



**ANALYSIS OF SPEAKING LEARNING DURING COVID-19 ERA  
AT SMA NEGERI 2 SIBOLGA IN ACADEMIC YEAR 2021/2022**

**A THESIS**

Submitted to Faculty of Tarbiyah Science and Teacher Training State Islamic  
University North Sumatera Medan as a Partial Fulfillment of the Requirements for  
the Degree of S-1 Program

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**2021**



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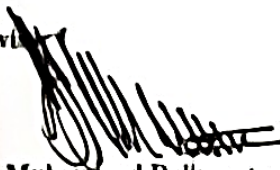
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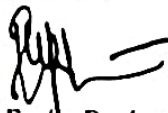
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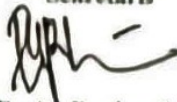
Skripsi ini yang berjudul "ANALYSIS OF SPEAKING LEARNING DURING COVID-19 ERA AT IAIN NEGERI 2 MEDAN IN ACADEMIC YEAR 2021/2022" oleh Imelda Ahyub Nasution yang telah dimungkasikan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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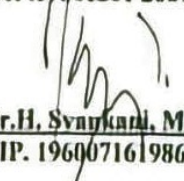
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar (jazah yang diberikan oleh Universitas batal) saya terima.

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## **ABSTRACT**

**Imelda Aisyah Nasution. Registration Number: 0304171040. ANALYSIS OF SPEAKING LEARNING DURING COVID-19 ERA AT SMA NEGERI 2 SIBOLGA IN ACADEMIC YEAR 2021/2022. A Thesis, English Education Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, 2021.**

### **Abstract**

**Keywords: English speaking skill, online learning, zoom and google classroom.**

This study discusses how the process of English speaking skills learning during the covid-19 era at SMA Negeri 2 Sibolga. The research method used is a qualitative research method that focuses on in-depth observations. Data analysis techniques used in this study are data collection, data reduction, displaying data and conclusions. The informant in this study is an English teacher at SMA Negeri 2 Sibolga. The theoretical basis for this study is the theory of Richard (2008) which said that, there are two core issues that need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. The second issue is to identify teaching strategies to “teach” ( provide opportunities for learners to acquire) each kind of talk. The conclusion in this study is that the speaking skills learning process is carried out through online learning using the Zoom application and Google Classroom. Zoom is done every two weeks. If the first meeting uses zoom, the next meeting is to do assignments that have been posted in google classroom by the teacher concerned with a predetermined deadline. From this online learning process, it was found that students were able to learn English speaking skills well even though it had to be done online which was marked by an increase in grades from the first meeting to the second meeting.

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**Imelda Aisyah Nasution**  
**NIM. 0304171040**

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

In March 2020, the President of the Republic of Indonesia, Ir. Joko Widodo announced for the first time that three Indonesian people were exposed to Covid-19. This has begun to raise awareness from various sectors, both small traders and government agencies including schools. Corona virus disease, since it was announced for the first time, finally reached its peak, requiring the government to issue policies to carry out all forms of activities, from worship to teaching and learning process to be carried out from home.

The Ministry of Education and Culture of the Republic of Indonesia, in this case, made a policy requiring all teaching and learning activities that were previously carried out from school, now must be carried out from the home of each teacher and student. Not only that, The Ministry of Education and Culture of the Republic of Indonesia also changed and simplified the curriculum so that it could be run more easily during home lessons.

The online learning process is carried out in all educational institutions. This application is actually either effective or it has to be done because there are no other options that can be made during this pandemic in order to keep the teaching and learning process going. This online learning policy is carried out evenly throughout Indonesia without considering the negative impact of various aspects as well as the weaknesses if it is carried out in certain areas.

This online learning is certainly a new experience for both teachers and students. Due to the Corona virus disease that hit Indonesia but still requiring the teaching and learning process to take place online without an adjustment process from the start, because Corona virus disease was unexpectedly able to quickly spread until the government was forced to stop face-to-face teaching and learning in schools.

The learning process from this house has been explained by the Minister of Education and Culture of the Republic of Indonesia in the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period for the Spread of Corona Virus Disease (Covid-19), namely, The Learning from Home process is carried out with the following conditions:

- a. Learning from Home through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation;
- b. Learning from Home can focus on life skills education, including regarding the Covid-19 pandemic;
- c. Learning from Home activities and assignments may vary between students, according to their interests and conditions, including considering gaps in access / learning facilities at home;

d. Evidence or the product of Learning from Home activities is given qualitative and useful feedback from the teacher, without being required to give a quantitative score.<sup>1</sup>

From these policies, it is actually intended that the teaching and learning process can be carried out properly and optimally even though it is carried out from their respective homes. However, in reality there are a lot of students who complain about having to study from home. Those who complain caused by various things, one of which is learning from home for certain lessons is considered less effective. English for example, is one of the most important subjects in school. language learning should be done by combining theory with practice. However, the reality that occurs in the field of English teachers in teaching this subject, especially in speaking skills, is only explaining theory without paying attention to practice.

When the researcher did *Kuliah Kerja Nyata* from home (KKN-DR), where at that time the researcher and two other colleagues were teaching at an elementary school. Because all learning activities are carried out through *Whatsapp* communication media, we also joined a group consisting of students, parents and teachers. At that time, the Researcher was so surprised because the English teacher at the school in teaching speaking skills only sent the students a material about the simple present tense (nomina) along with conversation questions, which some words were omitted. So the teacher teaches speaking skills to the students by filling in the blanks in the dialogue. Whereas in principle, after

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<sup>1</sup> Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19)

being taught the basic theory, speaking skills must be taught by practicing speaking, how the word is pronounced or something that can improve the student's speaking ability.

Speaking is one of the major areas of language elements which mean verbal communication to interact (Ferris & Tagg, 1996). Speaking skills are one of four skills that must be learned in English. Speaking skill means the ability to speak or express opinions, share oral information with others or interact verbally with others with the aim of obtaining certain information. By having the ability in speaking, we can interact with outsiders, therefore speaking skills are very important to learn, in this case speaking skills in English.

However, the application of speaking skills in English is not as easy as imagined, there are many difficulties experienced by people in English speaking skills, including the *first*, due to the limited vocabulary that the person has. Vocabulary is the most basic thing in learning a language, if the vocabulary is very limited it will be very difficult to start conversations with other people. *Second*, limited grammar skills. Many people end up not wanting to try to speak English to other people because they feel they have bad or even messy grammar. *Third*, limited pronunciation of words. The problem that is often encountered by language learners is the limited pronunciation of words. Many of them know how to write the word in English, but they don't know how to pronounce it. So it's difficult to pronounce the word. *Fourth*, the emphasis or placement of the appropriate tone and duration. In English, the emphasis of tone is very important,

this happens because many words in English have the same writing and pronunciation and to distinguish between them is to emphasize certain letters.

From all the problems that the researcher has described, we can see that the way to teach speaking skills is not the same as how to teach other skills in English. Therefore, it is very necessary for a teacher who has knowledge of the proper techniques and methods of teaching English to his students. Not only the right techniques and methods, a teacher must be able to make language learning fun.

A Teacher's thought about the teaching and learning process will certainly have impacts on the way they teach. In recent years, language teaching has been focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of language learners but also on the development of the communicative ability. Learners need to learn how to use the language.<sup>2</sup>

However, looking at the situation that has occurred recently, the world is no exception, Indonesia is hit by a pandemic which requires learning to also be carried out from home. This is what motivated me to raise the title Analysis of Speaking Learning Method During corona virus disease, a case study at the SMA Negeri 2 Sibolga in academic year 2021/2022 . So, this study was made to see how the English learning process used by English teacher at SMA Negeri 2 Sibolga in academic year 2021/2022 and to see whether the learning process can

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<sup>2</sup> Muhammad Dalimunte, (2019) English Conversation Teaching by Pair-work Technique for The First Year English Majored Students, Budapest International Research and Critics Linguistics and Education (BirLe) Journal, VoL 2, No 2, Page 288

create learning objectives that can be seen from the results of student learning achievements.

### **1.2. Formulation of the Problems**

Related with the previous explanations above, the research problem of this research was formulated into question as follows:

- 1) How is the speaking learning process carried out at SMA Negeri 2 Sibolga in academic year 2021/2022 in the era of the corona virus disease?
- 2) How do the students get the speaking learning achievement during the era of the corona virus disease in SMA Negeri 2 Sibolga in academic year 2021/2022?

### **1.3. Objectives of the Study**

The purposes of the research was:

- 1) To describes how speaking learning process carried out at the SMA Negeri 2 Sibolga during the Covid-19 era.
- 2) To Find out the speaking learning achievement obtained by students at SMA Negeri 2 Sibolga during Covid-19 era.

### **1.4. Limitation of the Study**

The scope of the research is limited to how the English Speaking Skill learning process during the covid-19 era runs and to see how the students' achievement of their English speaking skills is.

### **1.5 Significances of the Study**

The significance of the research consisted of three significances:

1) For the students:

To motivate students to learn speaking skills in English, even though during the pandemic, they can still learn speaking skills optimally.

2) For the teacher:

The results of this study will be useful for the English teacher at SMA Negeri 2 Sibolga as an evaluation of learning and with this research, English teacher can fix what should be fixed.

3) For the other readers:

To inform you that there are many methods that can be used to teach speaking skills to the students, so that learning objectives can be achieved even though we are currently in a Covid-19 pandemic situation.



## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **2.1 Review of Literature**

##### **2.1.1 The English Speaking in Teaching**

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.<sup>3</sup>

The teaching and learning of English as a foreign language has grown enormously. More specifically, the focus has recently been on how to speak and use the language effectively. The concern is not only about ‘knowing English’, but also significantly about ‘speaking English’ and using it for communication. Communicative activities force learners to activate their linguistic repertoire and increase the possibility of integrating the new forms of the target language. However, more failures have always marked the English teaching worldwide when attempts are made to communicate. Many learners know about the language, but only some of them understand how to use it in daily conversation.<sup>4</sup>

Of course, there is a good deal of unanimity of views that the teaching and learning of speaking skills could only succeed by having good learning facilities,

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<sup>3</sup> Jack C. Richard, *Teaching Listening and Speaking*. Cambridge University Press. 2008. Page : 19

<sup>4</sup> Jameel Alghaberi, *Methods for Teaching Speaking Skill at Tamar School and Their Impacts on Learners’ Oral Competency*

such as competent teachers, various English books, teaching aids and teaching media as well. English teachers are required to be well-prepared before performing the lesson through supported activities in order to arouse the students' motivation so as to achieve the desired objectives.

Richard (2008) said that, there are two core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. Is it all three of the genres described in the preceding section, or will some receive greater attention than others? Informal needs analysis is the starting point here. Procedures for determining needs include observation of learners carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing (Tsang and Wong , 2002). The second issue is to identifying teaching strategies to “teach” ( provide opportunities for learners to acquire) each kind of talk.

### **2.1.2. The Strategy in English Speaking Learning**

In general, strategy has the meaning as an outline of direction in acting to achieve something that has been determined. Associated with teaching and learning, strategy can be interpreted as a general pattern of teacher-student activities in the implementation of teaching and learning activities to achieve the goals outlined.<sup>5</sup> . In Islam it is also explained that if we want to do it, we must have a strategy to make it easier to get it, as well as in learning as described in the Qur'an Surah An-Nahl verse 125 which reads as follows:

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<sup>5</sup> Syaiful Bahri Djamarah , strategi Belajar Mengajar.( Jakarta:Rineka Cipta, 2010), hal.5.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ  
وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ «النحل : ١٢٥»

Meaning: "*(O Prophet Muhammad SAW) Call (all humans) to the path (shown) of God Your Sustainer with wisdom (with wise words according to their level of intelligence) and good teaching and help them in the best (way). . Indeed, God your guardian, He is the one who knows better (about who has strayed from His ways and he is the one who knows better those who receive guidance). "*

So, from this verse, it can be concluded that we are told to choose and use the right learning strategy, according to their level of intelligence.

There are many learning strategies English speaking skills that can be used, including as said by O 'Malley and Chamot (1990), divides learning strategies into three types: *First*, Metacognitive strategies, cognitive strategies and social/affective strategies. Metacognitive strategies deal with mental operations used by learners in the self-management of their learning which cover planning, directed attention, selective attention, self-management, selfmonitoring, problem identification and self-evaluation. *Second*, Cognitive Strategies involve the direct analysis and manipulation of language input which cover repetition, resourcing, deduction and inferencing. *Third*, While Social/affective Strategies concern about interaction with other learners and management of the affective demands made by language learning, such as cooperation, questioning for clarification, self-talk

### 2.1.3. The Techniques in Teaching English Speaking Skill's

Over the years, teaching speaking by English teachers has continued to be done by teaching speaking only as a repetition of an exercise or memorizing dialogue. Even though there are several techniques that can be used to teach English Speaking Skills they are: *Discussion* (Students can discuss to a conclusion, brainstorm about an event, or find solutions in their discussion groups), *Role Playing* (Students pretend as if they are in a social environment and have their respective roles), *Simulation* (Students can bring items to class to create a more tangible environment), *Information Gap* (A student will have information that other spouses who do not have and their partners will share information with them ), *Brainstorming* (This activity is an activity where a teacher gives a certain topic to students, then they must generate ideas related to the theme in a limited time), *Story Telling* (Students can briefly tell a story or story they have heard or read before), *Interview* (This activity can be done in the classroom or in the social environment of each student), *Completing the Story* (The teacher will tell the story and will stop at a certain point, then students will take turns completing the story), and *Question and Answer* (Where the teacher will give questions and students will answer these questions directly).

In this research, the school that the researcher chose to be the object of research in teaching speaking skills to students, the teacher used the question and answer technique. This technique is actually a technique that is still being used in the learning process of speaking because this technique can provide opportunities for each student to speak, bring out the ideas that exist in his mind by speaking, as

said by Kenneth (2010) Question and answer teaching gives the student opportunity to reflect his inquiries and needs for further information. This Question and Answer activity can involve teacher and student or student and student. This question and answer technique is widely used because this technique requires reciprocal communication (except in the case of requests and suggestions). By using this technique the teacher can also see the extent to which students understand the material that has been taught and the teacher can see the extent to which the students' speaking skills are seen in terms of grammar or vocabulary.

According to Pasty and Nina (M. Lightbown, 1999)2001) in their book “How Language are Learned” questions can be divided into two basic types: display questions and genuine questions. The difference between the two is that display questions are those to which the ones who asked the questions know the answer in advance, while the genuine questions are those questions which the answers are not known in advance by the ones who asked the questions. Examples of both question type are presented as follow:

- Display question: Are you a student? (Asked to a student in a classroom)
- Genuine question: Where does your uncle work? (Asked to a student when discussing families in class.)

#### **2.1.4. The Importance of Learning Speaking Skill's**

Teaching English at any level always involves four skills. Speaking skills are one of the four skills in learning English, where these skills are listening,

reading, writing, and speaking. These four skills have also been taught by English teachers since elementary school level. Speaking skills are considered to be quite important skills that a language learner must have, because speaking is a person's ability to express ideas or feelings, convey messages as well as a medium for communicating, socializing and interacting with other people. As written in Q.S. Ar-Rahman verses 3-4 which reads:

خَلَقَ الْإِنْسَانَ (۝) عَلَّمَهُ الْبَيَانَ

Meaning: *“It was he who created man, taught him expression”*.

In the 2010 version of the interpretation of the Ministry of Religion of the Republic of Indonesia, verses 3-4 explain the favors of creating humans as the most perfect creatures of Allah SWT. Humans are made upright, the brain can think, hands can realize what they think so that they can produce science and technology. In addition, the tongue and all the organs that support it can emit sounds that make humans communicate. From here humans are able to produce various languages.<sup>6</sup>

Parupalli Rao (2019) also said that speaking and writing skills are active and productive skills, while listening and reading are considered to be passive or receptive skills, as the learners do not show their talent in exhibiting these skills. In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to

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<sup>6</sup> <https://islami.co/tafsir-surat-al-rahman-ayat-3-4-ekspresi-dan-bahasa-manusia/>

communicate. This means that speaking skill is considered the most important skill of a language because it can be applied directly in everyday life.

Based on the Regulation of the Minister of Education (PERMENDIKNAS) the Republic of Indonesia No. 22 of 2006 on the Content Standards; "Language has a central role in the development of intellectual, social, and emotional support learners and is a success in studying all fields of study".<sup>7</sup>

Prophet Muhammad Saw said,

عَنْ خَارِجَةَ بْنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ -صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ- أَنْ أَتَعَلَّمَ لَهُ  
كَلِمَاتِ كِتَابِ يَهُودَ. قَالَ «إِنِّي وَاللَّهِ مَا آمَنْ يَهُودَ عَلَى كِتَابٍ. «قَالَ فَمَا مَرَّ بِي نِصْفَ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ  
قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ. قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ  
حَسَنٌ صَحِيحٌ

*From Kharijah bin Zaid bin Thabit, from his father; Zaid bin Thabit, he said:  
"Rasulullah Sallallahu alaihi wa sallam told me to study - for him - the sentences  
(language) from the book (letter) of the Jews, he said:" By Allah, I do not feel safe  
from [betrayal] of the Jews. for my letter. " So in less than half a month I was able  
to master their language. When I have mastered it, then if its writing letters to  
Jews then I write to them. And when they wrote letters to him I read them to him. "  
Abu Isa said this hadith is hasan sahih. [HR. At Tirmidhi no. 2933).*

From the hadith above we can see that the Prophet Muhammad told us to learn a foreign language in order for us to understand and know what they were saying so as to make us safe from it.

<sup>7</sup> PERMENDIKNAS No.22 tahun 2016

From all the explanations above regarding the importance of learning languages, especially speaking skills, the researcher can conclude that English speaking skills are very important to learn because in this globalization era, all lines of human life are closely related to foreign languages, from economics to education as well. cannot be separated from foreign languages, coupled with the current era of globalization, it is very easy for someone from one country to communicate with people in other countries. If we don't learn a foreign language it will be very difficult to establish communication with them and if we are indifferent to it then we will be left behind forever.

#### **2.1.5. The Definition of Online Learning in English Speaking**

Entering the new normal era, Indonesian people are starting to carry out their activities as usual. However, to maintain the safety and health of students and students, the government has ordered schools and universities to implement online or virtual learning systems without face to face. This learning system is more popularly known as online learning.

Online is an online acronym. According to the Indonesia dictionary, online means being connected through computer networks, the internet, and the like. So the teaching and learning activities of teachers, lecturers, students, and students are carried out by learning online (not face to face), including when giving assignments.

In practice, many teachers or lecturers choose to use the meeting application because it is considered easier and there is also a video call service so



that the teacher or lecturer can still explain the material to be taught. This is also marked by the increasing use of several online meeting applications during the pandemic. Based on data from research firm AppBrain, the competing application for Zoom Meetings has been downloaded 50 million times with 173 million active users on May 27<sup>th</sup>, 2020 on the Google Play Store. This figure is quite high. Meanwhile, in early March, AppBrain data also showed that Google Meet had only been downloaded by around five million users and was increasing every day.<sup>8</sup>

In fact, online learning is considered less effective. This is due to the many weaknesses that exist in the learning process from this, including network constraints, limited meeting duration, limited number of audiences, also requiring a large quota. However, even though it is considered ineffective, online learning is the only alternative so that the teaching and learning process can continue. As the verse that encourages a muslim to continue studying in the Qur'an surah Al-Mujadallah verse 11 which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا  
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: *"O...you who believe! When it is said to you," Give space in the assemblies, then make it clear, surely Allah will give you space. And when it is said, "Stand up ye," then stand up, surely Allah will raise (the degree) those who believe among you and those who are given several degrees of knowledge. And Allah is careful what you do. "*

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<sup>8</sup> <https://tekno.kompas.com/read/2020/05/19/15180007/layanan-meeting-online-google-meet-tembus-50-juta-unduhannya?page=all>

From this verse we can know that a Muslim is required to study because people who know Allah SWT have higher degrees than people who are not knowledgeable.

## **2.2 Related of the Study**

Some of the studies that are relevant to this research are as follows:

1. A research journal entitled Brave Learning in the Middle of the Covid-19 Outbreak by Ali Sadikin and Afreni Hamidah which concludes that the results of brave learning research are effective in overcoming learning that allows teachers and students to be accessed in virtual classes that can be accessed anywhere and anytime . Bold learning can make students learn independently and increase their motivation. However, there are learning weaknesses that dare students not to be properly supervised during the courageous learning process. The weak internet signal and the high cost of the quato are challenges in bold learning. However, bold learning can support the spread of Covid-19 in schools.<sup>9</sup>
2. Research entitled Online Learning Perspectives of Students in Speaking Classes During the Covid-19 Pandemic by Yustina Fitriani, Murti Bandung and Mohtana Kharisma Kadri which concluded that most students disagreed with learning through courageous learning. This is because online learning cannot help them improve their speaking skills. In addition, there are disturbances that occur during online learning, such as

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<sup>9</sup> Ali Sadikin and Afreni Hamidah, "Pembelajaran Daring di Tengah Wabah Covid-19". Jurnal Ilmiah Pendidikan Biologi. Vol.6 No.2, <https://online-journal.unja.ac.id/biodik>, 2020, page 7

internet connection, the available devices are also some of them more freely issuing their ideas when in the classroom than when learning online.<sup>10</sup>

3. Research entitled Students' Perceptions on the Use of Online Learning Platforms in ELF Classroom by Laxmi Mustika Cakrawati which concludes that students give positive responses regarding the use of the online platform because it is considered user friendly, can save time, save paper usage and can facilitate them by a feature that allows them to work independently but share their thoughts with friends through group discussions.<sup>11</sup>
4. Thesis entitled An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School by Sri Haryati which concluded that the students give positive perception of online English learning in the Covid19 pandemic, the process of learning English is easier with online learning and online English learning can foster students' independent learning attitudes but they found problems in implementing online English learning, so that online English learning can not be developed.<sup>12</sup>

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<sup>10</sup> Yustina Fitriani , Murti Bandung dan Mohtana Kharisma Kadri, "Students' Perspective of Online Learning on Speaking Class During Covid-19". Journal and Language Literature. Vol. 7. No.1. <https://journal.universitاسbumigora.ac.id/index.php/humanitatis/>. 2020. Page 9.

<sup>11</sup> Laxmi Mustika Cakrawati, "Students' Perceptions on the Use of Online Learning Platforms in ELF Classroom".ELT-TECH Journal. Vol.1. No.1.

<sup>12</sup> Sri Haryati, "An Analysis of Online English Learning in the Covid-19 Pandemic at Senior High School". (Medan : UMSU, 2020) Hal. 58

### **2.3. The Conceptual Framework**

The conceptual framework of this research is to see and then analyze the speaking learning process carried out during the Covid-19 era at SMA Negeri 2 Sibolga related to policies carried out by the Ministry of Education and Culture of the Republic of Indonesia which requires all forms of teaching and learning activities to be carried out from home with use bold learning. Then this study will also see whether learning speaking skills online at SMA Negeri 2 Sibolga has been effective, which can be examined from the results of student learning outcomes. This research is a qualitative study using data triangulation techniques.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Research Design**

This research use qualitative research methods that focuses on how the learning process of English speaking skills at SMA Negeri 2 Sibolga in academic year 2021/2022 during corona virus disease. Qualitative research serves to describe and analyze the abilities, forms, uniqueness, variations of words produced by teachers in e-learning classes.

According to Creswell (2014) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems. Furthermore, Sutopo and Arief (2010) writes that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process.

So it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it does not build a cause and effect relationship.

## **3.2. Research Setting**

### 3.2.1 Research Place

Researchers will conduct this research at SMA Negeri 2 Sibolga in academic 2021/2022.

### 3.2.2 Research Time

This research will conduct at the end of May and researchers will conduct direct interviews at the beginning of June.

### 3.2.3. Research Subject

In this study, the subject are someone related to English. Because in this research, the researcher will analyze Speaking Learning During Covid-19 Era , obviously the subject are English teachers at SMA Negeri 2 Sibolga academic year 2021/2022.

## **3.3. Source of the Data**

### 3.3.1 Data

Data is interpreted as a representation of information or notes on a collection of facts in the form of text or numeric forms (sequence of numbers, letters, images, etc.). According to Mohajan (2016) normally, data is structured but does not cover any information for using it in certain contexts. Data in this research were in the form or written text in the field notes and interview transcript. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtained information about how speaking learning process during corona virus disease era at SMA Negeri 2 Sibolga academic year 2021/2022.

### 3.3.2 Data Source

Data will be collected from the results of interviews that researchers conducted with the English teacher concerned by asking several questions related to the focus of the study. Then, data will also be collected by looking at the results of student learning outcomes during the speaking skills learning process through this online learning.

### 3.4. Research Instrument

The instrument in this study is the researcher herself. In which the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on her research.

### 3.5. Technique of Data Collection

In this research the data was collected using observation, interview, documentation and questionnaire.

#### 3.5.1 Observation

Gor man and Clayton (2005) defines observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. Observation is one way of collecting data by someone with the intention that someone can feel and then understand the knowledge of a phenomenon. The number of periods and the length time in the observations made depends on the type of data collected. In this case, In this case, the researcher

observes how speaking skill learning process takes place at SMA Negeri 2 Sibolga academic year 2021/2022.

### 3.5.2 Interview

The interview is the best technique for gathering information according to the researcher. By conducting interviews with suitable sources, researchers will be able to easily gather information that researchers want to know. In this question and answer session, the researcher has prepared questions that will be asked to the speakers which then the questions are answered by the resource person in accordance with the actual facts at the school. From the sources' answers, the researcher can find answers to the questions in this study. This interview session will be completed in one meeting where the results of the interview will be recapitulated and rewritten by the researcher so that they will find the conclusions of the study later.

### 3.5.3 Documentation

Documentation comes from the word documents, which means goodswritten items. Researchers will see the value or the results of the speaking skills learning achievement of the students taught by the teacher through the online learning used. Researchers will also see what pages or applications are used by the teacher to support this learning. In this case, the researcher made a note, took photographs, and took a screenshot chat as proof of teaching learning activity.



#### 3.5.4 Questionnaire

Sugiyono (2014) says that the questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Meanwhile, Suharsimi (1995) states that the questionnaire is divided into two, namely an open questionnaire and a closed questionnaire. Closed questionnaire is a questionnaire presented in such a form that the respondent only needs to put a check mark (√) in the appropriate column or place. An open questionnaire is a questionnaire that is presented in such a way that the respondent can provide entries according to their wishes and circumstances.

Mixed questionnaire, which is a combination of open and closed questionnaires. The questionnaire used in this study is a closed questionnaire. Based on the understanding of the questionnaire from the experts, in this study, the researcher used an open questionnaire where the respondents just left a check mark on the questions given in the column provided. This questionnaire will be addressed to students regarding their responses during the online learning process during the corona virus disease.

### **3.6. Technique of Data Analysis**

In analyzing the data, researcher used the theory of Miles, Huberman & Saldana (2014), suggesting that the activity in data analysis consists of three procedures. Below the details of the theory are shown in the chart as follows;

### 3.6.1 Data Reduction

Data reduction is the process of selecting, focusing, simplifying, searching for themes and patterns and neglecting needed. In this step, the researcher focuses on how the learning process of speaking skills was carried out at SMA Negeri 2 Sibolga during Covid-19.

### 3.6.2 Data Display

The data display phase is done in the form of a short description using original text, which can be also in the form of graphs, matrices, and charts. In the second step, the researcher will present the data by simplifying the data by using original text in the form of narrative text.

### 3.6.3 Conclusion/Verification

In the last step of analyzing data is conclusion. The researcher concluded the main points from all the data that has been collected, so that is will become clearly. The conclusion will be an answer the formulation of problem in the beginning.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Research Finding

##### 4.1.1. General Description of the Research Location



**Figure 4.1.1**

The location of this research was conducted in one of the senior high schools with a land area of 3 M2 in the city of Sibolga, namely, SMA Negeri 2 Sibolga. This school is located on Jalan Pattimura Sarudik Sibolga, Aek Habil, Kec. South Sibolga, Sibolga City, North Sumatra, with postal code 22562. This SMA Negeri 2 Sibolga has been accredited A with a final score of 94 based on certificate no.740/BAP-SM/LL/XI/2016. This school has a total of 33 classrooms, but the number of study groups in this school is only 28 study groups containing

approximately 30 students in each class. Where, this study group consists of 9 classes of study groups for class X, 9 classes for study groups for class XI, and 10 study groups for class XII. There are 379 students and 563 female students in this school, with a total of 60 teachers consisting of 48 civil servant teachers and 12 honorary teachers. This school is headed by a woman named Samsia Silitonga. The curriculum used in this school is the 2013 curriculum with the implementation of learning six days a week.

Some of the supporting facilities in this school are, there are 2 laboratories, 1 library, 1 student sanitation, 1 principal's room, 1 teacher's room, 1 building room, electricity source from PLN with electricity power reaching 23,900 and internet access using telkom speedy.

#### **Information of School**

<b>NPSN</b>	10212130
<b>NSS</b>	-
<b>Name</b>	SMA Negeri 2 Sibolga
<b>Accreditation</b>	A
<b>Adress</b>	Jl. Kapten Pattimura
<b>Postcode</b>	22562
<b>Telephone</b>	0631 22133
<b>Faksmile</b>	22133
<b>E-mail</b>	<a href="mailto:Sman2sbg@yahoo.co.id">Sman2sbg@yahoo.co.id</a>

<b>Level</b>	Senior High School (SMA)
<b>Status</b>	Negeri
<b>Website</b>	<a href="http://sman2sibolga.blogspot.com">http://sman2sibolga.blogspot.com</a>
<b>Latitude</b>	1.7094936248854364
<b>Longitude</b>	98.77395629882812
<b>City</b>	Sibolga
<b>Province</b>	North Sumatera
<b>districts</b>	South Sibolga
<b>ward</b>	Aek Habil

Table 4.1.1

4.1.2. The Organizational Structure of SMA Negeri 2 Sibolga

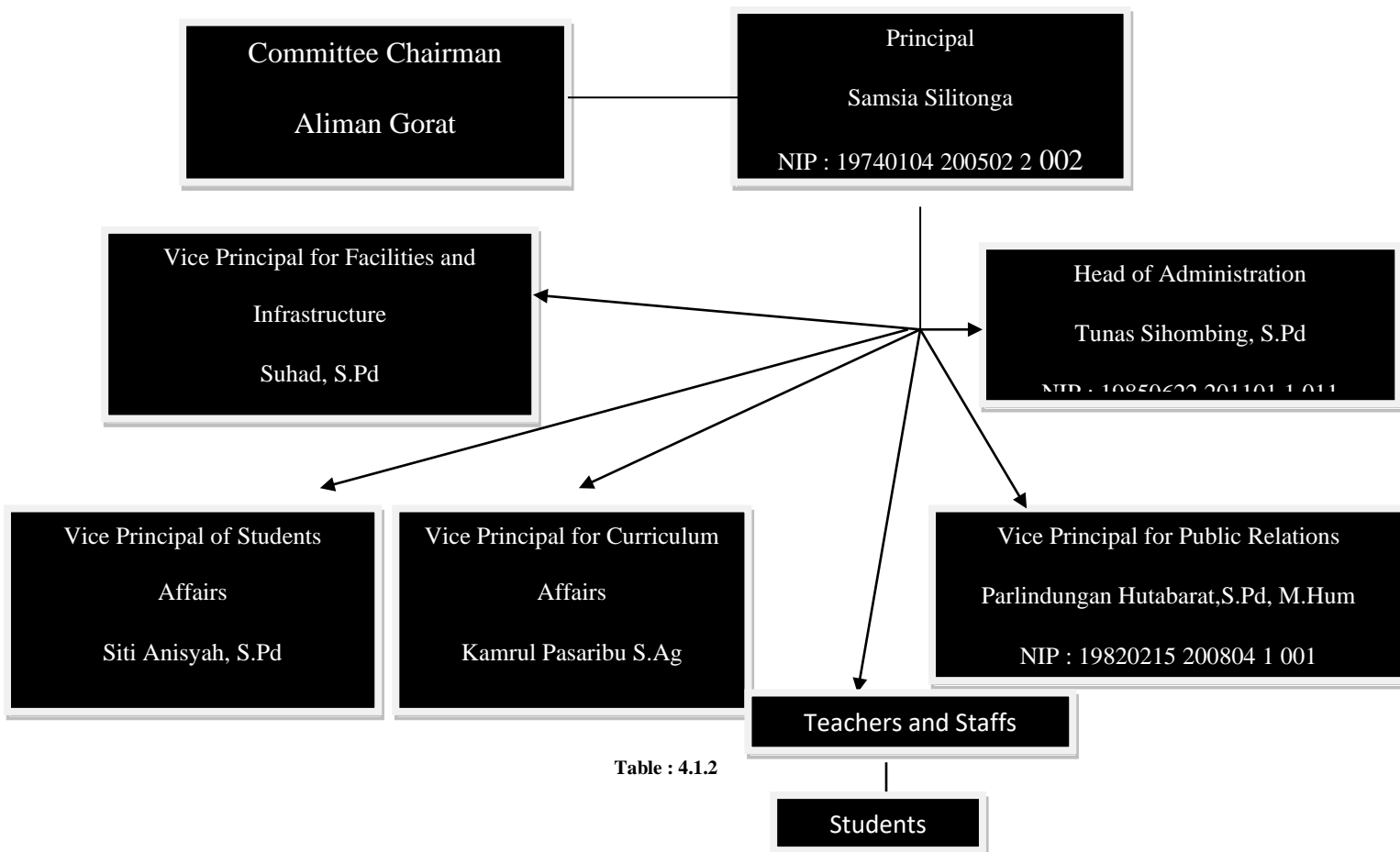


Table : 4.1.2

#### **4.1.3. The General Description of the Environmental Situation of SMA Negeri 2 Sibolga During the Covid19 Era**

When the researchers made observations at SMA Negeri 2 Sibolga, the environment had not changed much from before the Covid-19 pandemic occurred. The school is still operating as it should. Activities at the administrative office will continue as usual but by implementing health protocols such as the use of masks and maintaining a safe distance between fellow employees. The principal is still present and carrying out his duties at the school every day, but the room is kept closed which indicates that only people who have an interest have the right to enter the principal's office. The picket teacher is still there every day and is done alternately. They sat near the school entrance. On the picket desk there is a list of the picket teachers' names and their NIP. Even picket teachers still have to come on time, namely at 09.00 during the Covid-19 pandemic, where before the pandemic the picket teachers have to come by adjusting the school entry schedule, which is at 07.15.

The school environment is quite clean even during a pandemic like now because the cleaners at SMA Negeri 2 Sibolga continue to carry out their duties as usual. Sweeping the school yard, school terrace floor and removing scattered garbage. Because this observation activity coincided with the new teaching at the school, the librarian also remained present to compile and record the books that would be distributed later to the students. Not to forget also one of the teachers from the administrative division who is responsible for distributing sports clothes

to the students which are distributed in rotation according to their respective class schedules.

There is not the slightest hint of face-to-face teaching and learning activities at this school because SMA Negeri 2 Sibolga conducts online teaching and learning activities using the Zoom, WhatsApp, and Google Classroom applications in accordance with the Circular Letter of the Ministry of Education and Culture Number 4 of 2020 concerning Implementation of Education in the Coronavirus Disease Emergency Period. (Covid-19).

#### **4.1.4. The Procedures for the Implementation of the Online Learning Process at SMA Negeri 2 Sibolga**

Because this research was conducted to coincide with the new school year, all procedures for implementing the learning process were carried out through several stages as follows: *First*, The administrative officer records the names of students along with their mobile phone numbers that have been connected to the Whatsapp application. *Second*, Administrative officers classify students based on their grade level, X, XI, XII. *Third*, For class XI and XII students, TU staff only need to provide an online attendance list to class representatives along with the lesson schedule and teacher. However, for class X students, the TU officers divided them into several groups. Because they have to go through an online student orientation period of three days. *Fourth*, After the student orientation period, the groups during the orientation period were reorganized and arranged to determine study groups. *Fifth*, After the determination of the study group has been

determined, the TU creates a WhatsApp group per class for new students. The group is also useful to make it easier for students to interact with each other. *Sixth*, Then the administration determines the homeroom teacher for each study group. After that it will be distributed online to the teachers concerned. And the last Making a roster of lessons for each class for a week. After all the class groups, homeroom teachers, and lesson roster have been determined, online teaching and learning activities can begin.

#### **4.1.5. The General Description of Online Teaching and Learning Activities at SMA Negeri 2 Sibolga**

There are many applications that can support the online teaching and learning process, but at SMA Negeri 2 Sibolga the supporting applications used are zoom, whatsapp, and google classroom. Zoom, is used to carry out the process of online teaching and learning activities by displaying the faces of each student and teacher concerned. The goal is that between teachers and students can get to know each other and be close emotionally. The zoom application is also very important to use in this school for lessons that do require more detailed explanations such as mathematics, chemistry, physics and English. sharing information between teachers and students as well as a medium to check student attendance at each meeting. Google classroom is used to post new assignments by teachers and send results of assignments done by students. Some teachers also insert attendance forms in this google classroom.



These three applications are used by all teachers but are not used at the same time. If the first week of the learning process uses the zoom application, then the second week of the learning process is only done by giving assignments in google classroom, then the next week it is done again through the zoom application with the meaning that zoom and google classroom are used alternately. Unlike these two applications, the Whatsapp application is still used all the time as a medium for sharing information.

#### **4.1.6 The Achievement of English Speaking Skills at SMA Negeri 2 Sibolga**

From the results of the two meetings conducted through Zoom meetings, there has been an increase in terms of quantity and quality. At the first meeting, there are 12 students who managed to get a score were divided into 6 pairs. Meanwhile, in the second meeting of the Zoom meeting, there were 24 students who managed to get Quiz scores, which were divided into 12 pairs. However, the increase in results from this is also supported by the average number of scores obtained by students from the first and second meetings.

## **4.2 . Discussion**

### **4.2.1.The Online Teaching and Learning Process of English Speaking Skills at SMA Negeri 2 Sibolga**

As Richard (2008) said that, there are two core issues that need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. The second issue

is to identify teaching strategies to “teach” ( provide opportunities for learners to acquire) each kind of talk. So, the online learning process at SMA Negeri 2 Sibolga also focuses on learning speaking skills in everyday conversations that are often used, such as how to ask for help along with the response and ask for activities. In learning English speaking online, of course, the teacher has also prepared a pretty good strategy, as in the interview the author did with the English teacher, Mrs. Kristiana Buulolo.

*“Teaching English speaking skills to the students during online learning is not easy. But, even though difficult as a teacher I must prepare the material well. It can be in the form of video, pdf, ect. Enter the zoom – train the students – ask them to practice – ask the students to speak with their friends while to other listen too. If they are in google class room, I can send them videos or youtube videos. So that they can listen to it and practice themselves.”*

The day before the lesson schedule, which was Monday, he had distributed the link to the zoom meeting to the class group so that students could prepare. Although the learning process is carried out online, all students are required to wear complete and neat school uniforms. Zoom meeting starts at 08.00 – 09.00.

#### **4.2.2. The Teaching Materials for English Speaking Skills**

This research the author did to coincide with the start of the new semester. So that the first meeting must be done through a Zoom meeting, so that teachers and students can get to know each other. In this first Zoom, the material presented is a conversation about assumptions. At this meeting the teacher used the Silent way teaching method created by Caleb Cattegno. Silent way teaching method is a

method where the teacher is considered as a guide, source and assessor, in the sense that this method focuses on making students more active than the teacher.

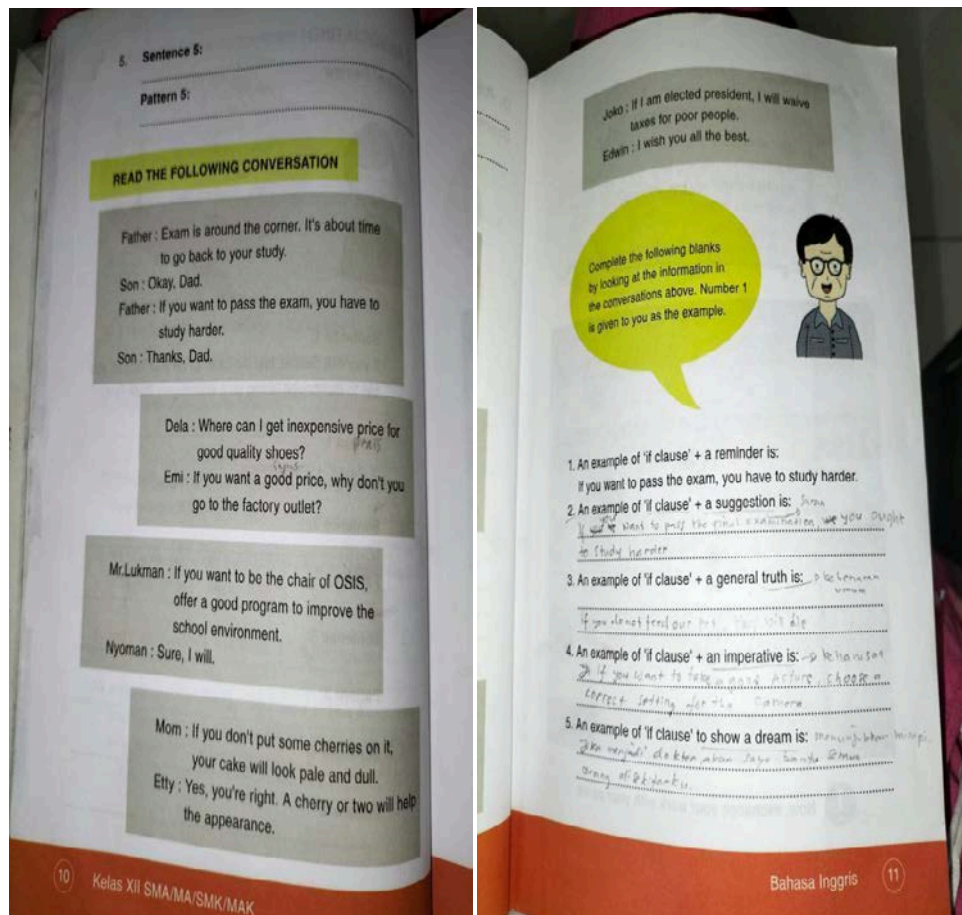


Figure : 4.2.2

The teacher as a guide, explains the material that will be presented today, which is about the "If" conversation sentences, then the teacher imitates how to pronounce the dialogue in the students' manual, how to pronounce correctly and the right intonation then the teacher will call several pairs students to repeat the sentences that have been said by the teacher. After it was enough, the teacher then took the quiz scores. Where each student must have a partner for dialogue. They

are free to say anything as long as there is a conditional sentence "If" in the dialogue. This quiz is done in pairs with a conversation duration of approximately 40 seconds for each pair. Until the end of the meeting time at the zoom meeting, there were only 6 couples who managed to get the quiz scores.

Because the first meeting is a meeting at the zoom meeting, the next meeting is a task that has been posted by the teacher in Google Classroom which is still related to the meeting on zoom.

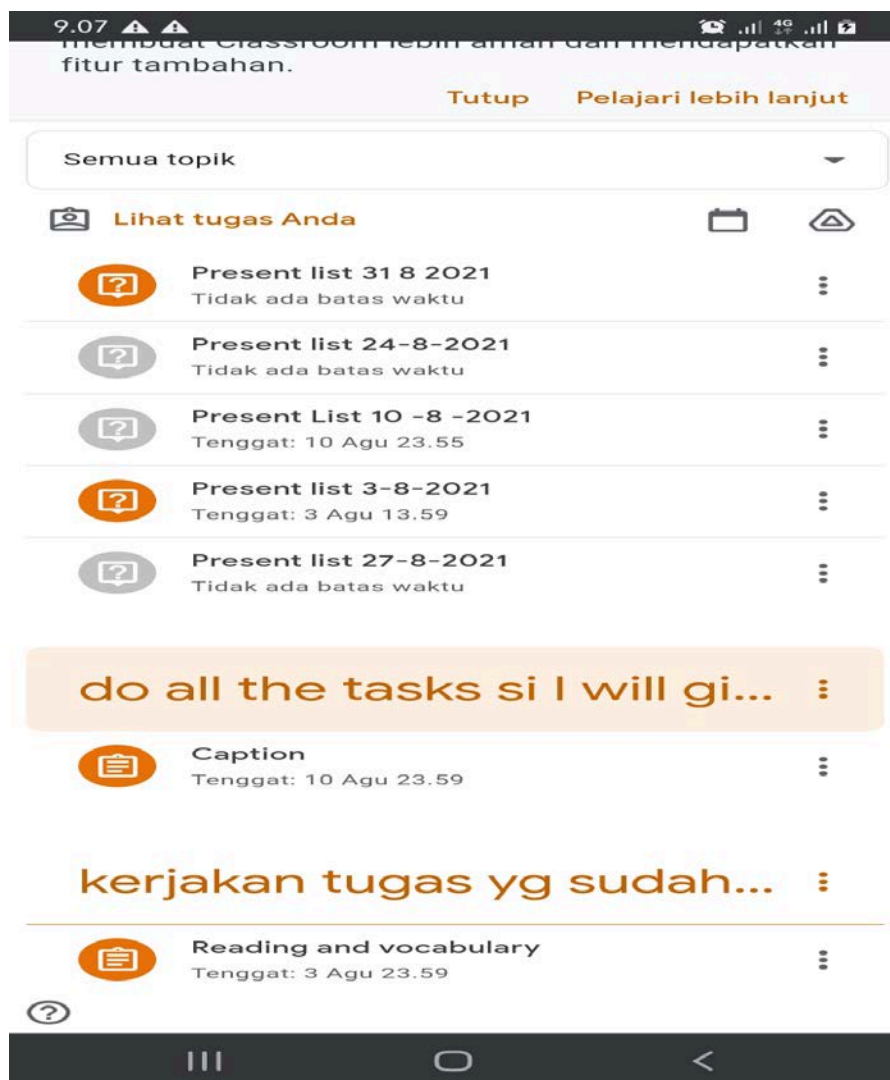


Figure 4.2.2

If the meeting is held through a Zoom meeting, the teacher knows the attendance of students by looking at the list and the number of participants listed in the Zoom application. However, when the learning process is carried out through Google Classroom, the teacher has prepared a special column for the attendance list to be filled in by students on the same day.

Then, the next meeting returns to the zoom meeting. This time the material was not taken from the student manual but was made by the English teacher himself. The material is Dialogue Expressing Offer and It's Response. material is delivered via the screen sharing feature in the zoom application. Zoom.

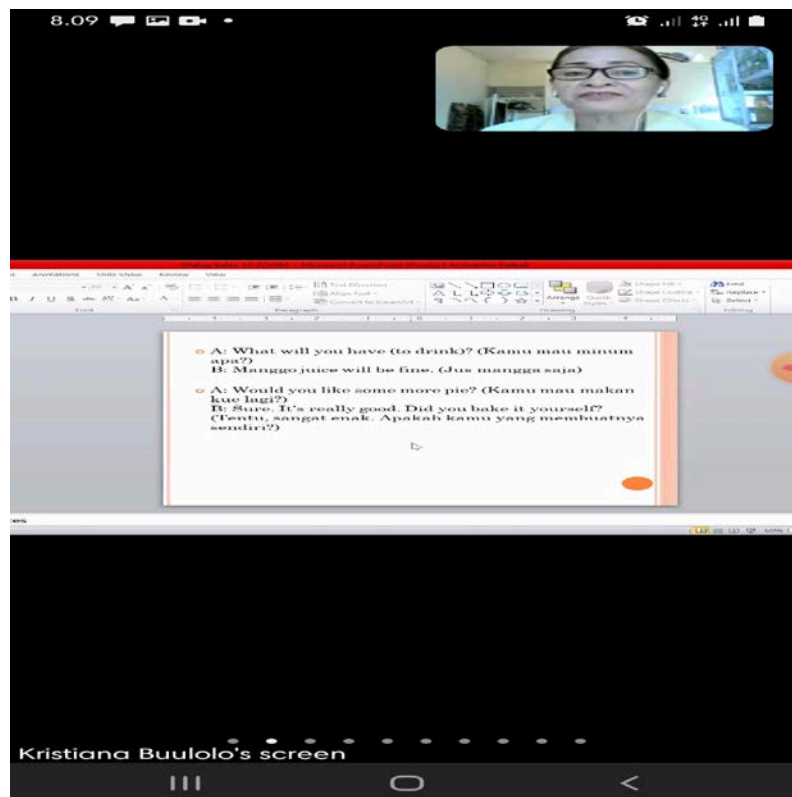


Figure 4.2.2

The concept is still the same as when learning English Speaking Skill in the previous meeting where the teacher explained the teaching material, then gave

an example of how to pronounce it. But in this meeting, the teacher did not ask several pairs to repeat the words he had exemplified. This time the teacher immediately took the value of the second quiz. The students do it in pairs. They have to do the dialogue in pairs which have an expressing offer in it. And at this meeting, there were 12 pairs of students who got quiz scores. This number is an increase from the previous meeting.

However, as in the interview that the researcher conducted with the resource person when asked whether the syllabus used was still the same as the syllabus before the occurrence of Covid-19 or not. And it turns out that the syllabus used during the Covid-19 period is still the same as the syllabus before the Covid-19 outbreak. This should be a consideration for the teacher concerned. Because online learning is certainly not the same as the face-to-face learning process, so it is necessary to change the syllabus in teaching English Speaking Skills to students so that the learning process can be maximized. Teachers, in teaching English Speaking skills, can ask students to search for tourist spots on the internet (because Covid-19 does not allow travel activities) then present them at the zoom meeting. Things like this can certainly maximize their English Speaking Skills learning process rather than just having a dialogue between friends.

### 4.2.3. The Aspects of Assessment of English Speaking Skills Through Zoom Meeting

This English Speaking Skill assessment is included in the quiz assessment.

The assessment aspect to assess students' English speaking skills is through two aspects, namely:

Num	Aspects of Assessment	Score
1	Pronunciation	
2	Intonation	

Table 4.2.3

Some of dialogues spoken by students:

#### Dialogue 1 :

Silvia : *Here, Have a cookie*  
Syahkila : *Thanks.*

#### Dialogue 2 :

Najwa : *Would you like some cake?*  
Alifya : *No, Thank you. It look so delicious though.*

#### Dialogue 3 :

Tigor : *What will you have (to drink)?*

#### Dialogue 4 :

Joy : *Would you like some more pie?*

#### Dialogue 5:

Fiona : *Can I get you some milk or something?*  
Fiora : *Well, a glass of water would be*

#### Dialogue 6 :

Hesti : *How about a glass of coffe?*  
Amanda : *Thanks. But I do not drink coffe*

**Dialogue 7 :**

Ingrid : *Would you like  
meatball soup?*

Anggun : *No, Thank you. I love*

**Dialogue 8:**

Cindy : *Can I help me to write  
this sentence?*

Nurlina : *Sure. I can.*

**Dialogue 9 :**

Enjel : *May I help you?*

Tri : *oh, Sure. Thank you.*

**Dialogue 10 :**

Khairur : *I wanna go to canteen. Do  
you want to buy something?*

Angel : *hmm.... I want a bread. Thank*

**Dialogue 11 :**

Bintang : *Can I take you home?*

Ezra : *Yes, Please. That would*

**Dialogue 12 :**

Grace : *Shall we take you  
there?*

#### **4.2.4 The Achievement of English Speaking Skill Assessment from the First and Second Meeting**

When viewed from the first meeting to the second meeting through the Zoom meeting, there was indeed an increase in the number of students who managed to get quiz scores. However, the results obtained through Zoom meetings will never be comparable to the results obtained through face-to-face meetings. This is because the duration of the zoom meeting is much more limited than the face-to-face meeting which tends to be longer. As stated by Mrs. Kristiana Bulolo who said that the results in face-to-face were better than the results in the zoom



meeting. However, zoom meetings are the only way that can be used to keep the learning process going during the Covid-19 pandemic.

*“The result of online learning is lower than face to face learning process. But, It is a must during the pandemic. Online learning is the only way to deliver the knowledge to the students.”*

The students who managed to get quiz scores at the first meeting were 6 pairs, namely as follows.

<b>Num</b>	<b>Name</b>	<b>Pronunciation</b>	<b>Intonation</b>	<b>Score</b>
1	Alifya Zhafira and Ezra Simatupang	74	70	72
2	Silvia Handayani and Amelia Angraini	74	80	77
3	Tigor David Christian Sitompul and Rifki Akbar	74	79	77
4	Yenny Christy Gorat and Enjel Febriani Manalu	78	78	78
5	Joy Holtavia Lumban Tobing and Kezia Cristiani Silalahi	70	75	73
6	Ingrid Simangunsong and Greace Sirait.	74	76	75

Table 4.2.4

While the students who managed to get the quiz scores at the second meeting were 12 pairs, namely as follows.

<b>Num</b>	<b>Name</b>	<b>Pronunciation</b>	<b>Intonation</b>	<b>Score</b>
1	Silvia Handayani and Syahkila Sri Rahayu Situmeang	85	74	80
2	Najwa Afifi Situmorang and Alifya Zhafira	70	70	70
3	Tigor David Christian Sitompul and Rifki Akbar	74	70	72
4	Joy Holtavia Lumban Tobing and Kezia Christiani Silalahi	74	78	76
5	Fiora Apriani and Fiona Uly Hutasoit	77	84	81
6	Hesti Deny Awanti Simarmata and Amanda Pratiwi Putri Tarigan	82	85	84
7	Inggrid Simangunsong and Anggun Syamsinar Limbong	73	74	74
8	Nurlina Hutabarat and Cindy Grecya Nainggolan	76	78	76
9	Enjel Febriani Manalu and Tri Widia Pratiwi	82	78	80
10	Khairur Raziq Adha and Angel Anatassya Lumban Tobing	77	84	81

11	Bintang Hamonangan Panjaitan and Ezra Simatupang	76	78	77
12	Greace Sirait and Amelia Anggraini	75	78	77

Table 4.2.4

#### 4.2.5. The Advantages and Disadvantages of English Speaking Skills Through Online Learning

Although learning English Speaking Skills through online is the only way so that the learning process can continue during the Covid-19 pandemic, there are several advantages and disadvantages of online learning. The advantages of English speaking skills through online learning are, based on an interview with Mrs. Kristiana Buulolo, S.Pd as an English teacher at SMA Negeri 2 Sibolga who teaches in class XII MIA 1, some of the advantages include:

*“I think there are some advantages of English Speaking Skill Through Online Learning, like : It is flexible. The students and teachers can set up their place of studying and teaching. It is accessible. The students are able to search all the information about the material through google access. To save more money. You may think if the students are from rural areas and they must stay and live in cities for their education. The cost of living in cities is more expensive. To suit a variety of learning styles. Every student has different learning styles. Some students are visual learners, others prefer audio and the rest of the students are solo learners. They enjoy themselves in that way.”*

So, some of the advantages of English speaking skills through online learning include being flexible, accessible, more economical and to suit a variety

of students' learning styles. Although there are several advantages of online learning, he also said that there are several disadvantages of online learning including:

*“There are some disadvantages of online learning, they are : Some of students do not get the internet connectivity. The students do not have any smart phone or any other gadget. No physical interaction among the students and the teachers. Social Interaction does not exist at all. In shaping the personalities of the students. Online Learning requires tallented or skilled teachers in using the information technology tools. The radiation of the technology tools can effect the students’ and teachers’ health if they use it in a long period of time.”*

Disadvantages of English speaking skill through online learning is connectivity problem, there are some students do not have smart phone or gadget, no physical interaction ampng students and teacher and there are healty problem because of radiation.

#### **4.2.6. Responses of the Students of XII Science I About English Speaking**

##### **Skills Through Online Learning Process**

To strengthen the results of this study, the researcher also made a questionnaire to be answered by the XII MIA 1 students. This questionnaire is definitely about their response to online learning. There were 13 out of 29 students who responded to this questionnaire. the percentages are as follows:

**Name ( Nama ) :**  
13 jawaban

Ezra Simatupang

AMELIA ANGRAINI

FIORA APRIANI

Ignatius Bagas

TIGOR DAVID CHRISTIAN SITOMPUL

Ingrid Simangunsong

Anastasya Amanda Siregar

Najwa Afifi Situmorang

Rifki akbar

Flora Apriani

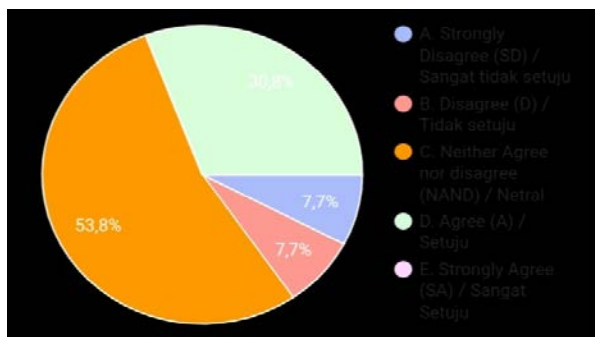
Alifya Zhafira

Tri widia prawita

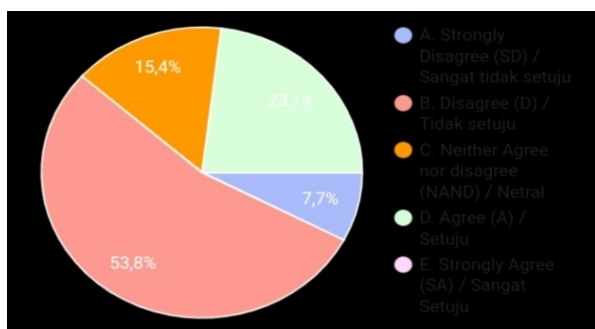
Silvia handayani

**Class ( Kelas ) :**  
13 jawaban

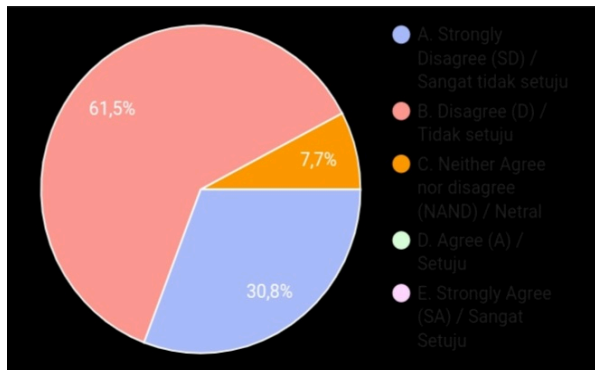
Class	Number of Responses	Percentage
12 Mia 1	1	7,7%
XII - MIA 1	1	7,7%
XII - MIA 1	1	7,7%
XII MIA 1	6	46,2%
XII - MIA 1	1	7,7%
XII-MIA 1	1	7,7%
XII-MIA 1	1	7,7%



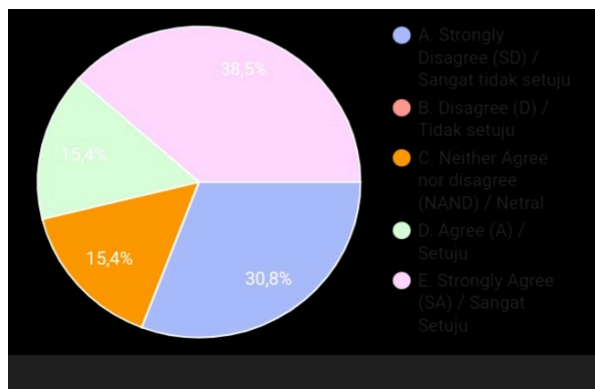
1. I like learning English speaking skills through online.



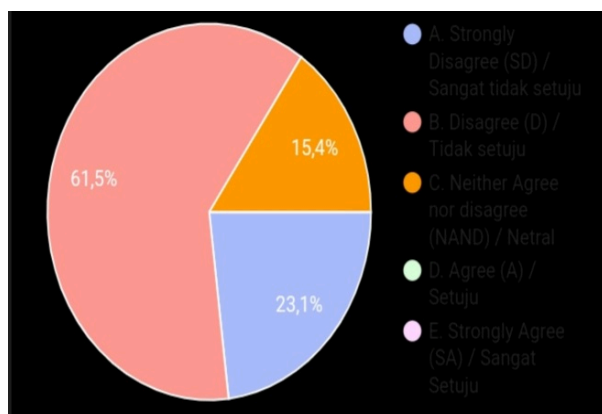
2. My English speaking skills improved during online learning.



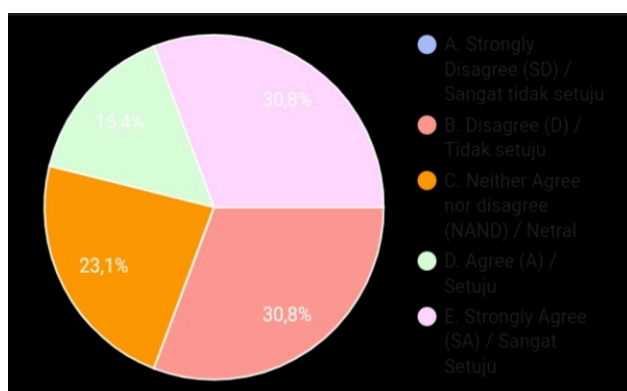
3. It is easier for me to understand English speaking skill material through online learning than face-to-face learning.



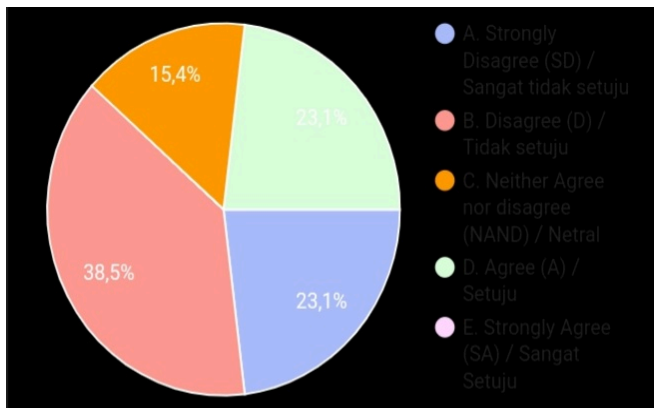
4. Online learning is the only way for the learning process to continue.



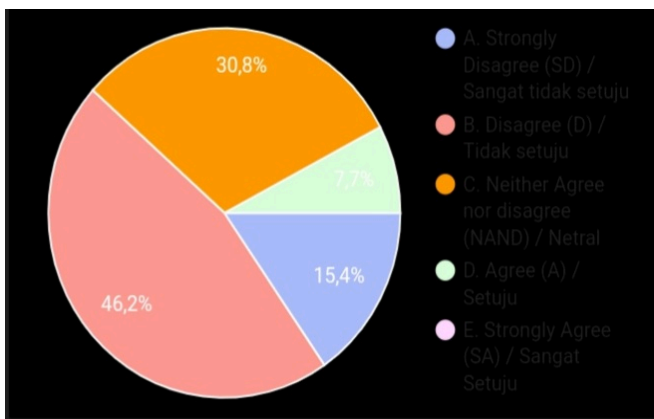
5. I want to continue learning English speaking skills through online learning.



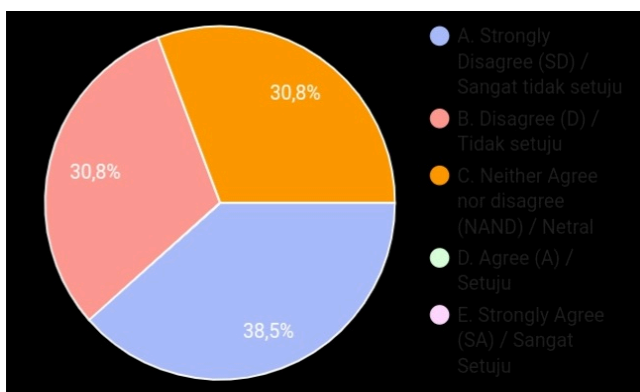
6. Online class time is more flexible.



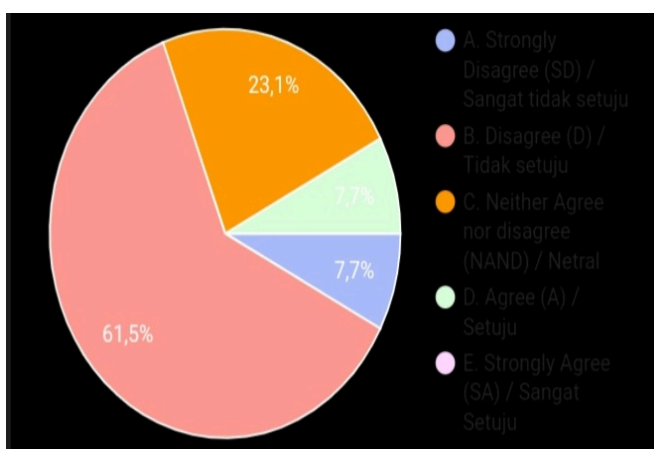
7. Learning through online is more economical.



8. The value of my English speaking skills has increased since learning through online.



9. Online learning is more fun than face-to-face learning



10. Online learning makes it easier for me to learn english speaking skills than face-to-face learning.

## CHAPTER V

### CONCLUTION AND SUGGESTION

#### 5.1. Conclusion

The process of learning English speaking skills at SMA Negeri 2 Sibolga during the Covid-19 pandemic was carried out by an online learning process using the Zoom Meeting, Google Classroom and Whatsapp Group applications. Zoom meetings are used for speaking learning meetings. Google Classroom is used for pages to post assignments or written exercises by the teacher and the answers are also sent back to the old Google Classroom. Meanwhile, Whatapp Group is only used to provide information such as whether or not there is a class that day, sharing links to Zoom meetings or questions about material that students do not or do not understand. English speaking skills through online is the only way for the learning process to continue in the midst of this Covid-19 pandemic. Even so, of course there are advantages and disadvantages in learning English speaking skills through online learning. The advantages of English speaking skills through online include being flexible, accessible, more economical and to suit a variety of students' learning styles. And the disadvantages of English speaking skills through online learning are connectivity problem, there are some students do not have smart phone or gadget, no physical interaction among students and teacher, and there are healthy problem because of radiation.

In terms of English speaking skills' achievement during Covid-19 at SMA Negeri 2 Sibolga from the observations made by researchers in



two meetings has increased. This increase was based on the number of students who got quiz scores where at the first meeting there were only 6 pairs or 12 students who got the first quiz score out of a total of 29 students in the class. However, at the second meeting, this number increased to 12 pairs or 24 students who got quiz scores. However, not only in terms of the number of students who became an indicator of this achievement, but the average number of scores obtained from the first and second meetings also increased. But this indicator cannot be said that the learning achievement goals have been achieved, because both the results of interviews with the teacher concerned and the results of the student questionnaires say that the current results tend to be lower than during face to face learning. Although, speaking English skills through online learning is not as good as face-to-face learning, online learning is the only way to keep the learning process going during this pandemic.

## **5.2 Suggestion**

Learning through online, as the only way so that the learning process can continue, so I as a researcher feel that there is not much that needs to be improved. But as a suggestion that teachers can be more creative in using existing technology so that the learning process is not monotonous. For example, the teacher makes online mini games that focus students on talking more with friends or the teacher gives one or two discussion topics and asks students to express their opinions on the topic. That way, the students will feel more challenged and brave to speak in English and learning will be more fun too.

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## APPENDIXES

## I. Activity Plan to Finish the Thesis :

Num	Kind of Activity	Month							
		April	May	June	July	August	September	October	
1	Title Submission and Title Approval	■							
2	Proposal creation	■	■						
3	Proposal guidance and improvement	■	■						
4	Proposal seminar			■					
5	Post-seminar proposal improvement			■					
6	Field research					■	■	■	
7	Interview an Informant					■	■	■	
8	Working on thesis					■	■	■	
9	Consultation and guidance					■	■	■	■
10	Thesis Defence					■	■	■	■
11	Post-defencethesis improvement					■	■	■	■

## II. Questionnaire Sheet for Students

Name : .....

Class : .....

### Instructions :

Give check list (√) based on your opinion !

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neither Agree nor disagree (NAND)
4. Agree (A)
5. Strongly Agree (SA)

Num	Statement	SD	D	NAND	A	SA
1	I like learning English speaking skills through online.					
2	My English speaking skills improved during online learning.					
3	It is easier for me to understand English speaking skills material through online learning than face-to-face learning.					
4	Online learning is the only way for the learning process to continue.					
5	I want to continue learning English speaking skills through online learning.					
6	Online class time is more flexible.					
7	Learning through online is more economical.					

8	The value of my English speaking skills has increased since learning through online.					
9	Online learning is more fun than face-to-face learning.					
10	Online learning makes it easier for me to learn english speaking skills than face-to-face learning.					

### III. Students' Score List of XII Science I on English Speaking Skills

Num	Name	Q1	Q2	MT	Q	F	Score
1	Silvia Handayani	77	80				
2	Najwa Afifi Situmorang	0	70				
3	Fiora Apriani	0	81				
4	Inggrid Simangunsong	75	74				
5	Alifya Zhafira	72	70				
6	Ignatius Bagas	0	0				
7	Greace Sirait	75	77				
8	Ezra Simatupang	72	77				
9	Nurlina Hutabarat	0	76				
10	Fransiska Melati Habeahan	0	0				
11	Syahkila Sri Rahayu Situmeang	0	80				
12	Amelia Anggraini	77	77				
13	Anggun Syamsinar Limbong	0	74				
14	Cindy Grecya Nainggolan	0	76				
15	Joy Holtavia Lumban Tobing	73	76				
16	Kezia Cristiani Silalahi	73	76				
17	Amanda Pratiwi Putri Tarigan	0	84				
18	Fiona Uly Hutasoit	0	81				
19	Angel Anastassya Lumban Tobing	0	0				
20	Anastasya Amanda Siregar	0	81				
21	Hesti Deny Awanti Simarmata	0	84				
22	Enjel Febriani Manalu	78	80				
23	Tri Widia Prawita	0	80				
24	Jantrifor Ziliwu	0	0				
25	Yenny Christy Gorat	78	0				
26	Bintang Hamonangan Panjaitan	0	77				
27	Tigor David Cristian Sitompul	77	72				
28	Khairur Raziq Adha	0	81				
29	Rifki Akbar	77	72				



#### IV. Interview Results From Informant

Name of the informant : Kristiana Buulolo, S.Pd

Subject teachers : English

Time : August 9<sup>th</sup>, 2021

No	Question	Answer
1	What do you think about online learning?	<i>It is a teaching and learning process that utilizes the internet and digital media in delivering the material to the students.</i>
2	How do you teach English speaking skills to students during online learning?	<i>Teaching English speaking skills to the students during online learning is not easy. But, eventhough difficult as a teacher I must prepare the material well. It can be in the form of video, pdf, ect. Enter the zoom – train the students – ask them to practice – ask the students to speak with their friends while to other listen too. If they are in google class room, I can send them videos or youtube videos. So that they can listen it and practice themselves.</i>
3	Are there any specific applications that you use to help you teach English speaking skills to students?	<i>Yes, they are. Videos, pdf document, youtube. We can be in zoom meeting, google classroom, Whatsapp, messenger, ect.</i>
4	Are there any difficulties you encountered while doing online learning regarding speaking skills with the students?	<i>Of course, they are. First, the teacher can not control the students whether they study seriously or not. Second, the results is not satisfied. Third, the teacher can not motivate the students easily.</i>
5	Is it still the same syllabus that you used during online learning with the syllabus during face-to-face learning in class?	<i>Yes, it it. I use the same syllabus.</i>
6	How do students respond to the teaching materials that you teach during this online learning?	<i>Most of the students respond well.</i>
7	Are there any difficulties experienced by students with the way you teach	<i>Yes, of course. There are some difficulties, they are :</i>

	speaking skills through online learning?	<p><i>1. The voice is not clear (when we were in the zoom meeting).</i></p> <p><i>2. They spend a lot of time to understand.</i></p> <p><i>3. Internet connection is not so good during the time. It depends on the weather condition.</i></p>
<b>8</b>	What are the results of online learning achievement on any material you teach them during the online learning?	<i>The result of online learning is lower than face to face learning process.</i>
<b>9</b>	Do you like to do online learning? Why?	<i>Yes, I do. It is a must during the pandemic. Online learning is the only way to deliver the knowledge to the students.</i>
<b>10</b>	What do you think are the disadvantages of this online learning?	<p><i>There are some disadvantages of online learning, they are :</i></p> <p><i>1. Some of students do not get the internet connectivity.</i></p> <p><i>2. The students do not have any smart phone or any other gadget.</i></p> <p><i>3. No physical interaction among the students and the teachers.</i></p> <p><i>4. Social Interaction does not exist at all. In shaping the personalities of the students.</i></p> <p><i>5. Online Learning requires talented or skilled teachers in using the information technology tools.</i></p> <p><i>6. The radiation of the technology tools can effect the students' and teachers' health if they use it in a long period of time.</i></p>
<b>11</b>	In your opinion, what are the advantages of this online learning?	<p><i>Yes, I think so :</i></p> <p><i>1. It is flexible. The students and teachers can set up their place of studying and teaching.</i></p> <p><i>2. It is accessible. The students are able to search all the information about the material through google access.</i></p> <p><i>3. To save more money. You may think if the students are from rural areas and they must stay and live in cities for their education. The cost of living in cities is more expensive.</i></p> <p><i>4. To suits a variety of learning styles. Every student has different learning style. Some students are visual learners, others prefers audio and the rest of the students are solo learners. They enjoy themselves in that way.</i></p>

## V. Informant's Personal Data



Name : Kristiana Buulolo, S.Pd  
NIP : 19650407 200502 2 002  
Place of Birth : Teluk Dalam, South Nias  
Date of Birth : April 7<sup>th</sup>, 1965  
Age : 56 Years Old  
Level : III / D  
Adress : Sibolga City  
Occupation : English Teacher

## VI. Research Permit



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
**Jl. Williem Iskandar Pasar V Medan Estate 20371**  
**Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-8443/ITK/ITK.V.3/PP.00.9/04/2021

26 April 2021

Lampiran : -

Hal : **Izin Riset**

**Yth. Bapak/Ibu Kepala SMA NEGERI 2 SIBOLGA**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

**Nama** : **Imelda Aisyah Nasution**  
**NIM** : **0304171040**  
**Tempat/Tanggal Lahir** : **Pandan, 02 Mei 2000**  
**Program Studi** : **Tadris Bahasa Inggris**  
**Semester** : **VIII (Delapan)**  
**Alamat** : **JALAN DANGOL LUMBAN TOBING, PESANTREN, NO.126**  
**Kelurahan BUDI LUHUR Kecamatan PANDAN**

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di JL. PATTIMURA SARUDIK SIBOLGA, Aek Habil, Kec. Sibolga Selatan, Kota Sibolga Prov. Sumatera Utara , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***ANALYSIS OF SPEAKING LEARNING DURING COVID-19 ERA AT SMA NEGERI 2 SIBOLGA IN ACADEMIC YEAR 2021/2022***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 26 April 2021

a.n. DEKAN

Ketua Jurusan Tadris Bahasa Inggris



*Digitally Signed*

**Yani Lubis S.Ag., M.Hum**

NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

## VII. Research Permit Reply from SMA Negeri 2 Sibolga



PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 SIBOLGA**  
Jalan Kapten Pattimura Kode Pos :22652. Kec.Sibolga Selatan. Kota Sibolga  
Telp. (0631) 22133 email:sman2sbg@yahoo.co.id

### SURAT KETERANGAN

Nomor : 800/188/2021

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 2 Sibolga Kecamatan Sibolga Selatan Kota Sibolga Provinsi Sumatera Utara, menerangkan bahwa :

N a m a : IMELDA AISYAH NASUTION  
NIM : 0304171040  
Prodi : Tadris Bahasa Inggris

Benar telah melakukan Penelitian di SMA Negeri 2 Sibolga dengan judul :

**“ ANALYSIS OF SPEAKING LEARNING DURING COVID-19 ERA AT SMA NEGERI 2 SIBOLGA IN ACADEMIC YEAR 2021/2022 ”.**

Demikian surat keterangan ini diperbuat sebagai bahan kelengkapan Penyusunan skripsi yang bersangkutan.

Sibolga, 11 Agustus 2021  
Kepala SMA Negeri 2 Sibolga  
  
SAMSIA SILITONGA, S.Pd  
NIP. 19740104 200502 2 002

### VIII. The Situation at SMA Negeri 2 Sibolga During Covid-19 Era



## IX. The Situation of the Picket Post at SMA Negeri 2 Sibolga



### X. Principal's Office and Administration's Office of SMA Negeri 2 Sibolga



### XI. The School Yard Atmosphere of SMA Negeri 2 Sibolga







## XII. Teachers' Attendance List Put on the Picket Table

**DAFTAR HADIR GURU  
SMA NEGERI 2 SIBOLGA  
TAHUN PELAJARAN 2020/2021**

Hari / Tanggal :

NO	NAMA	NIP	GOL	I/P	MASUK		PULANG		KET
					JAM	PARAF	JAM	PARAF	
1	SAMSIA SILTONGA, S.Pd	19740104 200502 2 002	IV/A	P					
2	ARDIMAN SILABAN, S.Pd	19670807 199206 1 001	IV/B	L					
3	MERY HUTAURUK, S.Pd	19621204 198502 2 001	IV/B	P					
4	MESTIKA SINAGA, S.Pd	19620217 198503 2 003	IV/B	P					
5	Dra. NURAINI SIMAMORA, MA	19650328 199601 2 001	IV/B	P					
6	SARTONO HUTASOHT, S.Pd	19660604 198903 1 008	IV/B	L					
7	BENMARIA SARAGIH, S.Pd.Bio	19680608 199203 2 002	IV/B	P					
8	AGNES SIMANJUNTAK, S.Pd	19660526 199003 2 004	IV/B	P					
9	Dra. DELMAHYUNI, MAP	19720317 199601 2 002	IV/B	P					
10	RUTH NAULI SIMANJUNTAK, S.Pd	19720129 199702 2 002	IV/B	P					
11	MEGA LINDARIA HUTABARAT, S.Pd	19700531 199801 2 001	IV/B	P					
12	ROSMAWATI SIHOMBING	19620829 198601 2 001	IV/A	P					
13	NELLY YUSRAH L.TOBING	19620211 198602 2 001	IV/A	P					
14	SAMSUL BAHRI	19640818 198803 1 006	IV/A	L					
15	KAMRUL PASARIBU, S.Ag	19711112 200212 1 006	IV/A	L					
16	NELVA SITY MEYLIANI SILABAN, S.Pd	19740508 200212 2 004	IV/A	P					
17	ASIMA DEWI PARDEDE, S.Pd	19780429 200212 2 004	IV/A	P					
18	TAMANUDIN TELAUMBANUA, S.Pd	19690911 200502 1 001	IV/A	L					
19	YUNIANI RAHMAH LUBIS, S.Pd	19780623 200212 2 003	III/D	P					
20	LUHUT SIBURIAN, S.Pd, MM	19680529 200502 1 001	III/D	L					
21	KRISTIANA BUULOLO, S.Pd	19650407 200502 2 002	III/D	P					
22	SUPRIYATI, S.Pd	19750422 200502 2 001	III/D	P					
23	MARIANI SILABAN, S.Pd	19770708 200604 2 008	III/D	P					
24	NURSAEMA HUTAGALUNG, S.Pd	19791029 200604 2 015	III/D	P					
25	AGUSTINA SIMANJUNTAK, S.Pd	19790829 200604 2 010	III/D	P					
26	PENITA MANALU, S.Pd	19720630 200604 2 026	III/D	P					
27	RATNA ROSMAWATI, S.Pd	19640913 200604 2 003	III/D	P					
28	ADE UMMI KALSUM, S.Pd	19820228 200604 2 006	III/D	P					
29	ANDI YULI KRISTINA, S.Th	19800711 200804 2 002	III/C	P					
30	SITI ANISYAH, S.Pd	19840723 200804 2 001	III/C	P					
31	PARLINDUNGAN HUTABARAT, S.Pd, M.Hum	19820215 200804 1 001	III/C	L					
32	RITA SIMAMORA, S.Pd	19780222 200903 2 004	III/D	P					
33	ALEX DHEDY S. SILALAH, S.Pd	19821014 200903 1 001	III/C	L					
34	MARLINA, S.Pd	19830106 200903 2 009	III/C	P					
35	SIMON PERES MARBUN, S.Pd	19830318 200903 1 005	III/C	L					
36	NURHASANAH, SS	19850501 201101 2 023	III/B	P					
37	TUNAS SIHOMBING, S.Pd	19850622 201101 1 011	III/B	L					
38	ANGELIKA PURBA, SE	19850617 201101 2 017	III/B	P					
39	VIRGIANTY LUMBANTORUAN, S.Pd	19840922 201101 2 012	III/B	P					
40	DORMAULI LINGGA, S.Pd.K	19770509 200604 2 011	III/B	P					
41	UCOK OKA RAKASIWI HARAHAP, S.Pd	19790605 201001 1 020	III/B	L					
42	ELVITA HIDAYAT, S.Pd	19860228 200903 2 008	III/A	P					
43	IRA PUSPITA PANE, S.Pd	19880710 201403 2 003	III/B	P					
44	SUHAD, S.Pd	19700602 201408 1 001	III/A	L					
45	ADITHYA GUNAWAN HUTAPEA, S.Pd	-	-	L					
46	MULYANTO SIMATUPANG, S.Pd.I	-	-	L					
47	YULIANA NASUTION, S.Pd	-	-	P					
48	EKA JENNI PASARIBU, S.Pd	-	-	P					
49	NOVI SUZI ASTUTI, S.Pd	-	-	P					
50	KAMALUDDIN TAMBA, S.Pd	-	-	L					
51	MUSDALIFA NASUTION, S.Pd	-	-	P					

Kepala SMA Negeri 2 Sibolga

**SAMSIA SILTONGA, S.Pd**  
Pembina  
NIP. 19740104 200502 2 002

### XIII. The Banner of SMA Negeri 2 Sibolga



**XIV. The Appearance of the School Environment When Students Collect  
Their Exercise Books and Assignments to Their Teachers**



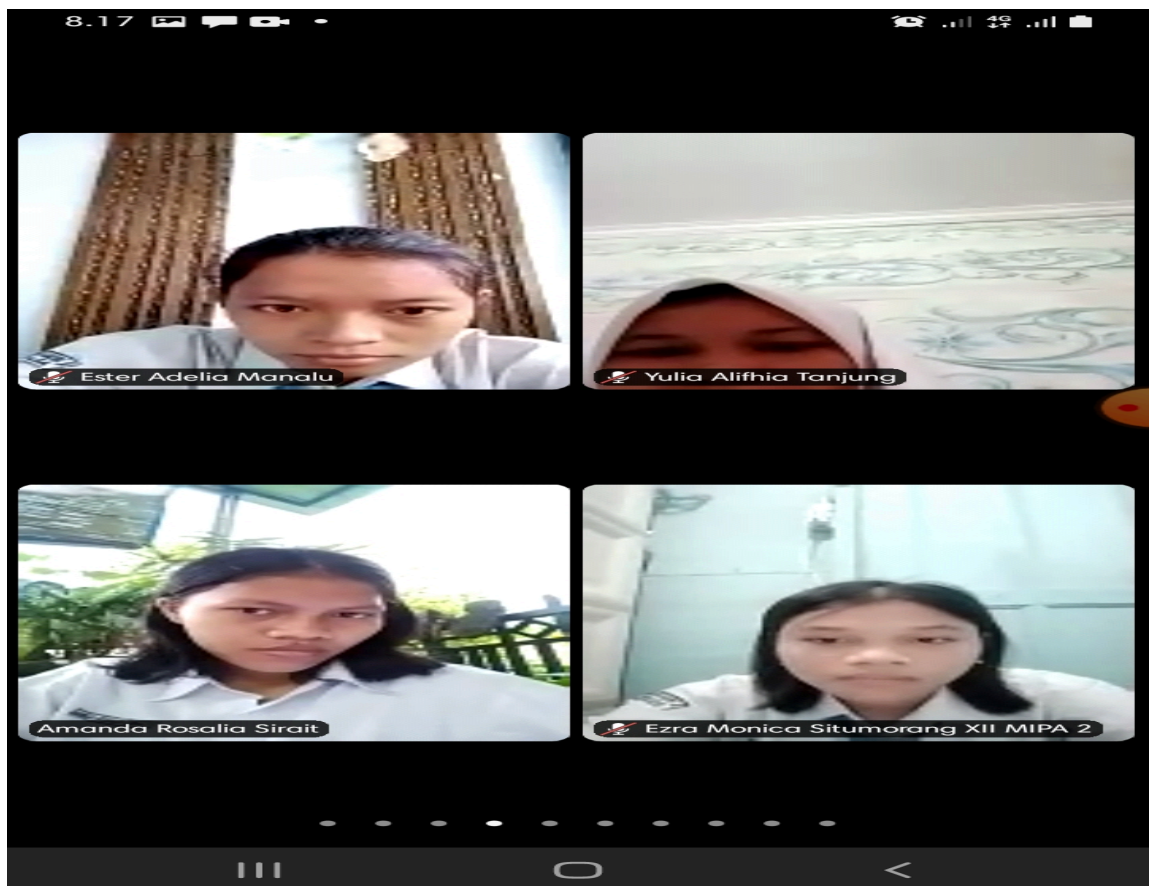
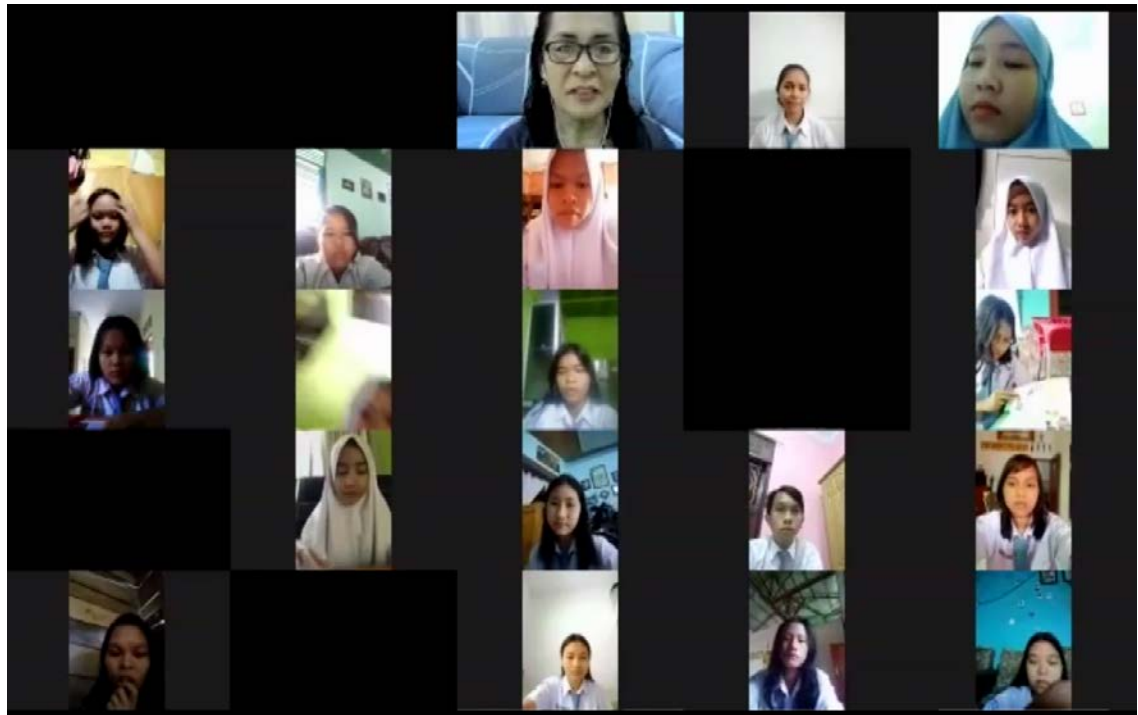




### XV. Took A Photo with Researcher and Informant During Zoom Meeting



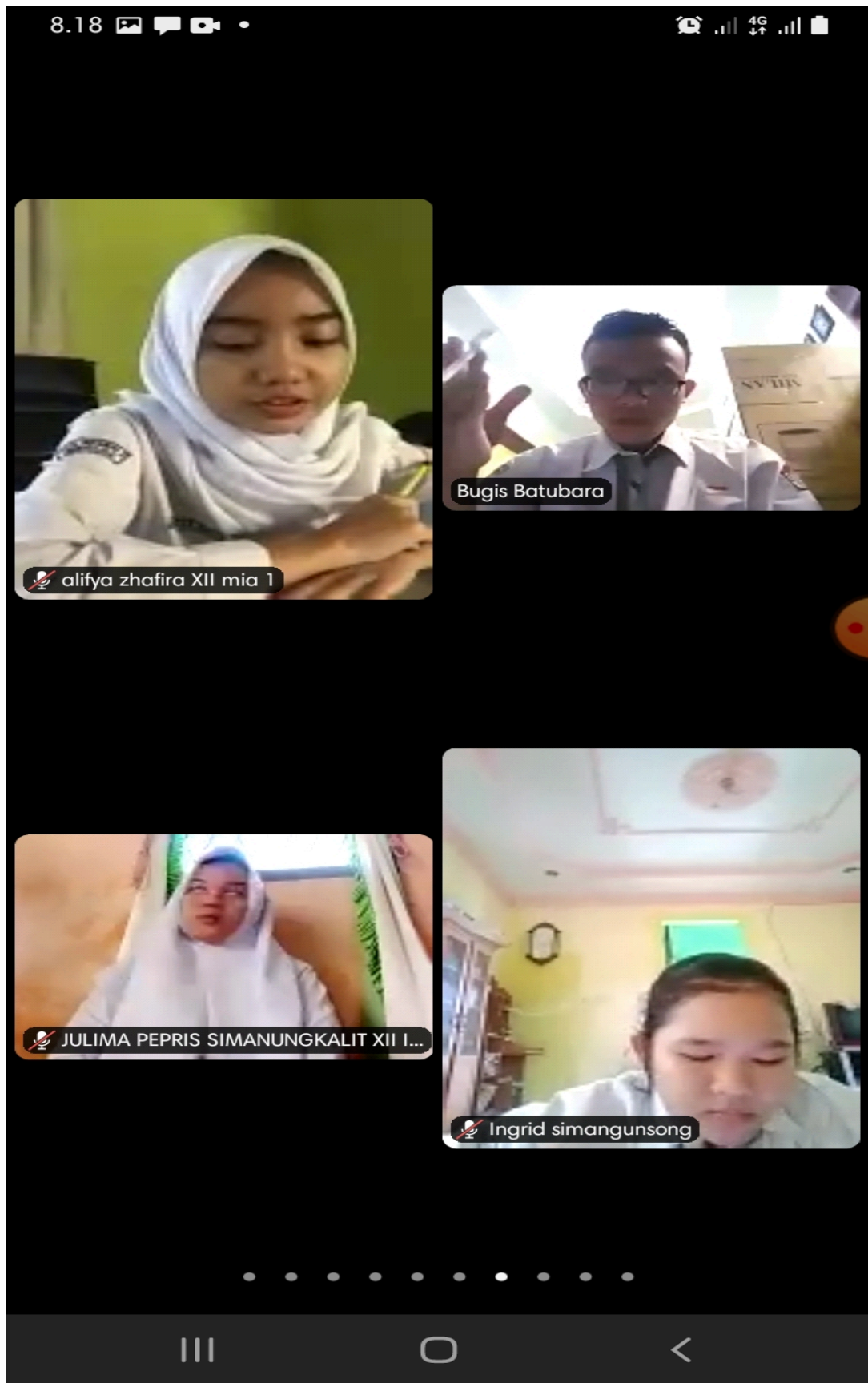
### XVI. Students Joined English Speaking Skills Learning on Zoom Meeting

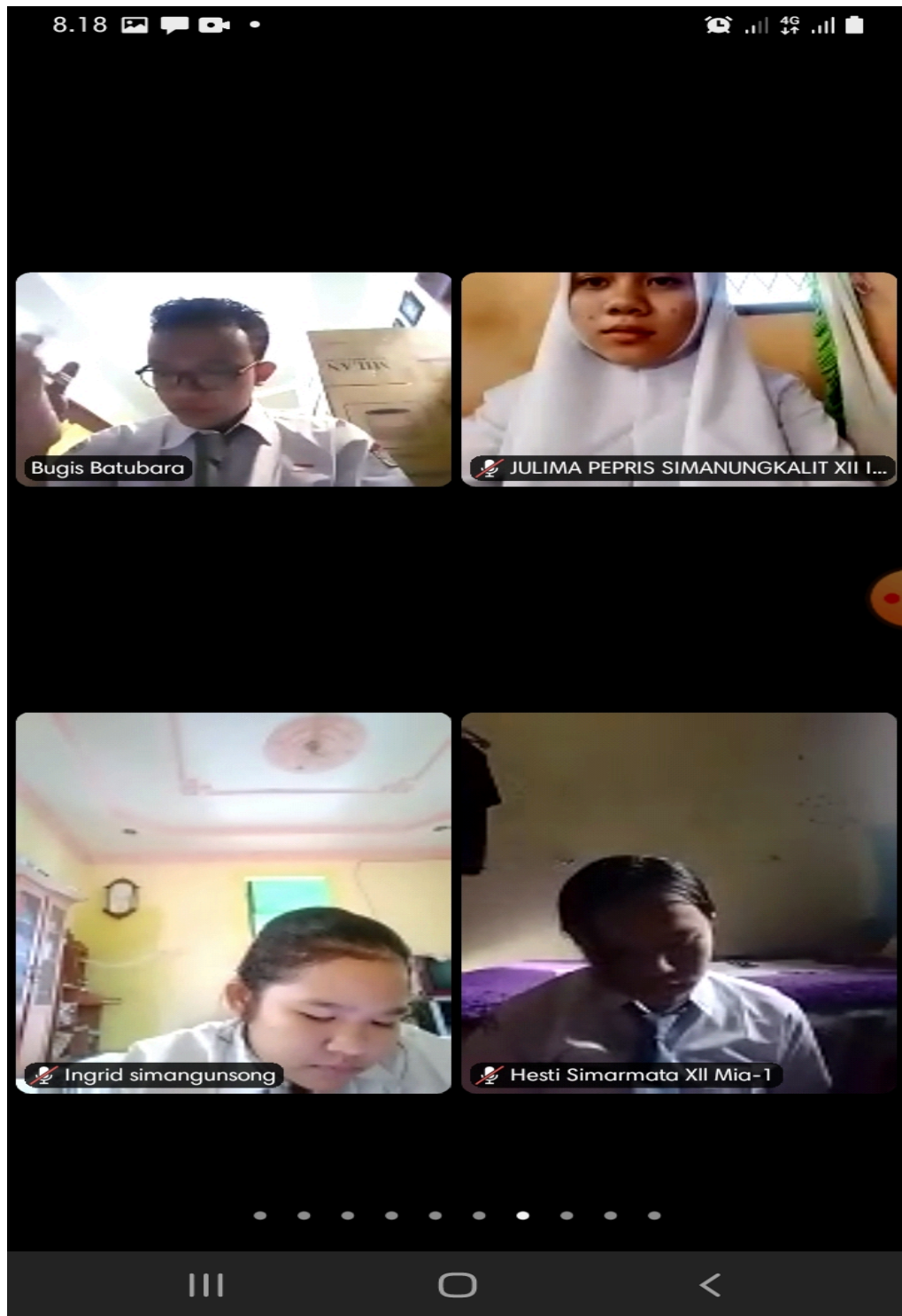








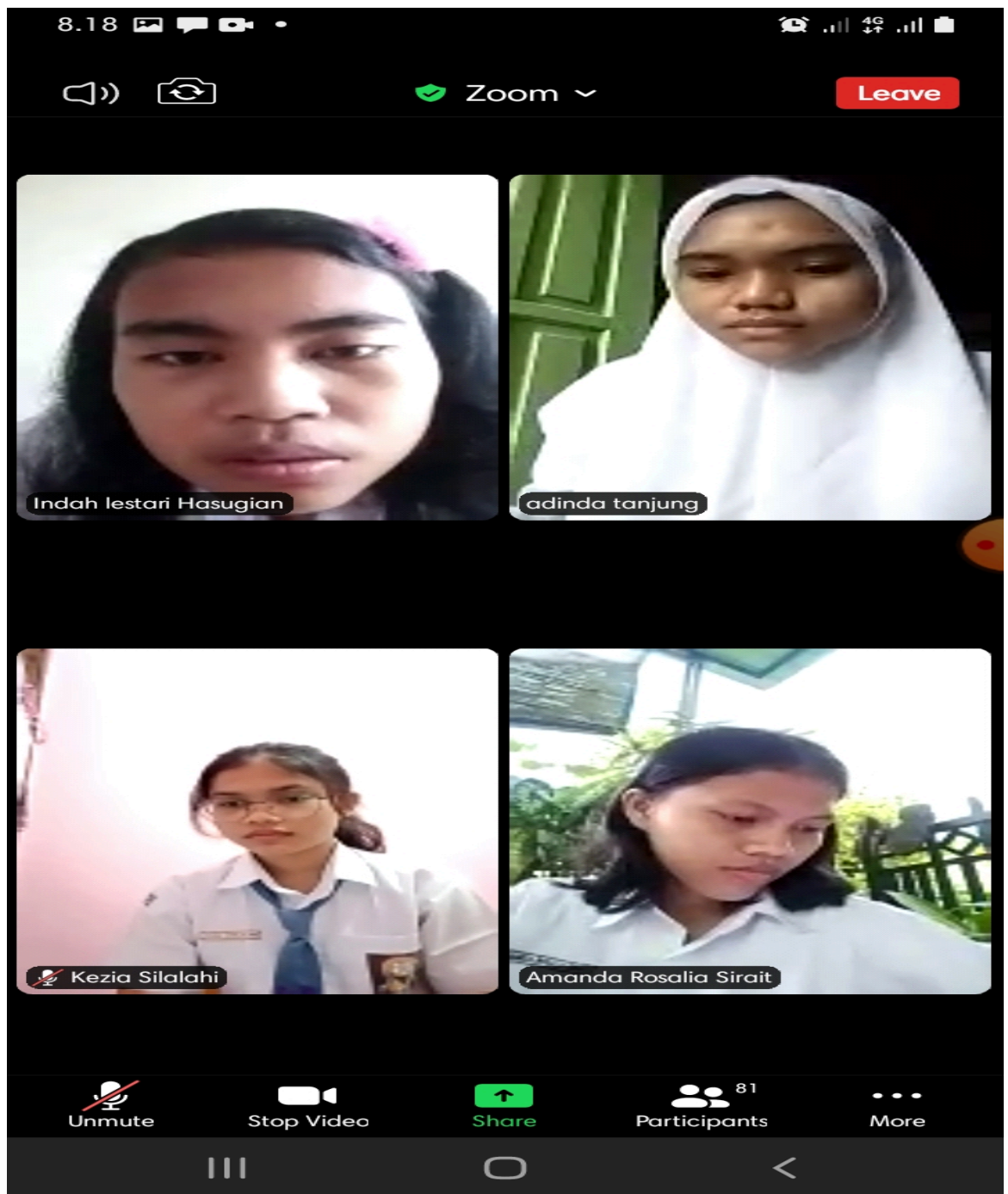








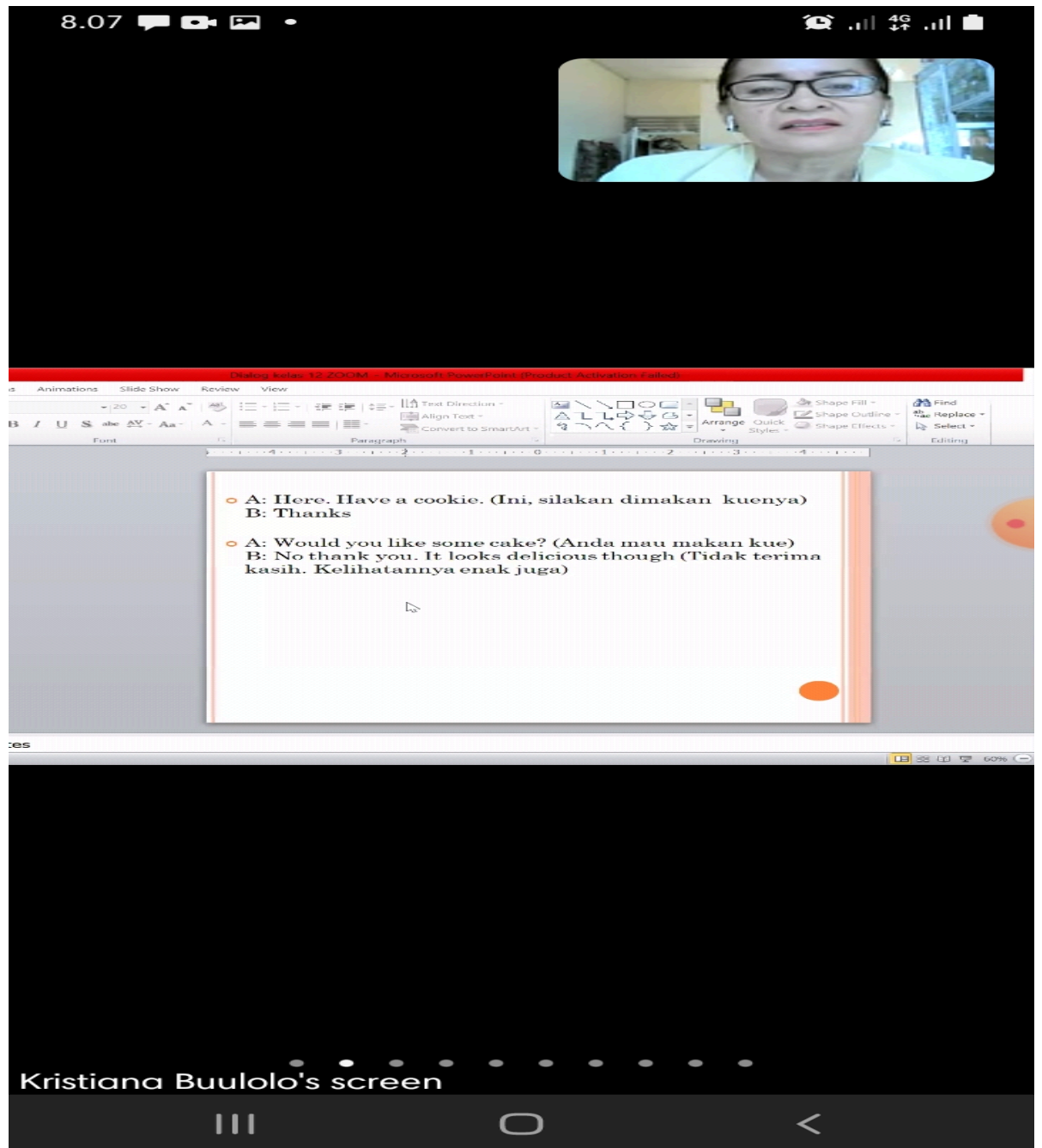






## XVII. The Teacher Gave the Material Through Share Screen from Power

### Point

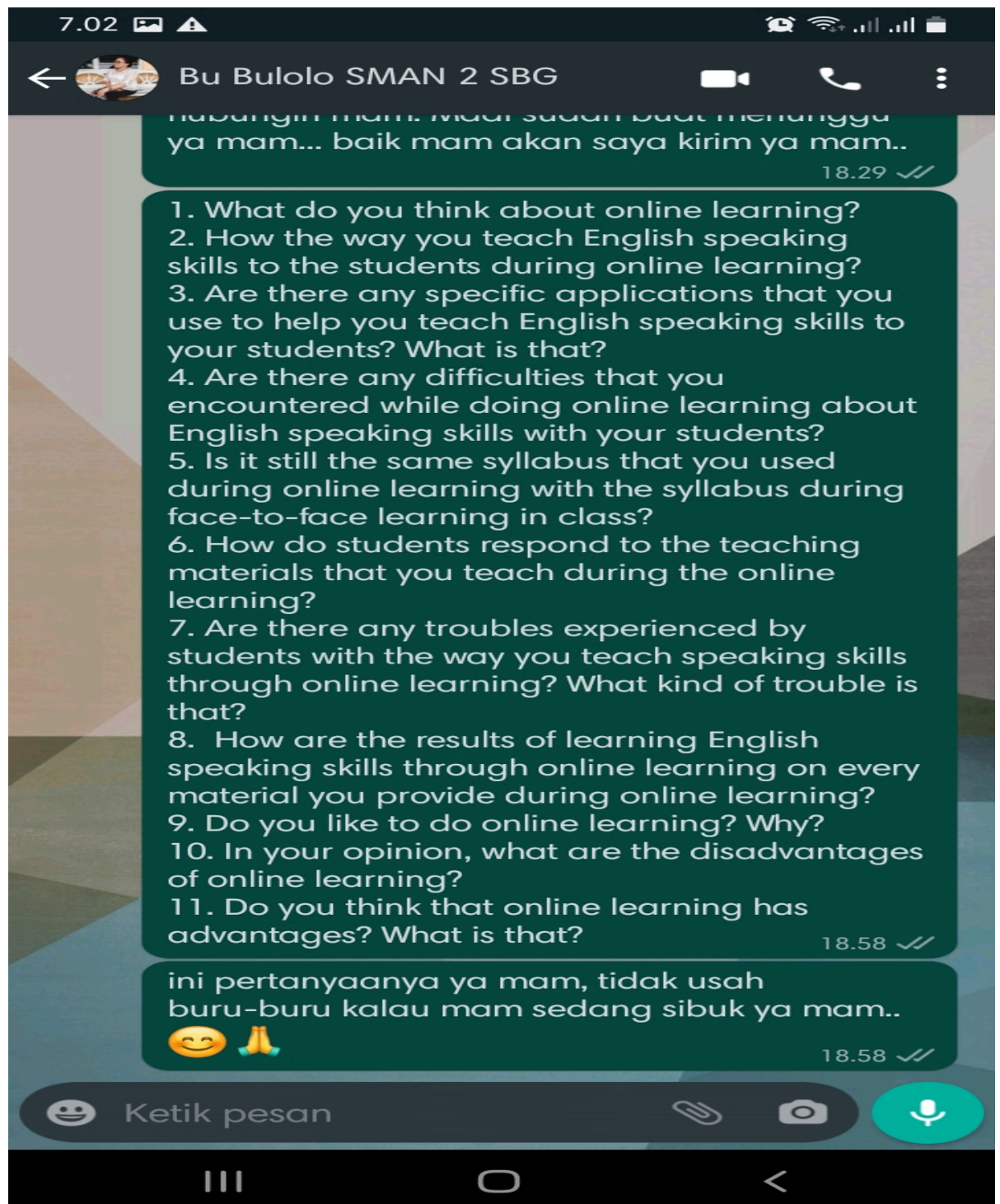


The screenshot shows a mobile device interface during a video call. At the top, the time is 8:07. A video feed of a woman with glasses is visible in the upper right. Below the video, a red bar indicates the screen is being shared from a PowerPoint application. The PowerPoint slide content is as follows:

- A: Here. Have a cookie. (Ini, silakan dimakan kuenya)  
B: Thanks
- A: Would you like some cake? (Anda mau makan kue)  
B: No thank you. It looks delicious though (Tidak terima kasih. Kelihatannya enak juga)

At the bottom of the screen, a navigation bar shows the text "Kristiana Buulolo's screen" and standard mobile navigation icons.

### XVIII. Documentation of Interview with the Teacher As An Informant



### XIX. Documentation of Interview Results

1. It is a teaching and learning process that utilizes the internet and digital media in delivering the material to the students.
2. Teaching English speaking skills to the students during online learning is not easy. But even though difficult as teacher we must prepare the material well, it can be in the form of video pdf, etc - Enter the zoom - Train the students - Ask them to practice - Ask the students to speak with their friends while the other listen to. If they are in google classroom we can send them videos or youtube videos. so that they can listen it and practice themselves.
3. Yes there are: - Videos, Pdf, Youtube, we can be in zoom meeting, google classroom, WA, messagers etc.
4. Of course. 1. The teachers can't control the students whether they study seriously or not. 2. The result is not satisfied 3. The teacher can't motivate the students easily.
5. Yes, it is.
6. Most of the students respond well.
7. Yes, there are: 1. The voice is not so clear. 2. They spend a lot of time to understand 3. internet connection is not so good, during the time, it depends on the weather condition.
8. The result of learning on line is lower than face to face learning process.
9. Yes, I do. It is a must during this pandemic. Online learning is the only way to deliver the knowledge to the students.
10. The disadvantages of online learning.
  1. Some of the students don't get the internet connectivity.
  2. The students don't have any smart phone, or any other gadgets.

3. No physical interaction among the students and the teachers.
4. Social interaction doesn't exist at all, in shaping the personalities of the students.
5. On line learning requires talented or skilled teachers in using the information technology tools.
6. The radiation of the technology tools can affect the students' and teachers' health if they use it in a long period of time.

11. Yes, I think so.

1. It's flexible. The students and the teachers can set up their place of studying and teaching.
2. It's accessible. The students are able to search all the information about the material through google access.
3. To save more money. You may think if the students are from rural areas and they must stay and live in cities for their education. The cost of living in cities is more expensive.
4. To suits a variety of learning styles. Every student has different learning style. Some students are visual learners, others prefer audio and the rest of the students are solo learners. They enjoy themselves in this way.