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Students Speaking Performance toward the Use of Online Meeting Class

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Students Speaking Performance Toward The Use Of Online Meeting Class

ABSTRACT

The spread of the corona virus had a profound effect not only on the economic world which was starting to weaken, but also now the impact is being felt by the education world. Around at the end of March 2020, Rector of Borneo University announced that the university closed indefinitely on Friday, 27 March 2020 amid fears of the Coronavirus (COVID-19) outbreak in Indonesia. Online learning is becoming a solution for students in the middle of the COVID-19 crisis. Nearly all of the universities have switched to online learning at this moment. In order to avoid the spread of Coronavirus (COVID-19) around the campus, Borneo University chose to change its learning process becoming online learning program.

This research aims to find out how the students speaking performance and students perception toward the use of online learning class especially in speaking class. This research used a descriptive qualitative approach which observation sheet of students speaking performance and questionnaire become the main instruments of this research. The observation sheet focuses to students speaking performance to obtain the data. There are five aspects or criteria which will be focused in this observation sheet, they are content accuracy, fluency and pronunciation, and comprehension and response. Then, the questionnaire in this research is used to gain the data about the students' perception in using online learning class for their learning. The result of this research showed that from 75 students in speaking class, there were 37 or 49% students argued that online meeting class is not interesting. Then, for the result of questionnaire about the students perception, online meeting class cannot improve their speaking skill, the data showed from 75 students, there were 44 or 59% students disagree with statements of online meeting class is easier to improve their speaking skill.

Keywords: online meeting class, student speaking performance, students perception

Introduction

COVID-19 pandemic is the first and foremost health crisis in the world. Many countries have decided to close schools and universities. The International Organization acknowledges that education is one of the fields that could be affected by coronavirus. Even worse, it happened in a fast tempo and wide scale. Based on the ABC News report of March 7, 2020, school closures have occurred in more than dozens of countries due to the COVID-19 outbreak. According to data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), there are at least 290.5 million students worldwide whose learning activities have been disrupted due to schools being closed.

The spread of the corona virus had a profound effect on the economic world which was starting to weaken, but now the impact is being felt by the education world. The policies taken by many countries including Indonesia through dismissing all educational activities, making the government and related institutions must present alternative educational processes for students and students who cannot carry out.

Around at the end of March 2020, Rector of Borneo University announced that the university would close indefinitely on Friday, 27 March 2020 amid fears of the Coronavirus (COVID-19) outbreak in Indonesia. Online learning is becoming a solution for students in the middle of the COVID-19 crisis. Nearly all of the universities have switched to online learning at this moment. In order to avoid the spread of Coronavirus (COVID-19) around the campus, Borneo University chose to change its online learning program. Online learning is not a new thing for UBT, some of the course subjects have already implemented blended learning that consist of online learning and the students also have been studying online before the COVID-19 crisis. However, with regard to the pandemic, students of Borneo University must apply online learning to all academic activities in each department. Definitely, this is going to be a new experience for a lot of students in learning.

Soliman (2014) states one of the advantages using online learning is it can improve students' language skill when the students practice reading, listening, speaking, and writing through various e-learning resources and assignments. One of the skills that can be improved is the ability to speak or speaking skill. Speaking is one of the important skills because the goal of learning speaking is to make the students able to communicate well. The students be able to talk live with the teachers via a videoconference or online meeting class to improve their speaking skill.

The implementation of online meeting class is conducted also by the lecturer and the students in the process of learning speaking. Some students feel motivated and interested to learn speaking by using online meeting class, but unfortunately some of them have the decrease of vocabulary mastery in their speaking performance. Based on that problem, the researcher needs to find out the students speaking performance and students perception toward the use of online meeting class especially in speaking class. Therefore, the research questions in this research are The research question in this research is formulated to answer two questions, they are (1) how is the students' speaking performance toward the use of online meeting class?, and (2) How is the students' perception about the use of online meeting class in learning speaking?.

Materials and Methods

This part explains about the reviews and methods which focus on literatures related to the use of online meeting class toward students' speaking performance.

A. Materials

Online Meeting Class

In the online meeting class, the researcher explains definition of online meeting class, the advantages of using online meeting class, the kinds of online meeting class, and applying online meeting class in teaching and learning.

1. Definition of Online Meeting Class

Online meeting class is commonly referred to as e-learning or online learning. Online learning is defined as the use of the Internet to access learning material to interact with content, instructors, and other students and to obtain support and knowledge throughout the learning process (Van Bruggen (2005)). This basically includes online learning through courses offered on the internet. Email, live lectures, and video conferences are all possible through the internet.

Online learning is explained by most authors as access to learning experiences through the use of several technologies (Benson & Conrad (2002)). Both Benson and Conrad (2002) identify online learning as a newer version of distance learning that increases access to educational opportunities for students who are described as non-traditional and disenfranchised.

2. The Advantages of Using Online Meeting Class

Several studies and authors have provided the advantages and benefits derived from the adoption of e-learning technology into schools. The advantages of e-learning have been concluded by Arkorful & Abaidoo (2015), they are:

1. It's flexible when issues of time and place are considered. Every student has the luxury of choosing a place and time that suits for the students.
2. It increases the efficacy of knowledge and qualifications through easy access to large amounts of information.
3. It is able to provide opportunities for relationships between students through the use of discussion forums. E-learning helps to remove the barriers that have the potential to hamper participation including the fear of talking to other students.
4. It is cost effective in the sense that students do not need to travel. It's also cost-effective in the sense that it offers the opportunity to study for the maximum number of students without needing many buildings.
5. It always considers differences in individual learners. Some students, for instance, prefer to concentrate on certain parts of the course, while others prepared to review the entire course.
6. It helps compensate for the scarcity of academic staff, including instructors or teachers as well as facilitators, laboratory technicians, etc.
7. It allows students to self-pacing. For instance, the asynchronous way allows each student to learn at their space and speed whether slow or fast.

Other studies also give the advantages or benefits of online learning to students. For instance, Singh (2003) explains that E-learning system allows better communication between and among students and between students and faculty or instructor. Zhang (2006) stressed that e-learning allows the exploration of many flexible learning methods with the need for a much-reduced journey to classes.

Speaking Performance

Learning English speaking skills is a preference for many learners of English as a Foreign or English as a Second Language. Language learners often evaluate their progress in learning languages on the basis of how well they have developed their ability to communicate. Here, in speaking performance the researcher explains definition of speaking, classification of learning speaking, kinds of speaking, and characteristics of good speaking performance.

1. Definition of Speaking

There are various definitions of speaking that have been suggested by experts in language learning. Speaking is one of the four main aspects in language skills taught in the teaching of English language. Scott & Ytreberg (2000) suggest that speaking is probably the most difficult skill for the teacher to be teach. According to Nunan (1991) speaking is the one of the most important part of learning a second or foreign language, and the success calculated in terms of the ability to perform a conversation in a language. For those EFL learners, speaking is considered as being the most necessary language skills to master since English is a powerful tool for international communication Crystal (2003).

Speaking is an oral communication; people only need to express their thought well so that the interlocutor can get the meaning. In speaking, many aspects, such as pronunciation, grammar, and thoughts, should be reconsidered before speaking. It is because speaking is an engaging behavior that requires knowledge; pronunciation, grammar, vocabulary and fluency.

By some definition above, it can be concluded that speaking is the basis of a person's skills to produce a language that has meaning and understood by others about what the speaker is saying. In speaking, students learn how to organize ideas, arrange sentences, and express language in oral form with good pronunciation and language that can be understood.

2. Characteristics of Good Speaking Performance

According to Mazouzi (2013), the activities of learners should be focused on the equivalence between fluency and accuracy. Fluency and accuracy are essential aspects of a communicative approach. Classroom practice may support learners improve their communicative skills. And they will learn how the language system functions properly.

The first characteristic of speaking performance is fluency and it is the main aim of teachers to teach speaking skills. Hughes (2002) proposed fluency is the ability of learners to speak in an understandable way so as not to break down communication because the listeners possibly will lose interest. In addition, Hedge (2000) explained that fluency is the ability to respond in a coherent way by

connecting words and phrases, pronouncing sounds clearly, and to use stress and intonation.

1 The second feature of speaking performance is accuracy. Learners should learn a foreign language fluently. Teachers should prioritize the accuracy of their teaching method. Learners should pay adequate attention to the consistency and completeness of the language form while speaking, such as concentrating on grammatical structures, vocabulary and pronunciation.

B. Methods

This study is designed to investigate how the students speaking performance toward the use of online meeting class and students' perception about the use of online meeting class in learning speaking. To meet with the research objectives, this study will use a descriptive qualitative approach due to the fact that the data of this research will be identified and described in form of words.

1. Subject and Object of the Research

19 The subject of this research is the students of English department who take the course of "Speaking for Academic Purpose". Totally, the students who take the course consist of 38 in class A and 37 in class B, therefore totally the subject in this research are 75 students.

2. Research Instrument

The instruments which will be used in this research are observation sheet of students speaking performance and questionnaire.

1. Observation sheet of students speaking performance

In this research, the researcher will use observation sheet which focus to students speaking performance to obtain the data. There are five aspects or criteria which will be focused in this observation, they are content, accuracy, fluency and pronunciation, and comprehension and response.

2. Questionnaire

The questionnaire which will be used in this research is open questionnaire. It is used to gain the data not only about the students' perception but also their reason in using online meeting class for their learning.

3. Data Collection Technique

For collecting the data in this research, the researcher uses observation sheet and questionnaire.

1. Observation Sheet

The data will be taken after recording the students speaking performance in online meeting class. Then, it will be observed and checked by two examiners using observation sheet for students speaking performance.

2. Questionnaire

The data from questionnaire will be taken after the process of students speaking recording. The students will be given a questionnaire using Google Form and the result of questionnaire will be analyzed to gain the data of students perception toward the process of learning using online meeting class.

4. Data Analysis Technique

Since it is a descriptive research, all findings about how the students speaking performance and students perception toward the use of online meeting class will be described and analyzed qualitatively in this research.

³⁰ The data analysis was carried out through sorting out the similar information and categorizing information. Firstly, the data about students speaking performance or transcript of students speaking will be described and the description was categorized based on each indicator observed in this study. Then, the data taken from the transcript are matched based on the element and criteria of speaking performance that students do in learning speaking. Then, the result of the data will answer the research question and show how successful and unsuccessful students in learning speaking by using online meeting class. Next, the last step is questionnaire that is used as the complement to strengthen the data about the student's perception toward online meeting class. In this step, the researcher will display the data by using tables and give explanation about the tables

Result and Discussion

a. Observation Sheet

Observation sheet used to see students' speaking performance. There are five aspects or criteria which will be focused in this observation, they are content, accuracy, fluency and pronunciation, and comprehension and response. Observation sheet was taken by the researcher.

1. Content

The first aspect of this observation is content. The result of the first aspect was described as follow.

| No. | Category | Number of Students | Percentage |
|--------------|-----------|--------------------|-------------|
| 1. | Excellent | 15 | 20% |
| 2. | Good | 40 | 55% |
| 3. | Fair | 17 | 23% |
| 4. | Poor | 3 | 2% |
| TOTAL | | 75 | 100% |

From the table above, it showed that from 75 students there were 15 or 20% got excellent category. It means that, students' demonstration of excellent mastery of the topic and comprehensive elaboration, demonstrate comprehensive through analysis and evaluation of the problem. There were 40

or 55% students in good category, it means that students' demonstration of good mastery of the topic and give most supportive details- demonstrate limited analysis and evaluation of the problem. There were 17 or 23% students that got fair category, it showed that students' demonstration of fair mastery of the topic with some missing supportive details- demonstrate limited analysis of the problem. There were 3 or 2% students' got poor category, it means that students' demonstration of inadequate mastery of the topic with only few important details given.

2. Accuracy

The result of accuracy aspects was described as follow:

| No. | Category | Number of Students | Percentage |
|--------------|-----------|--------------------|-------------|
| 1. | Excellent | 12 | 16% |
| 2. | Good | 46 | 62% |
| 3. | Fair | 15 | 20% |
| 4. | Poor | 2 | 2% |
| TOTAL | | 75 | 100% |

Based on the table above, there were 12 or 16% students who got excellent category. It means that, the students mastering grammar and vocabulary with all appropriate choice of expressions or register. There were 46 or 62% students who got good category. It means that, the students mastering grammar and vocabulary with mostly appropriate choice of expressions or register. There were 15 or 20% students in fair category. It shows that, students' mastery of grammar and vocabulary, with occasional inappropriate choice of expressions or register. There were 2 students got poor category in this aspects. It means that, mastery of grammar and vocabulary, with frequent inappropriate choice of expressions/ register.

3. Pronunciation

The result of students' pronunciation was described as follow.

| No. | Category | Number of Students | Percentage |
|--------------|-----------|--------------------|-------------|
| 1. | Excellent | 12 | 17% |
| 2. | Good | 48 | 67% |
| 3. | Fair | 10 | 14% |
| 4. | Poor | 5 | 2% |
| TOTAL | | 75 | 100% |

Based on the table, there were 12 or 17% students who got excellent category. It means that, students' speech is very fluent; no unnatural pauses; with always intelligible and clear pronunciation as well as excellent rhythm and stress pattern. There were 48 or 67% students got good category, it means that students' speech is mostly fluent; a few unnatural pauses; with mostly intelligible and clear pronunciation as well as good rhythm and stress pattern. There were 10 or 14% students who got fair category, it means that the students' speech is frequently halted; frequent unnatural pauses, with fairly intelligible and clear pronunciation but with some incorrect rhythm and stress pattern. Meanwhile, there were 5 or 2% students who got poor category. It means that,

students' speech is jerky with poor and unclear pronunciation and incorrect rhythm and stress pattern.

4. Fluency

The result of students' fluency aspect was described as follows.¹²

| No. | Category | Number of Students | Percentage |
|--------------|-----------|--------------------|-------------|
| 1. | Excellent | 9 | 12% |
| 2. | Good | 47 | 64% |
| 3. | Fair | 16 | 22% |
| 4. | Poor | 3 | 2% |
| TOTAL | | 75 | 100% |

¹² Based on the data above, it showed that there were 9 or 12% students who got excellent category. It means that, students' speech is very fluent; no unnatural pauses; with always intelligible as well as excellent rhythm and stress pattern. There were 47 or 64% students who got good category. It shows that, students' speech is mostly fluent; a few unnatural pauses; with mostly intelligible as well as good rhythm and stress pattern. There were 16 or 22% students got fair category. It means that, students' speech is frequently halted; frequent unnatural pauses, with fairly intelligible but with some incorrect rhythm and stress pattern. Meanwhile, there were 3 or 2% students got poor category. It shows that, students' speech is jerky with poor and unclear pronunciation and incorrect rhythm and stress pattern.

5. Comprehension & Response

The result of students' comprehension and response was described as follows.¹²

| No. | Category | Number of Students | Percentage |
|--------------|-----------|--------------------|-------------|
| 1. | Excellent | 18 | 25% |
| 2. | Good | 38 | 52% |
| 3. | Fair | 15 | 21% |
| 4. | Poor | 4 | 2% |
| TOTAL | | 75 | 100% |

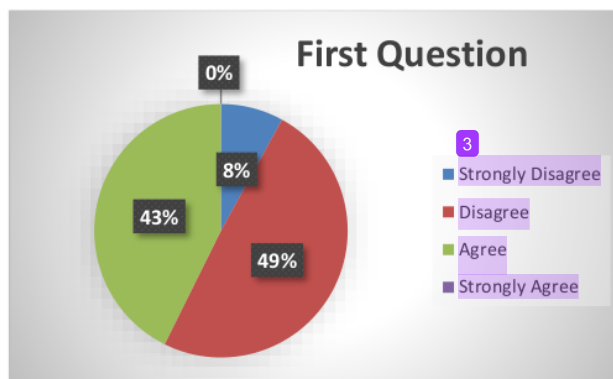
Based on data above, it showed that from 75 students there were 18 or 25% students who got excellent category. It means that, students has excellent ability to comprehend the topic discussed and to answer all the questions raised. There were 38 or 52% students got good category. It means that, students has good ability to comprehend the topic discussed and answer most of the questions raised. There were 15 or 21% students who got fair category. It shows that, students has fair ability to comprehend the topic discussed and to answer some of the questions raised. Meanwhile, there were 4 or 2% students who got poor category. It shows that, students has poor ability to comprehend the topic discussed and to answer few of the questions raised.

b. Questionnaire

In this research, the researcher used questionnaire to know students' perception about online meeting class for their learning. The researcher used Google Form to collect the data. There were ten questions that asked by the researcher. The first question is about "I think online meeting class is interesting." The data was described as follows:

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 6 | 8% |
| 2. | Disagree | 37 | 49% |
| 3. | Agree | 32 | 43% |
| 4. | Strongly Agree | 0 | 0% |
| TOTAL | | 75 | 100% |

From this question, there were 6 students that strongly disagree, there were 37 students that disagree, 32 students that agree with this perception and there was 0 student that strongly agree with this question. Based on table above, the percentage can be seen in following chart.

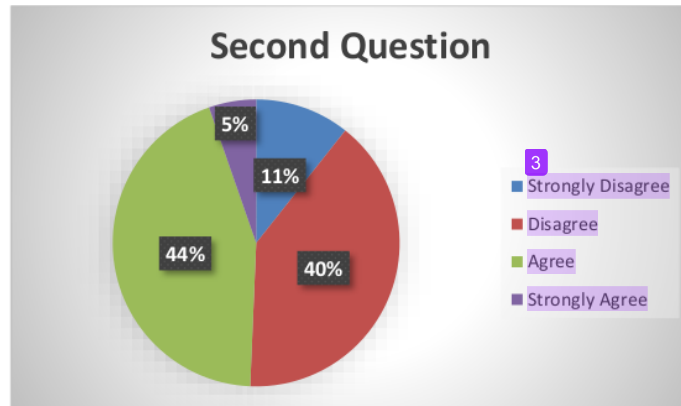


Based on figure above, it showed that for the first question there were 6 or 8% students that strongly disagree with this question, there were 37 or 49% students that disagree with this question, there were 32 or 43% students that agree with this question and there was 0% student that chose strongly agree. Based on the result for the first question it showed that the students disagree with the question that says online meeting class is interesting.

For number two question is about "I think online meeting class requires more study time than face to face class." The data was described as follow:

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 8 | 11% |
| 2. | Disagree | 30 | 40% |
| 3. | Agree | 33 | 44% |
| 4. | Strongly Agree | 4 | 5% |
| TOTAL | | 75 | 100% |

From this question, there were 8 students that strongly disagree, there were 30 students that disagree, 33 students that agree with this perception and there were 4 students that strongly agree with this question. Based on table above, the percentage can be seen in following chart.

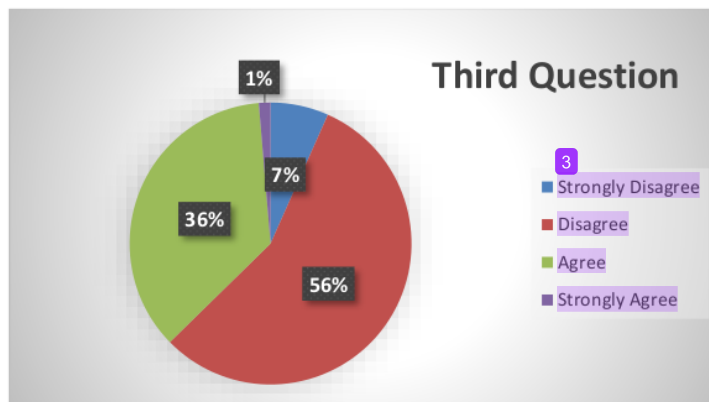


Based on figure 3.2 above, it showed that for the second question there were 8 or 11% students that strongly disagree with this question, there were 30 or 40% students that disagree with this question, there were 33 or 44% students that agree with this question and there were 4 or 5% student that chose strongly agree. From the result for the second question, the students agree with the question.

The third question is about "I have more eagerness to speak English well and fluently in online meeting class." The data was describe as follow:

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 5 | 7% |
| 2. | Disagree | 42 | 56% |
| 3. | Agree | 27 | 36% |
| 4. | Strongly Agree | 1 | 1% |
| TOTAL | | 75 | 100% |

From this question, there were 5 students that strongly disagree, there were 42 students that disagree, 27 students that agree with this perception, and there was 1 student that strongly agree with this question. Based on table above, the percentage can be seen in following chart.

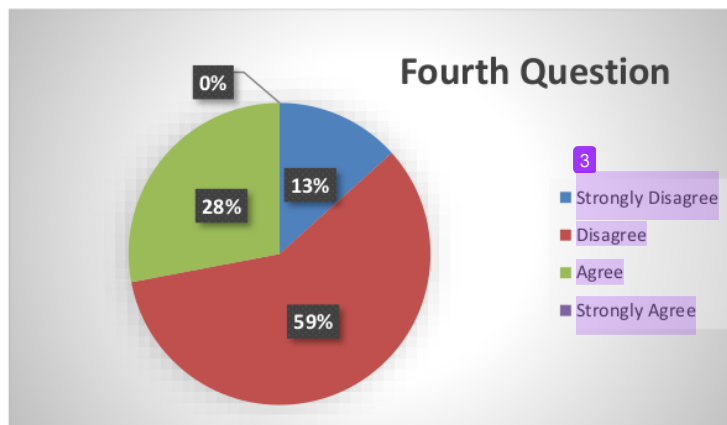


Based on figure above, it showed that for the third question there were 5 or 7% students that strongly disagree with this question, there were 42 or 56% students that disagree with this question, there were 27 or 36% students that agree with this question and there was 1 or 1% student that chose strongly agree. From the result for the third question, the students disagree with the question.

The fourth question is about “I find online meeting class is easier to improve my speaking skill.” The data was describe as follow:

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 10 | 13% |
| 2. | Disagree | 44 | 59% |
| 3. | Agree | 21 | 28% |
| 4. | Strongly Agree | 0 | 0% |
| TOTAL | | 75 | 100% |

From this question, there were 10 students that strongly disagree, there were 44 students that disagree, 21 students that agree with this perception and there was 0 student that strongly agree with this question. Based on table above, the percetage can be seen in following chart.



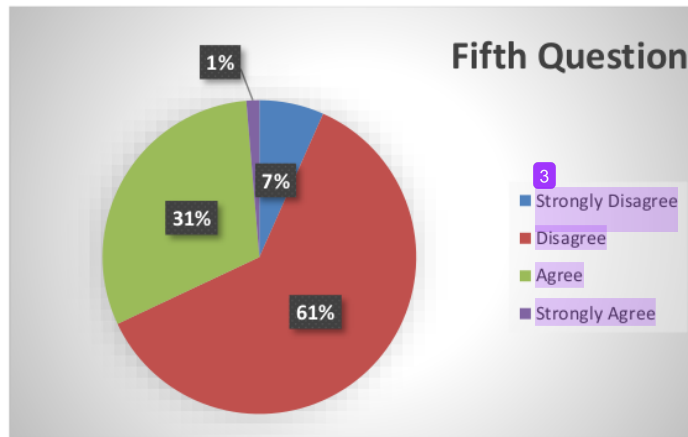
Based on figure above, it showed that for the fourth question there were 10 or 13% students that strongly disagree with this question, there were 44 or 59% students that disagree with this question, there were 21 or 28% students that agree with this question and there was 0% student that chose strongly agree. Based on the result for fourth question it showed that the students disagree with the question that says online meeting is easier to improve speaking skill.

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The fifth question is “Using online courses is compatible with the way I like to learn.” The data was described as follow.

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 5 | 7% |
| 2. | Disagree | 46 | 61% |
| 3. | Agree | 23 | 31% |
| 4. | Strongly Agree | 1 | 1% |
| TOTAL | | 75 | 100% |

From the fifth question, there were 5 students that strongly disagree, there were 46 students that disagree, 23 students that agree with this perception and there was 1 student that strongly agree with this question. Based on table above, the percentage can be seen in following chart.



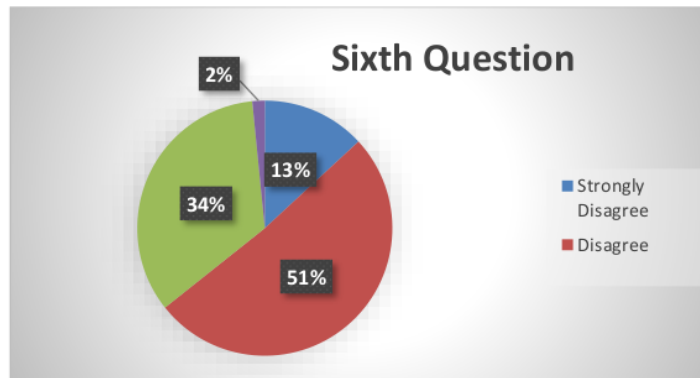
Based on figure above, it showed that for the fifth question there were 5 or 7% students that strongly disagree with this question, there were 46 or 61% students that disagree with this question, there were 23 or 31% students that agree with this question and there was 1 or 1% student that chose strongly agree. From the result we can see that the students disagree with the question that say online courses is compatible with the way the students like to learn.

The sixth is about "I am able to manage my study time effectively and easily to complete assignments on time with online meeting class." The data was described as follow.

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 10 | 13% |
| 2. | Disagree | 38 | 51% |
| 3. | Agree | 26 | 34% |
| 4. | Strongly Agree | 1 | 2% |
| TOTAL | | 75 | 100% |

From the data above, it showed that there were 10 students that strongly disagree, there were 38 students that disagree, 26 students that agree with this

perception and there was 1 student that strongly agree with this question. Based on table above, the percentage can be seen in following chart.

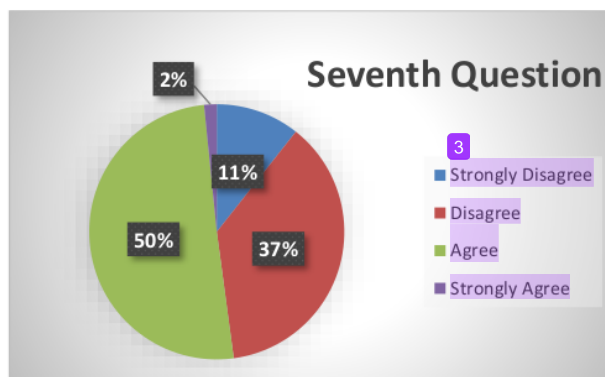


Based on figure above, it showed that for the sixth question there were 10 or 13% students that strongly disagree with this question, there were 38 or 51% students that disagree with this question, there were 26 or 34% students that agree with this question and there was 1 or 2% student that chose strongly agree. From the result we can see that the students disagree with the question.

The seventh is about "I feel more confident to speak English when I use online meeting class rather than face to face class." The data can be seen below.

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 8 | 11% |
| 2. | Disagree | 28 | 37% |
| 3. | Agree | 38 | 50% |
| 4. | Strongly Agree | 1 | 2% |
| TOTAL | | 75 | 100% |

From the data above, it showed that there were 8 students that strongly disagree, there were 28 students that disagree, 38 students that agree with this perception and there was 1 student that strongly agree with this question. Based on table above, the percentage can be seen in following chart.

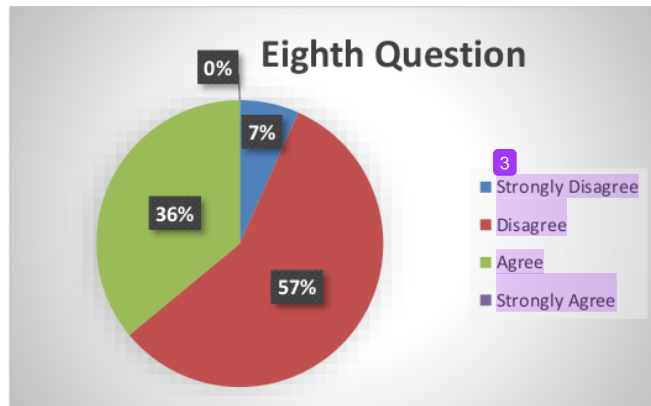


Based on figure above, it showed that for the seventh question there were 8 or 11% students that strongly disagree with this question, there were 29 or 37% students that disagree with this question, there were 38 or 50% students that agree with this question and there was 1 or 2% student that chose strongly agree. From the result we can see that the students agree with the question and think they more confident to speak English when they use online meeting class.

The eighth question is about “the activities in online meeting class empowered me to speak English more often.” The data was described as follow.

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 39 | | | |
| 1. | Strongly Disagree | 5 | 7% |
| 2. | Disagree | 43 | 57% |
| 3. | Agree | 27 | 36% |
| 4. | Strongly Agree | 0 | 0% |
| TOTAL | | 75 | 100% |

From the data above, it showed that there were 5 students that strongly disagree, there were 43 students that disagree, 27 students that agree with this perception and there was 0 student that strongly agree with this question. Based on table above, the percentage can be seen in following chart.

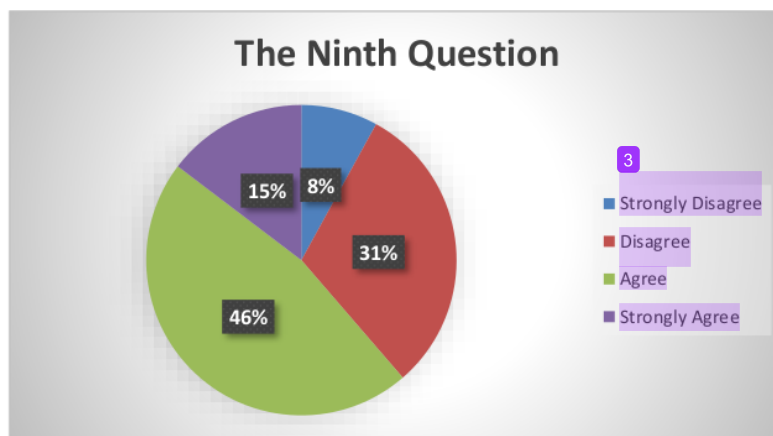


Based on figure above, it showed that for the fourth question there were 5 or 7% students that strongly disagree with this question, there were 43 or 57% students that disagree with this question, there were 27 or 36% students that agree with this question and there was 0% student that chose strongly agree. Based on the result for fourth question it showed that the students disagree with the question that says online meeting class empowered them to speak English more often.

The ninth is about “I can save money by taking online courses.” The data from Google form can be seen below.

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 6 | 8% |
| 2. | Disagree | 23 | 31% |
| 3. | Agree | 35 | 46% |
| 4. | Strongly Agree | 11 | 15% |
| TOTAL | | 75 | 100% |

From the data above, it showed that there were 6 students that strongly disagree, there were 23 students that disagree, 35 students that agree with this perception and there were 11 students that strongly agree with this question. Based on table above, the percentage can be seen in following chart.

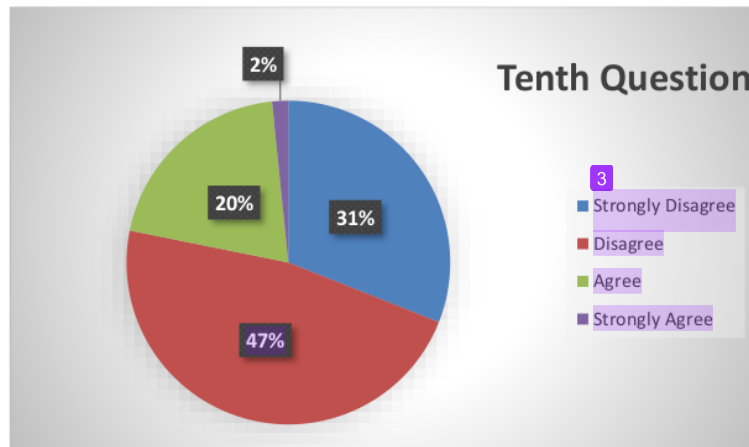


Based on figure above, it showed that for the ninth question there were 6 or 8% students that strongly disagree with this question, there were 23 or 31% students that disagree with this question, there were 35 or 46% students that agree with this question and there were 11 or 15% student that chose strongly agree. Based on the result for ninth question it showed that the students agree that by taking online courses they can save their money.

The tenth is about "I prefer online meeting class to class to face to face class." The data was described as follow.

| No | Category | Number of Students | Percentage |
|--------------|-------------------|--------------------|-------------|
| 1. | Strongly Disagree | 23 | 31% |
| 2. | Disagree | 35 | 47% |
| 3. | Agree | 15 | 20% |
| 4. | Strongly Agree | 2 | 2% |
| TOTAL | | 75 | 100% |

From the data above, it showed that there were 23 students that strongly disagree, there were 35 students that disagree, 15 students that agree with this perception and there was 2 students that strongly agree with this question. Based on table above, the percentage can be seen in following chart.



Based on figure above, it showed that for the tenth question there were 23 or 31% students that strongly disagree with this question, there were 35 or 47% students that disagree with this question, there were 15 or 20% students that agree with this question and there were 2 or 2% student that chose strongly agree. Based on the result for tenth question it showed that the students disagree with that.

Discussion

Based on the data above, the results showed that students disagree with using online meeting class in learning, it can be seen from 75 students there were 37 or 49% students think that online meeting class is not interesting. According to the students' perception, online meeting class cannot improve their speaking skill, the data showed from 75 students there were 44 or 59% students disagree with statements that said online meeting class is easier to improve their speaking skill. The students also disagree with the perception that said by using online courses are compatible with the way they like to learn. From the data, there is an advantage from learning by taking online courses the students can save their money.

From the result of students speaking observation sheet, it showed that students' speaking performance toward the use of online meeting class was good, it can be seen from the result of observation sheet of students' speaking skill. Each aspect showed that students' speaking skill was good. The content aspect showed that from 75 students there were 40 or 53% students falls in the good category. For the accuracy aspect, there were 46 or 61% students in the good category. The pronunciation aspect showed that there were 48 or 64% students got good category. Then, the fluency aspect showed that there were 47 or 63% students fall in good category. Meanwhile, the comprehensive and response aspect showed that from 75 students there were 38 or 51% students that falls into good category. From the data above, it showed that each aspect showed students' speaking skill was good. On the other hand, previously in last semester when the speaking class was conducted by using face to face class, the students speaking performance were in excellent category for some aspects, but for the use of online learning class, normally all of the speaking aspect was in good category.

12 Conclusion

Based on the findings and discussion, the results showed that the students' speaking performance toward the use of online meeting class was good. The findings as follows:

1. The results showed that students disagree with using online meeting class in learning, it can be seen from 75 students there were 37 or 49% students think that online meeting class is not interesting. According to the students' perception, online meeting class cannot improve their speaking skill, the data showed from 75 students there were 44 or 59% students disagree with statements that said online meeting class is easier to improve their speaking skill. The students also disagree with the perception that said by using online courses are compatible with the way they like to learn. Therefore, it can be suggested that the student should have high motivation in learning English not only face to face but also in learning using online system.
2. Based on the result of observation sheet of students' speaking performance toward the use of online meeting class was good. Each aspect showed that students' speaking skill was good. Thus, the lecturer can instruct students online meeting class is different from being face to face, lecturer can discuss with the students the norms that support effective learning.

Acknowledgment

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