, the prerequisite needed to be an effective online instructor is that academics must visit the discussion page at least once a day to see if there is a posting by students.[50] A viable question is that visiting the discussion board once a day may not be seen as adequate according to cyber culture values. Some researchers have stated that academics should always maintain a vigorous presence on online discussion boards so they control discussion, provide answers and feedback so students do not disengage from the course. A case study conducted by Mihhailova proposed to find some of the challenges faced by lecturers who were trialling e-learning technology in an Estonian University. It concentrated on ten interviews conducted with lecturers and found that time management was complicated as answering queries or preparing lecture notes took longer than expected and there was ―no compensation system or clarity in pay for the lecturers‖. Understanding and improving how academics can balance their workload was a key recommendation of this case study.[51]

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[50] Barbara A Burd, & Buchanan., *Teaching the teachers: teaching and learning online*. Reference Service Review, 2004, Vol. 32, No.4, 404-412 (Online) https://www.researchgate.net/publication/253509597_Teaching_the_teachers_Teaching_and_learning_online (Accessed 30 August 2020).

[51] Gerda Mihhailova, *E-learning as internationalization strategy in higher education. Lecturer's and Student's perspective‖.* Baltic Journal of Management, Vol.1, No. 3, 270-284(Online). http://dx.doi.org/10.1108/17465260610690926 (Accessed August 05 2020).

f. Computer Literacy.

Although students are generally tech savvy, and thus able to manage computers well, lack of computer literacy is a major issue among students today. Many of them cannot operate basic programs such as Microsoft Word and PowerPoint and therefore are not able to handle their files. Furthermore, many students find fixing basic computer problems troublesome, as they have no knowledge in this area. However, technological proficiency is a must for following online courses, as it enables students to manage their assignments and courseware in an organized manner without struggling.

g. Development of New Forms of Learning community and Interactive Learning In e-learning environments interaction, cooperation and community play an important role to support learning. The developments in the area of e-learning environments provide new forms of interaction for learning experience. It generates new relationships between learner and computer and also form a new learning community.

h. Developing New Knowledge Facilities for e-learning

e-learning environment needs to support the rapid increase in the size and variety of data by appropriate semantic services. The semantic services generate a surrounding semantic context for learning support.

4. The difficulties speaking learning-based online learning

a. Connection or Network

That Problems arise in communication are generally said to be noise or interference so that messages sent experience noise or delays. Interference (noise) is a disturbance in communication that distorts the message. Distraction prevents the recipient from receiving the message and the source from sending the message. The disturbance is said to exist in a communication system if it makes

the message conveyed different from the message received. These disorders can be physical (someone else is talking), psychological (thoughts that are already in our heads), or semantics (misrepresenting the meaning). It is undeniable that communication is very far away experiences disruption, and this disturbance will hinder the course of the communication process. Inhibiting factors can occur in the recipient of the message. [52]The example of the zoom meeting application is used as a medium for teaching speaking is that collides with many connection problems, sometimes the zoom session is interrupted, sometimes users are blocked, sometimes they cannot upload work from home or learning speaking progress students to express their opinions instead was blocked or lost.

During the online learning period, students have the right to learn from home. However, the learning process from home has risks in terms of connection. Not all homes where students study has good connections. As a result, the learning process is disrupted. On the other hand, the interrupted connection is also due to insufficient internet quota for the needs of the learning process. So it is not uncommon for students not to attend lectures because of the problem of limited quotas, the main problem for students is connection. Some students have no connection at home at all. Some have to walk a long way to be able to connect, so it's a bit difficult. Students who do not have a quota are sometimes a challenge with no quota money for studying.

b. Students does not have a facilities

Improving English speaking skills online learning, of course, requires supporting facilities to carry out activities carried out from home. In learning during the Covid 19 pandemic, schools use various methods so that learning

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[52]Anisatu Solihah, *Model Komunikasi Dosen Dan Mahasiswa Dalam Pendalaman Tahsin Tilawah Melalui Virtual Learning,* (FakultasDakwah Dan Ilmu Komunikasi Universitas Islam Negeri Raden Intan Lampung 1441 H/2019 M},(2019), pp. 67.

continues, such as using online learning first using social media such as WhatsApp, Google Classroom, Google Meet, Edmododan Zoom, and Sevima adlink. In order, for the learning process to run smoothly the teacher must guide learning first, in online learning students prefer it because learning is more interesting, making students curious in the process of making students active. However, sometimes they encounter obstacles such as some students do not do assignments because they do not have supporting technology facilities such as smartphones because the parents of these students cannot afford to buy them or there is only one at home so they take turns with other families.[53] In addition, mostly it is happening in an isolated village which society has low income.

In the online learning process, the quality of speaking education in foreign languages must be maintained. To achieve this, we need a learning media that can facilitate an ideal learning process by the principles described. During the learning process in the pandemic, there were several problems faced by educators, especially in learning speaking aspects of the English foreign language.

During the learning process, technical problems are quite a challenge. Technical problems are problems with devices that become media in the process of learning to speak. These various problems are as follows, during the learning process, technical problems are quite a challenge namely students do not have learning facilities.

c. Less of motivation

Online learning can be an important mode of delivery for learners and teachers in the case made to improve learning and collaboration with others outside of the classroom. Online learning can convey "new" information not

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contained in conventional sources, effectively strengthening other course information by offering illustrations, explanations, assessments, and exercises. [54]

The most prominent obstacle is the change in habits that occur in students, initially received well, enthusiastically because the activities will be carried out at home, but over time it will cause boredom in students doing the same routine every day. In addition, the teacher's intensity in delivering material in one of the subjects is reduced and less massive. Especially when students basically do not have adequate English vocabulary or still need face-to-face teaching and then getting online classes will also make students not motivated in learning English so that their speaking skills also decline.

Make students feel the presence of the class in the learning process. During the online learning process, many students need attention that they are doing is appreciated. The learning system usually involves teachers who are present in class and peers who turn into self-study in class. As a result, many students feel less passionate and enthusiastic about learning. Teachers have the challenge to present a classroom atmosphere in a network that resembles a face-to-face classroom atmosphere so that learning still feels impressive.

Many students feel alone. Usually, in their class there is direct guidance from the teacher. Then some students can also be invited to dialogue and students learn their own at home, so it seems a bit boring for students.

d. Duration Problem Learning

The time during the learning assessment. The assessment becomes less effective because of the many technical problems that occur. Often students who are called to speak do not speak at all due to connection problems or because

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[54]Adira Berlianda R.A & Lilia Indriani, *An Analysis Of EFL Learners' Learning Style In Online Speaking Class*, Volume 3 Nomor 2, DesemberTahun 2020 P-2655-710X E-ISSN 2655-6022, (2020), pp. 324.

students are not in front of the screen. Educators are only able to replace students who will be assessed while waiting for the completion of these technical obstacles and assessing aspects of speaking.

Normally, it's quite a time to operate, but online learning makes the assessment process longer. Usually, the problem in connection is not fluent or does not stick together makes learning more efficient.[55]

C. Conceptual Framework

Online learning is the basis for teaching in these cases as well as medium teaching speaking English, the students face online language learning especially in speaking English. In this research, the students' perception will be examined to describe the students' perception toward online learning for English speaking skills. This explanation is described in the following figure.

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┌─────────────────────────────────────────────────────┐
│              ┌─────────────────────────┐            │
│              │   English Speaking skill │            │
│              └─────────────────────────┘            │
│                         │                           │
│              ┌─────────────────────────┐            │
│              │     Online learning      │            │
│              └─────────────────────────┘            │
│                         │                           │
│        ┌──────────────────────────────────────┐     │
│        │ Learning speaking skill by online     │     │
│        │ learning                               │     │
│        └──────────────────────────────────────┘     │
│                         │                           │
│              ┌─────────────────────────┐            │
│              │   Students' perception   │            │
│              └─────────────────────────┘            │
│                   ↙           ↘                     │
│   ┌──────────────────┐   ┌──────────────────┐       │
│   │ Positive perception│  │ Negative perception│      │
│   └──────────────────┘   └──────────────────┘       │
└─────────────────────────────────────────────────────┘
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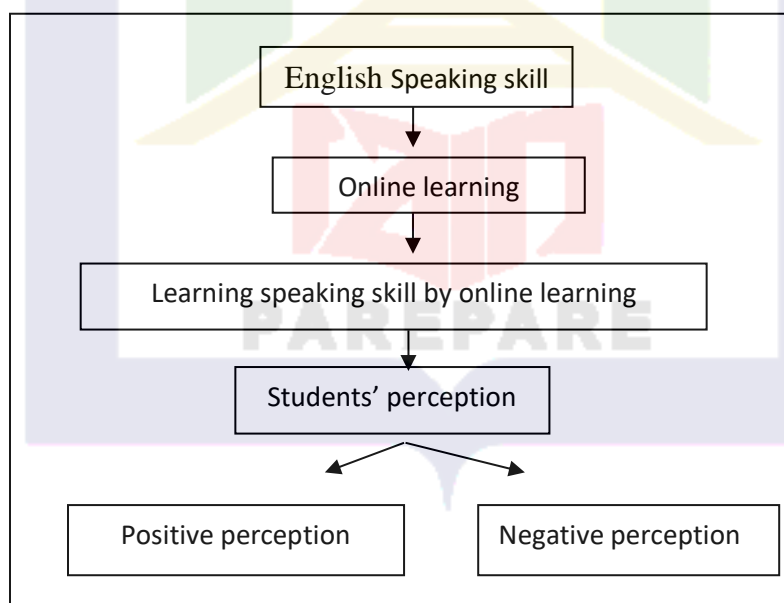
[55] Kadek Wiramarta, *Tantangan Pembelajaran Bahasa Inggris Pada Aspek Berbicara Pada Sekolah Pariwisata Dalam Masa Pandemi,* 2021,P..9 Volume 2, No. 1, April 2021.

D. Operational Definition of Research Variables

This research involves two variables namely online learning and speaking skill in which the first variable will provide information for the second variable. The explanation of these two variables is explained as follows:

1. Online learning is an innovative learning provision of computer intermediate learning materials at distance.

2. Speaking is one of the ways to communicate or express mind, ideas as well as messages orally to other people. The specific speaking in this research relate to students' interaction in the classroom.
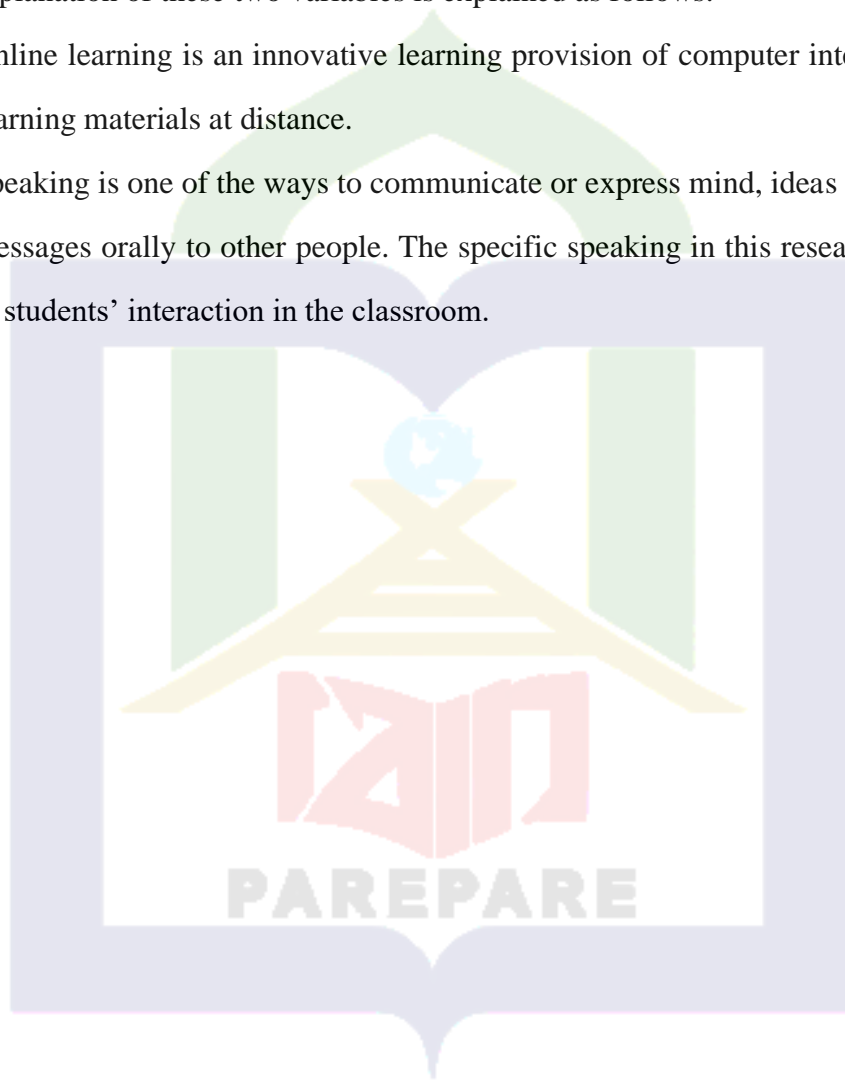
CHAPTER III
METHODOLOGY OF THE RESEARCH

This part deals with research design, variables and operational definitions, research subject, instrument of collecting data, and technique of data analysis.

A. Research Design

In this research, the researchers used a quantitative approach by applying descriptive research to get descriptive data in the form of words written or spoken of people and behaviors that can be observed. Qualitative is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. [56] Furthermore, the aim of qualitative is to understand, explore, explain, discover, and clarify situations, feelings, perceptions, attitudes, values, beliefs, and experiences of a group of people.

The phenomenon refers to students' problems in studying English especially in speaking that might hinder them in communicating actively. This research does not focus on a specific platform but this study is generally depending on what media the lecturer uses in teaching online learning to students. Therefore, in this research the researcher will apply a questionnaire by using open-ended questions to find out the data both motivating and demotivating factors in students to speak Englis hand and to know is students' perception using online learning.

The researcher applied this research design to collect, analyze and interpret data which will be appropriate with the purpose of this research to get and find out

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[56] Mills And Gay, *Educational Research: Competencies For Analysis and Applications* (Eleventh Edition), (2016).

the description about students' perception using online learning to their speaking skills. In this research, the researcher used a questionnaire. After collecting the data, the researcher analyzed the data qualitatively.

B. Variables and Operational Definitions

This item will explain three kinds of variables in this research, namely online learning, perception as well as speaking. Online learning and students' perception factors are the main point in this research that relates to speaking English. This study focuses on students' subjects whereas in this study the researcher wants to know the description of students' perception when learning to speak using online learning. To avoid the research perception about the term of the research, it needs to know the specific term of online learning, perception, and speaking as well. Hence, the operational definitions of the research are explained as follows:

1. Online learning is an innovative learning provision of computer intermediate learning materials at distance.

2. Perception is a depiction expressed on what is seen visually, how the object loos by the five senses then expressed relatively according to desire.

3. Speaking is one of the ways to communicate or express mind, ideas as well as messages orally to other people. The specific speaking in this research relate to students' interaction in the classroom.

C. Population and Sample of The Research

This research was conducted at students of IAIN Parepare in English major. According to Arikunto relate to the term of research subject stated that research subjects are objects, things, or organizations where research data or variables have a certain issue. [57] The following table 3.1.

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[57]S Arikunto, *Prosedur Peneltian* ,(suatu Pendekatan Praktik), Rineka Cipta, (2006).

NO	FACULTY-MAJOR	FACULTY CLASS							TOTAL
		2015	2016	2017	2018	2019	2020	2021	
1	TARBIYAH-ENGLISH MAJOR	23	45	82	108	80	68	59	465

In choosing the subject of the research, the researcher applied the purposive sampling technique. According to Mills & Gay said that purposive sampling is the process of selecting a subject that is believed to be representative in doing research.[58]

Therefore, the total subjects need were 40 learners from all students of IAIN Parepare in English major that are given questionnaire know using online learning in their English speaking.

In addition, the researcher chose the English mayor because of certain reasons. The learners who have studied English start from the corona pandemic. Furthermore, the learners have faced such as obstacles and challenges that learn using online learning, especially to their English speaking skills. Hence, the learners who are English majors are the perfect participants to show the reality of the data later. In addition, the learners who become the subjects of the research based on the students' information which is included in indicators perception that has same categories in that class.

D. Instrument of The Research

To find out the students' perception toward online learning for English speaking skills the instrument is used by the researcher, in this case, is the

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[58] Mills And Gay, *Educational Research: Competencies For Analysis And Applications* (Eleventh Edition, Pearson, (2016).

questionnaire to know the students' perception toward online learning for English speaking skills. Moreover, to make it clear about the research instrument it will explicate below: Questionnaire

The questionnaire was shared through Google form will responded by the participants its means students of IAIN Parepare to get information or data. Furthermore, a mixed English-Indonesian translation of the instruction and items in the questionnaire was used in this research to help the students understand the statements. So, the students are easy to write down their responses. Where the procedure is:

a. Firstly, the researcher share link to a question

b. Secondly, the researcher explained the readiness of the students who became the subjects of this research.

c. Thirdly, give them a list of questionnaires. Therefore, before filling the questionnaire the researcher explained the instructions that should be followed by the students such as input data, name, reg number, and all the data which the researcher needs.

d. The last, after all the students fill the questionnaires it was submitted to analysis later to get the data.

E. Technique of The Research

To analyze the data and test the hypotheses, the researcher will process it by using quantitative analysis with a statistical method which is elaborated as follows:

a. Scoring students' questioner

The researcher will assess students' answers on the questionnaire by giving a score for each item. In scoring each item of the students' perception

Level questionnaire, the researcher has used the Likert Scale scoring system.[59] Which has been modified into 4 scales. The first reason is to avoid undecided answers from students multi-interpretable. The second reason is to avoid the central tendency effect which can lead respondents to choose neutral answers which can omit or decrease the amount of information we can take from respondents.[60] The scale can be seen as follows:

Table 3.2.Likert Scale for Scoring System of students' perception

Answer	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Table 3.3. The general score of positive and negative perception

Category	Score
Negative perception	28 - 42
Positive perception	42- 112

Table 3.4. The positive and negative score of facility

Category	Score
Negative perception	14 – 35
Positive perception	36- 56

[59]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif. Kualitatif, dan R&D*, (Bandung: Alfabeta, 2012), p.135.

[60]EkoHertanto, *"Perbedaan Skala Likert Lima Skala dengan Modifikasi Skala Likert Empat Skala", Metodologi Penelitian*, (2017), pp. 1-4.

Table 3.5. Table: The positive and negative score of method

Category	Score
Negative perception	14 – 35
Positive perception	36- 56

b. Calculating the rate percentage of students' score

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

Where:

P : percentage

F : frequency

N : total number of sample[61]

c. Calculating the mean score

In calculating the data, the researcher will use a Microsoft Excel computer program to present descriptive statistical information. The mean score will be calculated by the following formula:

$$X = \frac{\sum x}{N}$$

where: X   : Mean score

                 $\sum x$: Total score

                 N   : Number of students [62]

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[61] Anas Sudijono, *Pengantar Statistic Pendidikan Cet. VI ,* (Jakarta: Raja Grafindo Persada, 1995), p. 40-41.

[62] L.R. Gay, *Educational Research*, *Competencies for Analysis and Application second edition ,* (Columbus: Charles E Merril Company,1981), p.298.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of two sections namely findings and discussions. The findings of this research present the data of students' perception toward online learning in English speaking skills. The discussion of this research explains the findings by supported theories and previous research findings

A. Findings of the Research

The finding of this research is divided into 5 sections: general score, classification data, category of students' perception in Facility and method, Frequency of students' perception in Facility and method, General Score every question of students perception toward online learning in English speaking skill. The five sections are elaborated as follows:

1. General data of students perception toward online learning in English speaking skill

Table 4.1 Classification of students perception toward online learning for speaking skill

No	Category	Score	Classification
1	Max score	99	Positive perception
2	Min score	44	Positive perception
3	Mean	79	Positive perception
4	Median	81,5	Positive perception
5	Modus	84	Positive perception

Table 4.1. The table shows that students perception toward online learning for English speaking skill, the classification of positive is 43 to 112. Meanwhile, the mean score is 79 with positive classification, the median score is 81,5 with positive classification, the modus score is 84 with positive classification, the

maximal score is 99 with positive classification, and the minimum score is 44 with positive classification.

2. Classification of students' perception toward online learning for English speaking skill

Table 4.2. Frequency of students' perception toward online learning for English speaking skill

No	Classification	F	Percentage (%)
1	Positive perception	40	100%
2	Negative perception	0	0%

Table 4.2 shows the frequency of students' perception toward online learning for English speaking skills divided into two classifications where positive perception and negative classification. The first classification is a positive perception there are 100% , the second classification is a negative perception there are 0%.

3. Category of students' perception in Facility and method

This research is divided into 2 sections: Facility and Method toward online learning. The two sections are elaborated as follows:

Table 4. 3. Students score students' perception in Facility and method

No	Category	Mean x	Classification
1	Facility	40	Positive perception
2	Method	39	Positive perception

Table 4.3 shows that the mean of students' perception toward online learning for English speaking skills is divided into two categories where positive and negative perception, the classification of positive for facility and method is 36

to 56. The students chose positive perception it shows in the mean score of facility is 40 it is higher than Method is 39.

4. Frequency of students' perception in Facility and method

Table 4.4. frequency of students' perception in Facility and method

No	Category	F	Percentage (%)
1	Facility	40	100%
		0	0%
2	Method	40	100%
		0	0%

Table 4.4. Shows the frequency of students' perception toward online learning for English speaking skill divided into two categories where Facility and Method. For the first category is Facility there are 100% positive perception, then there are 0% negative perception, the second category is Method there 100% positive perception and 0% negative perception.

5. General Score question of students' perception toward online learning for English speaking skill

Table 5.1. Flexible time

Item	Category	F	Percentage (%)
1	Strongly agree	4	10%
	Agree	24	60%
	Disagree	10	25%
	Strongly disagree	2	5%

Table 5.1. Shows among 40 students there are 24 students agree and 4 students strongly agree that students feel happy learning English speaking through

online is flexible specially the time. Meanwhile, 10 students disagree and 2 students Strongly disagree with this point which mean learning English speaking online is not flexible in time.

Table 5.2. Study anywhere

Item	Category	F	Percentage (%)
2	Strongly agree	12	30%
	Agree	21	52%
	Disagree	6	15%
	Strongly disagree	1	2,5%

Table 5.2. Shows among 40 students there are 21 students agree and 12 students strongly agree that students feel happy learning speaking through online everywhere. Meanwhile, 6 students disagree and 1 students Strongly disagree.

Table 5.3. The deadline for collecting old assignments

Item	Category	F	Percentage (%)
3	Strongly agree	7	17,5%
	Agree	21	52,5%
	Disagree	12	30%
	Strongly disagree	0	0%

Table 4.3. Shows among 40 students there are 21 students agree and 7 students strongly agree that students feel comfortable learning speaking through online is the deadline for collecting old assignments. Meanwhile, 12 students disagree and none students Strongly disagree.

Table 5.4. The energy

Item	Category	F	Percentage (%)
4	Strongly agree	11	27,5%
	Agree	23	57,5%
	Disagree	3	7,5%
	Strongly disagree	3	7,5%

Table 5.4. Shows among 40 students there are 23 students agree and 11 students strongly agree that students feel happy learning speaking through online is not spend a lot of energy. Meanwhile, 3 students disagree and 3 students Strongly disagree with this point which mean learning speaking online is spend a lot of energy.

Table 5.5. The materials is update

Item	Category	F	Percentage (%)
5	Strongly agree	4	10%
	Agree	18	45%
	Disagree	14	35%
	Strongly disagree	4	10%

Table 5.5. Shows among 40 students there are 18 students agree and 4 students strongly agree that students feel happy learning speaking through online is update matery. Meanwhile, 14 students disagree and 4 students Strongly disagree with this point which mean learning speaking online is not update matery.

Table 5.6. Study independently

Item	Category	F	Percentage (%)
6	Strongly agree	11	27%
	Agree	15	37%
	Disagree	12	30%
	Strongly disagree	2	5%

Table 5.6. Shows among 40 students there are 15 students agree and 11 students strongly agree that students feel happy learning speaking through online study independent. Meanwhile, 10 students disagree and 2 students Strongly disagree with this point which mean learning speaking online is not make study independent.

Table 5.7. Interact widely and in various ways

Item	Category	F	Percentage (%)
7	Strongly agree	7	17,5%
	Agree	21	52%
	Disagree	8	20%
	Strongly disagree	4	10%

Table 5.7. Shows among 40 students there are 21 students agree and 7 students strongly agree that students feel happy learning speaking through online can interact widely and in various ways. Meanwhile, 8 students disagree and 4 students Strongly disagree with this point which mean learning speaking online can not interact widely and in various ways.

Table 5.8. The platform program is user-friendly/easy to use

Item	Category	F	Percentage (%)
8	Strongly agree	7	17,5%
	Agree	20	50%
	Disagree	9	22,5%
	Strongly disagree	4	10%

Table 4.8. Shows among 40 students there are 20 students agree and 7 students strongly agree that students feel easy learning speaking through online platform is user-friendly/easy to use . Meanwhile, 9 students disagree and 4 students Strongly disagree with this point which mean learning speaking online platform is not user-friendly/easy to use.

Table 5.9. The access learning resources effectively

Item	Category	F	Percentage (%)
9	Strongly agree	7	17,5%
	Agree	24	60%
	Disagree	6	15%
	Strongly disagree	3	7,5%

Table 4.9. Shows among 40 students there are 24 students agree and 7 students strongly agree that students feel comfortable learning speaking through online the accesses specially resources is effectively. Meanwhile, 6 students disagree and 3 students Strongly disagree with this point which mean learning speaking online the accesses specially resources is not effectively.

Table 5.10. The platforms

Item	Category	F	Percentage (%)
10	Strongly agree	8	20%
	Agree	26	65%
	Disagree	4	10%
	Strongly disagree	2	5%

Table 4.10. Shows among 40 students there are 26 students agree and 8 students strongly agree that students feel happy learning speaking through online in platform specially find the information. Meanwhile, 4 students disagree and 2 students Strongly disagree with this point which mean learning speaking online in platform is not easy find the information.

Table 5.11. The network

Item	Category	F	Percentage (%)
11	Strongly agree	5	12,5%
	Agree	15	37,5%
	Disagree	13	32,5%
	Strongly disagree	7	17,5%

Table 4.11. Shows among 40 students there are 15 students agree and 5 students strongly agree that students feel comfortable learning speaking through online is network specially good network. Meanwhile, 13 students disagree and 7 students Strongly disagree with this point which mean learning speaking online is bad network.

Table 5.12. Facility such as laptop/cellphone

Item	Category	F	Percentage (%)
12	Strongly agree	7	17,5%
	Agree	22	55%
	Disagree	10	25%
	Strongly disagree	1	2,5%

Table 4.12. Shows among 40 students there are 22 students agree and 7 students strongly agree that students feel happy learning speaking through online is facility specially having laptop/cellphone. Meanwhile, 10 students disagree and 1 students Strongly disagree with this point which mean learning speaking online is facility specially not having laptop/cellphone.

Table 5.13. The quota

Item	Category	F	Percentage (%)
13	Strongly agree	3	7,5%
	Agree	24	60%
	Disagree	12	30%
	Strongly disagree	1	2,5%

Table 4.13. Shows among 40 students there are 24 students agree and 3 students strongly agree that students feel happy learning speaking through online is facility specially having quota. Meanwhile, 12 students disagree and 1 students Strongly disagree with this point which mean learning speaking online is facility specially not having quota.

Table 5.14. Sending files to a slide show

Item	Category	F	Percentage (%)
14	Strongly agree	3	7,5%
	Agree	24	60%
	Disagree	10	25%
	Strongly disagree	3	7,5%

ng 40 students there are 24 students agree and 3 students strongly agree that students feel easy learning speaking through online is platform specially sending files to a slide show. Meanwhile, 10 students disagree and 3 students Strongly disagree with this point which mean learning speaking online is platform specially not easy sending files to a slide show.

Table 5.15. Groups discussion

Item	Category	F	Percentage (%)
15	Strongly agree	2	5%
	Agree	22	55%
	Disagree	15	38,5%
	Strongly disagree	1	2,5%

Table 5.15. Shows among 40 students there are 22 students agree and 2 students strongly agree that students feel happy learning speaking through online with groups discussion. Meanwhile, 15 students disagree and 1 students Strongly disagree with this point which mean learning speaking online is not happy wirh groups discussion.

Table 5.16. The visual images

Item	Category	F	Percentage (%)
16	Strongly agree	5	12,5%
	Agree	24	60%
	Disagree	9	22,5%
	Strongly disagree	2	5%

Table 5.16. Shows among 40 students there are 24 students agree and 5 students strongly agree that students feel happy learning speaking through online with visual images. Meanwhile, 9 students disagree and 2 students Strongly disagree with this point which mean learning speaking online is not happy wirh visual images.

Table 5.17. Express an opinions that contradict others opinion

Item	Category	F	Percentage (%)
17	Strongly agree	3	12,5%
	Agree	19	60%
	Disagree	11	27,5%
	Strongly disagree	5	5%

Table 5.17. Shows among 40 students there are 19 students agree and 3 students strongly agree that students feel happy learning speaking through online with express an opinions that contradict others opinion. Meanwhile, 11 students disagree and 5 students strongly disagree with this point which mean learning speaking online is not happy express an opinions that contradict others opinion.

Table 5.18. Learning text without thinking

Item	Category	F	Percentage (%)
18	Strongly agree	2	5%
	Agree	21	52,5%
	Disagree	15	37,5%
	Strongly disagree	2	5%

Table 5.18. Shows among 40 students there are 21 students agree and 2 students strongly agree that students feel easy learning speaking through online with learning text without thinking. Meanwhile, 15 students disagree and 2 students Strongly disagree with this point which mean learning speaking online is not easy learning text without thinking.

Table 5.19. Choosing one of the titles given by the lecturer

Item	Category	F	Percentage (%)
19	Strongly agree	3	7,5%
	Agree	19	47,5%
	Disagree	17	42,5%
	Strongly disagree	1	2,5%

Table 5.19. Shows among 40 students there are 19 students agree and 3 students strongly agree that students feel easy learning speaking through online with choosing one of the titles given by the lecturer. Meanwhile, 17 students disagree and 1 students strongly disagree with this point which mean learning speaking online is not easy choosing one of the titles given by the lecturer.

Table 5.20. Prepare material provided by the lecturer

Item	Category	F	Percentage (%)
20	Strongly agree	7	17,5%
	Agree	21	52,5%
	Disagree	12	30%
	Strongly disagree	0	0%

Table 5.20. Shows among 40 students there are 21 students agree and 7 students strongly agree that students feel happy learning speaking through online with prepare material provided by the lecturer. Meanwhile, 12 students disagree and 0 students strongly disagree with this point which mean learning speaking online is not happy prepare material provided by the lecturer.

Table 5.21. Visual tools

Item	Category	F	Percentage (%)
21	Strongly agree	2	5%
	Agree	23	57,5%
	Disagree	13	32,5%
	Strongly disagree	2	5%

Table 5.21. Shows among 40 students there are 23 students agree and 2 students strongly agree that students feel comfortable learning speaking through online with visual tools. Meanwhile, 13 students disagree and 2 students strongly disagree with this point which mean learning speaking online is not comfortable with visual tools.

Table 5.22. Develops imagination and appreciation

Item	Category	F	Percentage (%)
	Strongly agree	6	15%
22	Agree	27	67,5%
	Disagree	7	17,5%
	Strongly disagree	0	0%

Table 5.22. Shows among 40 students there are 27 students agree and 6 students strongly agree that students feel happy learning speaking through online can develops imagination and appreciation. Meanwhile, 7 students disagree and 0 students strongly disagree with this point which mean learning speaking online can develops imagination and appreciation.

Table 5.23. Sharing new ideas

Item	Category	F	Percentage (%)
	Strongly agree	6	15%
23	Agree	26	65%
	Disagree	7	17,5%
	Strongly disagree	1	2,5%

Table 5.23. Shows among 40 students there are 26 students agree and 6 students strongly agree that students feel happy learning speaking through online with sharing new ideas. Meanwhile, 7 students disagree and 1 students strongly disagree with this point which mean learning speaking online is not happy sharing new ideas.

Table 5.24. Interview

Item	Category	F	Percentage (%)
24	Strongly agree	4	10%
	Agree	23	57,5%
	Disagree	12	30%
	Strongly disagree	1	2,5%

Table 5.24. Shows among 40 students there are 23 students agree and 4 students strongly agree that students feel happy learning speaking through online with interview. Meanwhile, 12 students disagree and 1 students strongly disagree with this point which mean learning speaking online is not happy with interview

Table 5.25. Repeating the material after the lecturer

Item	Category	F	Percentage (%)
25	Strongly agree	6	15%
	Agree	21	52,5%
	Disagree	11	27,5%
	Strongly disagree	2	5%

Table 5.25. Shows among 40 students there are 21 students agree and 6 students strongly agree that students feel easy learning speaking through online with repeating the material after the lecturer. Meanwhile, 11 students disagree and 2 students strongly disagree with this point which mean learning speaking online is not easy repeating the material after the lecturer.

Table 5.26. Interacting /Conversation

Item	Category	F	Percentage (%)
26	Strongly agree	5	12,5%
	Agree	20	50%
	Disagree	15	37,5%
	Strongly disagree	0	0%

Table 5.26. Shows among 40 students there are 20 students agree and 5 students strongly agree that students feel comfortable learning speaking through online with conversation method. Meanwhile, 15 students disagree and 0 students strongly disagree with this point which mean learning speaking online is not comfortable with conversation method.

Table 5.27. learning with videos

Item	Category	F	Percentage (%)
27	Strongly agree	6	15%
	Agree	25	62,5%
	Disagree	9	22,5%
	Strongly disagree	0	0%

Table 5.27. Shows among 40 students there are 25 students agree and 6 students strongly agree that students feel happy learning speaking through online with videos. Meanwhile, 9 students disagree and 0 students strongly disagree with this point which mean learning speaking online is not happy with videos.

Table 5.28. Express an opinions according to the updated news

Item	Category	F	Percentage (%)
	Strongly agree	5	12,5%

28	Agree	30	75%
	Disagree	5	12,5%
	Strongly disagree	0	0%

Table 5.28. Shows among 40 students there are 30 students agree and 5 students strongly agree that students feel easy learning speaking through online with express an opinions according to the updated news. Meanwhile, 5 students disagree and 0 students strongly disagree with this point which mean learning speaking online is not easy to express an opinions according to the updated news

The students strongly agree in facility is items number 2,4,6,10, and 12 based the frequency with positive classification, then students strongly agree in method is items number 16,20,22,23,25,27 and 28 with positive classification, based on the table above from 28 quenstions, it's shows the highest score on Facility item number 2.

B. Discussion

The first objective of this research is to find out the students' perceptions toward online learning for English speaking skills, therefore the Facility and Method are investigated.

The research problem of this research is students' perceptions toward online learning for English speaking skills. To answer the research question, the researcher distributed questionnaires. The questionnaire was distributed to the English major students of IAIN Parepare, and there are 40 students voluntarily participated in filling out the questionnaire. In collecting the data, the researcher-made questionnaire in the form of Google Forms and distributed them through students' Wa groups, due to current circumstances it is not possible to distribute questionnaires directly because of this pandemic. online learning is a form of

model learning that is facilitated and supported by the use of information and communication technology.[63] Because of the pandemic, the students and teachers can also do teaching and learning activities online, by utilizing existing technology, especially applications connected to the internet. The researcher also used technology to collect the data. The questionnaires consist of twenty-eight positive questions, that related to online learning English.

The time that students feel through online learning is happy or not. the use of an online learning system is one effort that can be done to solve problems and make it easier for students to access learning material. Time and place to learn can also be flexible anytime and anywhere, and students can access information anytime. The last question related to the teaching material is about the learning schedule. The English learning schedule is very supportive, even though it was done online during the covid-19 pandemic. The data obtained in the questionnaire showed the highest frequency with a percentage of 60% agreeing with the questionnaire. online learning is an educational support media and not as a medium substitute for education. With online learning, students can still study even at home.[64] The research also found that students believe technical systems and issues are the areas most in need of improvement and noted that quick and easy access to technical support is what they need. unemployed students or those who are employed part-time are more concerned about hardware and software requirements for an online program than those employed full time, perhaps because they are less likely to have access to the necessary equipment, software,

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[63] Hanum, N. S, *Keefetifan e-learning sebagai media pembelajaran (studi evaluasi model pembelajaran e-learning SMK Telkom Sandhy Putra Purwokerto).* Jurnal Pendidikan Vokasi, 3(1), 90–102. https://doi.org/10.21831/jpv.v3i1.1584, (2013).

[64] Cashion, J & Palmieri, P (in press) '*The secret is the teacher': The learner's view of online learning,* NCVER, Adelaide, (2002).

and internet connections. [65]The next is about student perceptions related to placing flexibility. In this second point, the data obtained in the questionnaire showed the highest frequency with a percentage of 52% agreeing with the question. E-learning technologies and online learning environments provide flexible learning opportunities for students to enhance the quality of their learning experiences and outcomes in terms of time, place, and pace of learning.[66] The next is about online assignments given by the teacher will be evaluated old time. At this point, the data obtained in the questionnaire showed the highest frequency with a percentage of 52,5% agreeing with the questionnaire. Teaching materials have a role that is very important in the learning process as a source of study in learning. The next is about the energy. At this point, the data obtained in the questionnaire showed the highest frequency with a percentage of 57,5% agreeing with the questionnaire. Items that are related to the dimension of teaching material are, the teachers' role in explaining English material through online learning is happy or not. The data obtained showed the highest frequency with a percentage of 45% agreeing with the question. The next is about students' perception related to English learning through online learning was work independently. The highest frequency with a percentage of 37% agrees with the question. The next is about online learning can interact widely and in various ways., the data obtained in the questionnaire showed the highest frequency with a percentage of 52% agreeing with the questionnaire. The next is about online learning platform program is user-friendly/easy to use, the data obtained in the questionnaire showed the highest frequency with a percentage of 50% agreeing with the questionnaire. The next is about online learning platform program is user-friendly/easy to use, the data

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[65] Means, B, et all, *The Effectiveness of online and blended learning: A meta-analysis of the empirical literature,* Teachers College Record, (2013), pp.115.

[66] Arsyad. A, *Media pembelajaran*, Raja Grafindo Persada, (2011).

obtained in the questionnaire showed the highest frequency with a percentage of 50% agreeing with the questionnaire. The next is about online learning because I can access learning resources effectively, the data obtained in the questionnaire showed the highest frequency with a percentage of 60% agreeing with the questionnaire. The next is about the information students need when using online platforms, the data obtained in the questionnaire showed the highest frequency with a percentage of 65% agreeing with the questionnaire. The next is about online learning because of the good access network, the data obtained in the questionnaire showed the highest frequency with a percentage of 37% agreeing with the questionnaire. The next is about students who already have a laptop/cellphone, the data obtained in the questionnaire showed the highest frequency with a percentage of 55% agreeing with the questionnaire. The next is about students who already have a study quota, the data obtained in the questionnaire showed the highest frequency with a percentage of 60% agreeing with the questionnaire. The last in a facility is about students easily sending files to a slide show, the data obtained in the questionnaire showed the highest frequency with a percentage of 60% agreeing with the questionnaire.

Students" interaction is one of the factors to help students in achieving learning outcomes more optimal. Items that are related to the dimension of atmosphere or learning environment are, this question asked about Students perception learning speaking in groups using online learning. The data obtained in the questionnaire showed the highest frequency with a percentage of 55% agreeing with the question. online learning is an innovation that has a very big contribution against change in the learning process, where the learning process is no longer just listening to the description of the teacher material directly but the

student also does other activities such as observing, doing and demonstrating.[67] The next is about students speaking spontaneously after seeing the visual images shown using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 60% agreeing with the questionnaire. The next is about students expressing opinions that contradict the opinions of others by using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 60% agreeing with the questionnaire. The next is about students presenting some opinion incompatible other toward online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 52,5% agreeing with the questionnaire. The next is about students expressing opinions that have been prepared in advance from the material provided by the lecturer using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 52,5% agreeing with the questionnaire. The next is about choosing one of tittles given by the lecturer. At this point, the data obtained in the questionnaire showed the highest frequency with a percentage of 47,5% agreeing with the questionnaire. The next is about preapare material provided by the lecturer. At this point, the data obtained in the questionnaire showed the highest frequency with a percentage of 52,5% agreeing with the questionnaire. The next is about students showing tools during online presentations using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 57,5% agreeing with the questionnaire. The next is about students developing imagination and appreciation by using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 67,5% agreeing with the questionnaire. The next is about students speaking in a limited way, but they are open to sharing

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[67] Sadirman, *Interaksi dan motivasi belajar mengajar*, (Rajawali Pers), (2012).

new ideas using online learning., the data obtained in the questionnaire showed the highest frequency with a percentage of 65% agreeing with the questionnaire. The next is about students learning interview online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 57,5% agreeing with the questionnaire. The next is about students repeating the material after the lecturer says the material using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 52,5% agreeing with the questionnaire. The next is about students interacting with my friends using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 50% agreeing with the questionnaire. The next is about students speaking and watching learning videos using online learning, the data obtained in the questionnaire showed the highest frequency with a percentage of 62,5% agreeing with the questionnaire. The last question related to expressing opinions according to the updated news using online learning. The questionnaire showed the highest frequency with a percentage of 75% agreeing with the question.

The remaining items are measured on a four-point scale, Strongly agree, agree, disagree, and strongly disagree, use Likert Scale in scoring the statement. the Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Each response category was assessed. An item or perception is said to be positive if, the largest number is in the strongly agree response, whereas if the item or perception is negative, the largest number is in the strongly disagree response. a person's response can be in the form of good or bad, positive or negative. If the response is positive, then the individual in question tends to like or approach the object, while the negative response tends to

stay away from the object.[68] Based on the data collected, in general, students have a positive tendency toward the implementation of online learning. This can be seen from the percentage of the data and that many students were chosen to agree with response to online learning English. Perception related to speaking facility perception related to the information students need when using online platforms of 65%, and speaking method in perception related to students express opinions according to the updated news using online learning of 75 % from the finding that has been discussed that students can adapt and adjust to all the dimensions contained in the online learning process. It can be concluded that students" perception of online learning English during the covid-19 pandemic is a positive perception and can be executed.

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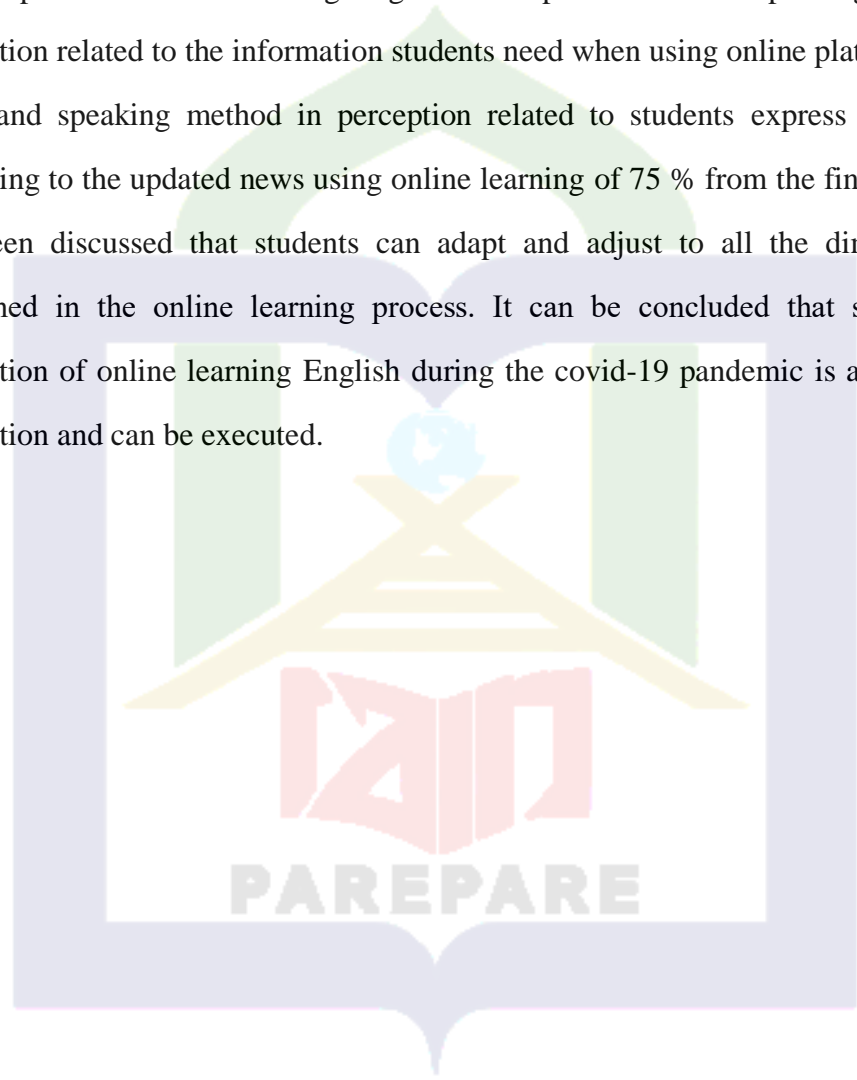
[68] Azwar, S. *Sikap manusia : teori dan pengukurannya, (*Pustaka Pelajar), (2013).

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research, and the other one deal with the suggestion.

A. Conclusion

Based on the result of the research, the researcher concluded that most students had a positive perception or agreed toward online learning for English speaking skills in Facility and Method. It could be seen from the grand mean, the total mean is 40 for Facility and 39 for Method. This survey also proved that English is a medium of instruction in the perspective of students toward online learning.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher suggested as follows:

For English teachers to be wiser use online learning as a medium for learning English speaking skills, it is better to consider what technicians and methods are more suitable to use using online learning.

For further researcher can discuss the use of online learning specifically, with a large population, and with different types of research. The future researcher can correlations the perception with learning objectives, and can also focus on knowing whether learning media are positive or negative perceptions. The future researcher can also make questions related to online learning in Facility and Method, direct or delay learning to speak skill toward online learning.

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APPENDICES

APPENDIX I

Instrument Of Students' Perception Towards Online Learning for English
Speaking Skill

Terhadap setiap pernyataan di bawah ini, anda diminta menilainya dengan
cara memilih salah satu jawaban dan memberi tanda ceklist (√). Angket ini tidak
berhubungan dengan nilai anda. Jadi, isilah dengan jujur dan sesuai kenyataan.
Keterangan :

4 : Strongly agree   (Selalu)
3 : Agree   (Kadang-kadang)
2 : Disagree   (Jarang)
1 : Strongly disagree (Tidak pernah)

No	Description	Score			
	SPEAKING IN TECHNISI	1	2	3	4
1	Saya merasa senang belajar speaking menggunakan online learning karena waktu belajar yang flesksibel				
2	Saya merasa senang belajar speaking menggunakan online learning karena tempat belajarnya bisa dimanapun				
3	Saya merasa nyaman belajar speaking menggunakan online learning karena deadline mengumpulkan tugas lama				
4	Saya merasa senang belajar speaking menggunakan online learning karena saya tidak membutuhkan banyak energi				
5	Saya merasa senang belajar speaking menggunakan online learning karena materi pembelajarannya selalu baru				
6	Saya merasa senang belajar speaking menggunakan online learning karena saya dapat bekerja secara mandiri dengan online				
7	Saya merasa senang belajar speaking menggunakan online learning karena dengan online learning dapat berinteraksi secara luas dan beragam				
8	Saya merasa mudah belajar speaking menggunakan online learning karena saya program platform pembelajaran online ramah pengguna /mudah digunakan				
9	Saya merasa nyaman belajar speaking menggunakan online learning karena saya dapat akses sumber belajar secara efektif				
10	Saya merasa senang belajar speaking menggunakan online learning karena akan mudah bagi saya untuk menemukan informasi yang diperlukan saat menggunakan platform online				
11	Saya merasa nyaman belajar speaking menggunakan online learning				

		1	2	3	4
	karena jaringan akses yang baik				
12	Saya merasa senang belajar speaking menggunakan online learning karena saya sudah mempunyai lettop/hp				
13	Saya merasa senang belajar speaking menggunakan online learning karena saya mendapatkan kuota belajar				
14	Saya merasa mudah belajar speaking menggunakan online learning saat mengirim file ke slide show				
	SPEAKING METHOD	Score			
		1	2	3	4
1	Saya merasa senang belajar speaking secara berkelompok dengan menggunakan online learning				
2	Saya merasa senang belajar speaking menyampaikan pendapat secara spontan setelah melihat visual gambar yang diperlihatkan dengan menggunakan online learning				
3	Saya merasa senang belajar speaking menyampaikan pendapat yang bertentangan dengan pendapat orang yang lain dengan menggunakan online learning				
4	Saya merasa mudah belajar speaking menyampaikan materi dari teks belajar tanpa dipikirkan dahulu yang dikirim sebelum kelas dimulai dengan menggunakan online learning				
5	Saya merasa mudah belajar speaking menyampaikan pendapat dengan hanya memilih salah satu judul yang di berikan dosen dengan menggunakan online learning				
6	Saya merasa senang belajar speaking menyampaikan pendapat yang telah disiapkan sebelumnya dari materi yang diberikan dosen dengan menggunakan online learning				
7	Saya merasa nyaman belajar speaking dengan memperlihatkan alat saat presentasi online dengan menggunakan online learning				
8	Saya merasa senang belajar speaking yang mengembangkan imajinasi dan penghayatan dengan menggunakan online learning				
9	Saya merasa senang belajar speaking menyampaikan ide/gagasan secara terbatas tetapi terbuka untuk berbagi ide-ide baru dengan menggunakan online learning				
10	Saya merasa senang belajar speaking wawancara dengan menggunakan online learning				
11	Saya merasa mudah belajar speaking mengulang materi setelah dosen mengucapkan materi dengan menggunakan online learning				
12	Saya merasa nyaman belajar speaking dengan berinteraksi antar sesama teman menggunakan online learning				

13	Saya merasa senang belajar speaking menonton video pembelajaran dengan menggunakan online learning				
14	Saya merasa mudah belajar speaking menyampaikan pendapat sesuai berita yang terupdate dengan menggunakan online learning				

APPENDIX II

Name   : Sitti suhela syarifuddi n

Semister   : VI

SPEAKING IN TECHNISI

Saya merasa senang belajar speaking menggunakan online karena waktu belajar yang flesksibel *

- ☑ 4 : Strongly agree
- ☐ 3 : Agree
- ☐ 2 : Disagree
- ☐ 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena tempatnya bisa dimanapun *

- ☑ 4 : Strongly agree
- ☐ 3 : Agree
- ☐ 2 : Disagree
- ☐ 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena deadline mengumpulkan tugas lama *

- ☐ 4 : Strongly agree
- ☐ 3 : Agree
- ☑ 2 : Disagree
- ☐ 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena materi pembelajarannya selalu baru *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena saya dapat bekerja secara mandiri dengan online *

- [x] 4 : Strongly agree
- [ ] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena saya dapat bekerja secara mandiri dengan online *

- [x] 4 : Strongly agree
- [ ] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena dengan online learning dapat berinteraksi secara luas dan beragam *

- [x] 4 : Strongly agree
- [ ] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menggunakan online learning karena saya program platform pembelajaran online ramah pengguna /mudah digunakan *

- [x] 4 : Strongly agree
- [ ] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena saya dapat akses sumber belajar secara efektif *

- [x] 4 : Strongly agree
- [ ] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena akan mudah bagi saya untuk menemukan informasi yang diperlukan saat menggunakan platform online *

- [x] 4 : Strongly agree
- [ ] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena akan mudah bagi saya untuk menemukan informasi yang diperlukan saat menggunakan platform online *

- [x] 4 : Strongly agree
- [ ] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan pendapat secara spontan setelah melihat visual gambar yang diperlihatkan dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena saya sudah mempunyai lettop/hp *

☐ 4 : Strongly agree

☑ 3 : Agree

☐ 2 : Disagree

☐ 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena saya mendapatkan kuota belajar *

☐ 4 : Strongly agree

☑ 3 : Agree

☐ 2 : Disagree

☐ 1 : Strongly disagree

SPEAKING METHOD

Saya merasa senang belajar speaking secara berkelompok dengan menggunakan online learning *

☐ 4 : Strongly agree

☐ 3 : Agree

☑ 2 : Disagree

☐ 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan pendapat secara spontan setelah melihat visual gambar yang diperlihatkan dengan menggunakan online learning *

☐ 4 : Strongly agree
☑ 3 : Agree
☐ 2 : Disagree
☐ 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan pendapat yang bertentangan dengan pendapat orang yang lain dengan menggunakan online learning *

☐ 4 : Strongly agree
☐ 3 : Agree
☑ 2 : Disagree
☐ 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan pendapat yang bertentangan dengan pendapat orang yang lain dengan menggunakan online learning *

☐ 4 : Strongly agree
☐ 3 : Agree
☑ 2 : Disagree
☐ 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan materi dari teks belajar tanpa dipikirkan dahulu dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan pendapat dengan hanya memilih salah satu judul yang di berikan dosen dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan pendapat yang telah disiapkan sebelumnya dari materi yang diberikan dosen dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking dengan memperlihatkan alat saat presentasi online dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan ide/gagasan secara terbatas tetapi terbuka untuk berbagi ide-ide baru dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking wawancara dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking mengulang materi setelah dosen mengucapkan materi dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking dengan berinteraksi antar sesama teman menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menonton video pembelajaran dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan pendapat sesuai berita yang terupdate dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Name   : Nurul khafifah rusni

Semester   : IV

SPEAKING IN TECHNISI

Saya merasa senang belajar speaking menggunakan online karena waktu belajar yang flesksibel *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena deadline mengumpulkan tugas lama *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena saya tidak membutuhkan banyak energi *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena saya tidak membutuhkan banyak energi *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena materi pembelajarannya selalu baru *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena saya dapat bekerja secara mandiri dengan online *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena dengan online learning dapat berinteraksi secara luas dan beragam *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menggunakan online learning karena saya program platform pembelajaran online ramah pengguna /mudah digunakan *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena saya dapat akses sumber belajar secara efektif *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena saya dapat akses sumber belajar secara efektif *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menggunakan online learning karena akan mudah bagi saya untuk menemukan informasi yang diperlukan saat menggunakan platform online *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena jaringan akses yang baik *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena jaringan akses yang baik *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menggunakan online learning saat mengirim file ke slide show *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

SPEAKING METHOD

Saya merasa senang belajar speaking secara berkelompok dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan pendapat secara spontan setelah melihat visual gambar yang diperlihatkan dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan pendapat yang bertentangan dengan pendapat orang yang lain dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan materi dari teks belajar tanpa dipikirkan dahulu dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan materi dari teks belajar tanpa dipikirkan dahulu dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan pendapat dengan hanya memilih salah satu judul yang di berikan dosen dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking menyampaikan pendapat yang telah disiapkan sebelumnya dari materi yang diberikan dosen dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking dengan memperlihatkan alat saat presentasi online dengan menggunakan online learning *

- ☐ 4 : Strongly agree
- ☑ 3 : Agree
- ☐ 2 : Disagree
- ☐ 1 : Strongly disagree

Saya merasa senang belajar speaking yang mengembangkan imajinasi dan penghayatan dengan menggunakan online learning *

- ☐ 4 : Strongly agree
- ☐ 3 : Agree
- ☑ 2 : Disagree
- ☐ 1 : Strongly disagree

Saya merasa senang belajar speaking menyampaikan ide/gagasan secara terbatas tetapi terbuka untuk berbagi ide-ide baru dengan menggunakan online learning *

- ☐ 4 : Strongly agree
- ☑ 3 : Agree
- ☐ 2 : Disagree
- ☐ 1 : Strongly disagree

Saya merasa mudah belajar speaking mengulang materi setelah dosen mengucapkan materi dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa mudah belajar speaking mengulang materi setelah dosen mengucapkan materi dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [ ] 3 : Agree
- [x] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa nyaman belajar speaking menggunakan online learning karena deadline mengumpulkan tugas lama *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

Saya merasa senang belajar speaking menonton video pembelajaran dengan menggunakan online learning *

- [ ] 4 : Strongly agree
- [x] 3 : Agree
- [ ] 2 : Disagree
- [ ] 1 : Strongly disagree

APPENDIX III

RELIABLE OF QUESTION FACILITY

NO.ITEM	RESULT	DESCRIPTION
1	,915	Reliable
2	,910	Reliable
3	,921	Reliable
4	,914	Reliable
5	,918	Reliable
6	,911	Reliable
7	,911	Reliable
8	,913	Reliable
9	,910	Reliable
10	,913	Reliable
11	,921	Reliable
12	,919	Reliable
13	,915	Reliable
14	,917	Reliable

RELIABILITY OF QUESTION METHOD

NO.ITEM	RESULT	DESCRIPTION
1	,879	Reliable
2	,865	Reliable
3	,876	Reliable
4	,887	Reliable
5	,875	Reliable
6	,873	Reliable
7	,878	Reliable
8	,866	Reliable
9	,869	Reliable
10	,876	Reliable
11	,871	Reliable
12	,869	Reliable
13	,867	Reliable
14	,874	Reliable

VALIDITY OF QUESTION FACILITY

NO.ITEM	VALIDITY TEST RESULT	DESCRIPTION
1	,631	VALID
2	,792	VALID
3	,458	VALID
4	,668	VALID
5	,558	VALID
6	,751	VALID
7	,749	VALID
8	,709	VALID
9	,772	VALID
10	,714	VALID
11	,506	VALID
12	,532	VALID
13	,654	VALID
14	,568	VALID

VALIDITY OF QUESTION METHOD

NO.ITEM	VALIDITY TEST RESULT	DESCRIPTION
1	,417	VALID
2	,717	VALID
3	,506	VALID
4	,554	VALID
5	,527	VALID
6	,555	VALID
7	,444	VALID
8	,741	VALID
9	,651	VALID
10	,486	VALID
11	,602	VALID
12	,636	VALID
13	,693	VALID
14	,558	VALID

APPENDIX IV

NO	\multicolumn{28}{c}{NO.ITEM}
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PROGRAM PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B- 467 /In.39.12/PP.00.9/06/2021   Parepare, 25 Juni 2021
Lampiran   : -
Perihal   : Izin Melaksanakan Penelitian

Yth.   Bapak Walikota Parepare
Cq.   Dinas Penanaman Modal Dan Pelayanan
       Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.
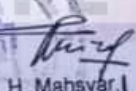
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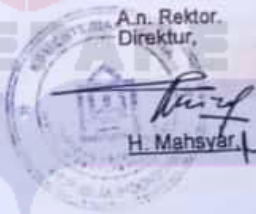
Nama   : NUR AZIZAH

NIM   : 18.0213.018

Program Studi   : Tadris Bahasa Inggris

Judul Tesis   : Students' Perception Towards Online Learning For English
                  Speaking Skill

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan JuniJuni Tahun **2021** Sampai Selesai.

Sehubungan Dengan Hal Tersebut Diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

A.n. Rektor.
Direktur,

H. Mahsyar.

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Fasimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

SRN IP 0000445

REKOMENDASI PENELITIAN
Nomor : 447/IP/DPM-PTSP/6/2021

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA   : **NUR AZIZAH**
UNIVERSITAS/ LEMBAGA   : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan   : **TADRIS BAHASA INGGRIS (PBI)**
ALAMAT   : **Jl. Saleko, Rea Timur Polewali Mandar**
UNTUK   : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENTS PERCEPTION TOWARD ONLINE LEARNING FOR ENGLISH SPEAKING SKILL**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN   : **29 Juni 2021 s.d 29 Juli 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal :   **01 Juli 2021**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP   : 19620915 198101 2 001

Biaya : Rp. 0.00

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN
NOMOR : B.3327/In.39.5.1/PP.00.9/11/2021

Yang bertanda tangan di bawah ini,

Nama	:	Dr. Muh. Dahlan Thalib, M.A
NIP	:	19631231 198703 1 012
Pangkat/Golongan	:	Pembina TK. I/IV b
Jabatan	:	Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan
		dan Kerjasama
Instansi	:	Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	:	Nur Azizah
NIM	:	18.0213.018
Fakultas/Prodi	:	Tarbiyah/ Tadris Bahasa Inggris
Alamat	:	Jl. Saleko, Rea Timur, Kab. Polewali Mandar

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2021 sampai dengan bulan Juli 2021, dengan judul penelitian **"Students Perception Toward Online Learning For English Speaking Skill"**
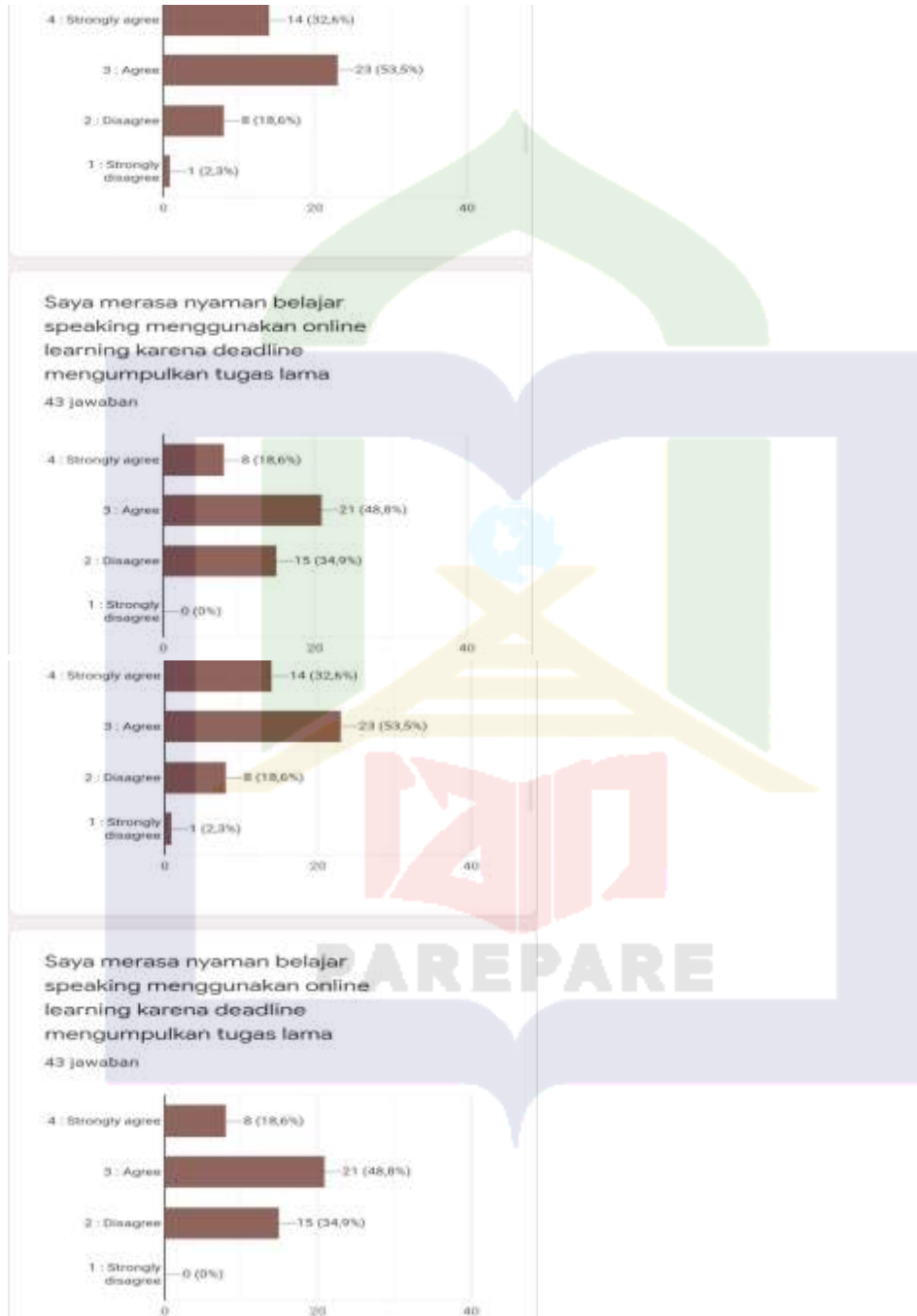
Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 08 November 2021
Wakil Dekan I,

Muh. Dahlan Thalib

112

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DOCOMENTATION

Saya merasa nyaman belajar speaking menggunakan online learning karena deadline mengumpulkan tugas lama

43 jawaban

Saya merasa nyaman belajar speaking menggunakan online learning karena deadline mengumpulkan tugas lama
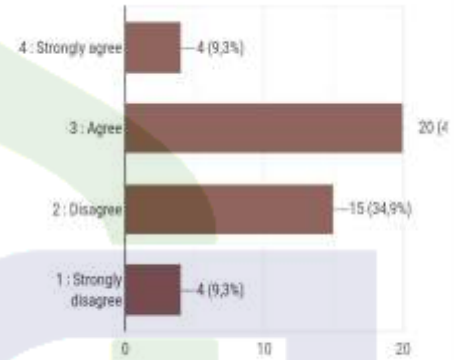
43 jawaban

Saya merasa senang belajar
speaking menggunakan online
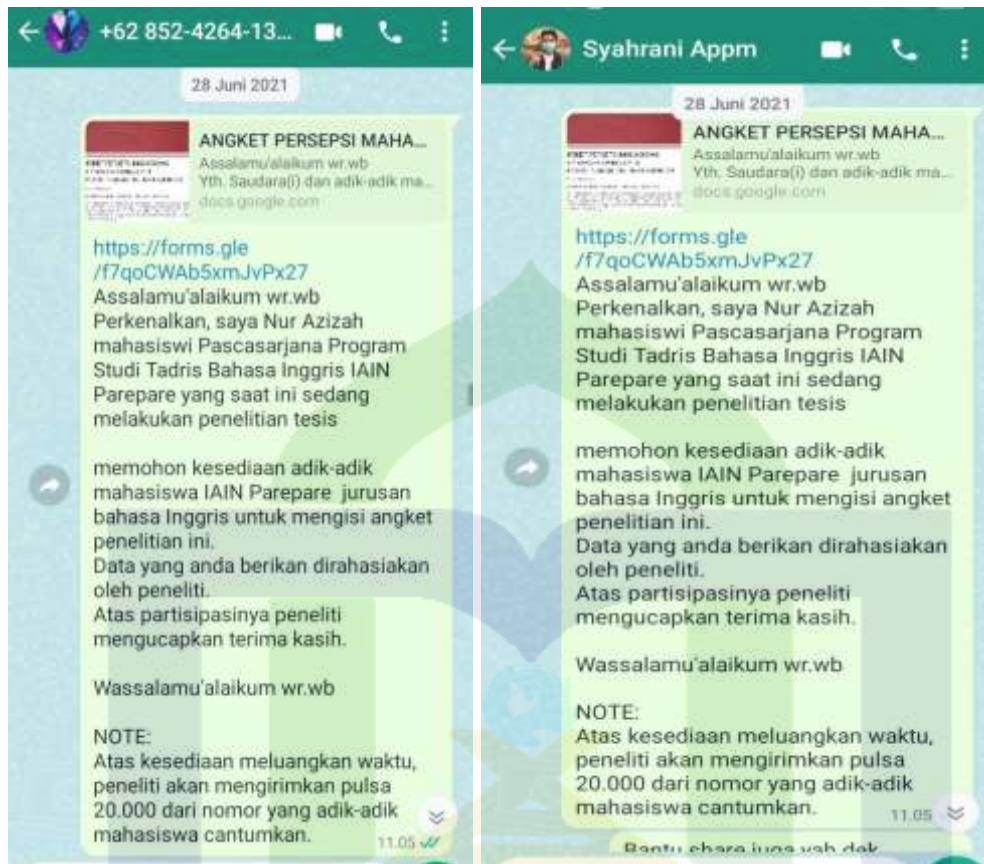learning karena materi
pembelajarannya selalu baru
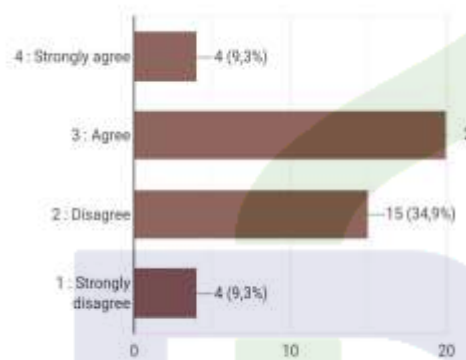
43 jawaban

Saya merasa senang belajar
speaking menggunakan online
learning karena materi
pembelajarannya selalu baru

43 jawaban

CURRICULUM VITAE

NUR AZIZAH, was born in Kanang hamlet, REA village, BINUANG sub-district, POLEWALI MANDAR district province West Sulawesi, Indonesia on the day of Sunday, dated 25 juni 1995. She is from couple of USMAN and HASMIATI. She is the first daughter and she has one brother and one sister, she started formal education in 2001 at SDN 012 Kanang district POLEWALI MANDAR, completed in 2006. Then continued junior high school education to MTS DDI AL-IKHSAN KANANG district and completed in 2009. Continuing high education in 2010 in MA DDI AL-IKHSAN KANANG and completed in 2013 and continue college education at state Islamic college (STAIN) PAREPARE and completed in 2018. Then continued postgraduate (IAIN) PAREPARE. Graduated at state Islamic college (IAIN) PAREPARE with the title "Students' Perception towards Online Learning for English Speaking Skill".