UNPACKING THE OPPORTUNITIES AND CHALLENGES IN LEARNING SPEAKING THROUGH ONLINE DURING COVID-19 OUTBREAK: A CASE-STUDY OF INDONESIAN EFL UNIVERSITY STUDENTS

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
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English Education Program

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
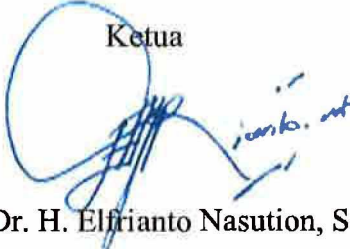Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, 22 September 2021, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

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Ditetapkan   : (**A**) Lulus Yudisium
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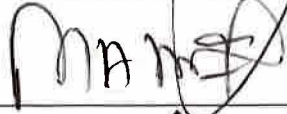Prof. Dr. H. Elfrianto Nasution, S.Pd., M.Pd   Dra. Hj. Syamsuyurnita, M.Pd.

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ABSTRACT

Syafrayani, Putri Rizki. 1702050099. Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak: A Case-Study of Indonesian EFL University Students. Thesis. English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara. 2021.

The challenge brought by Covid-19 have threatened not only in the economy and health fields but also in the educational sector. In the light of education, this issue had led to the swift migration of the learning process from conventional mode to online learning resulting in another bottleneck during the process. The present study explores the perceptions of EFL Indonesian college students about the challenges and benefits of studying speaking through an online learning system during the Covid-19 outbreak. Forty-five college students were participated in this study and interviewed through a questionnaire in the weeks following the final term examinations for the 2020-2021 academic year. The data was probed by using grounded theory proposed by Creswell. The findings exposed that effectiveness, online benefits, and improvement opportunities were the benefits obtained by students from the online learning. Meanwhile, distraction and information overload, technology, and internet connectivity as well as limited interaction and inadequate support were hindrances that often hampered the students. Consequently, this scholarly paper also provides advice on the essence of the readiness of adequate facilities and the collaboration from stakeholders; government, teachers, students and parents to successfully implement online learning.

Keywords: *Challenges, Covid-19 pandemic, Online learning, Opportunities*

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Medan, September 2021

Putri Rizki Syafrayani

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CHAPTER I

INTRODUCTION

A. Background of the Study

The effect brought by the current pandemic is considered the greatest challenge since World War II (Muller and Rau, 2021). It has disrupted the lives of people worldwide within a very short time (Barai & Dhar, 2021). The pandemic is caused by the spreading of a virus named Coronavirus Disease 2019 (Covid-19) in late 2019. It is believed to be the cause of a large number of infection cases and deaths in people over the world (Daly & Robinson, 2020). In March 2020, The Director-General of WHO declared that the virus spreads rapidly and severely after the assessment (Adedoyin & Soykan, 2020) which leads many people to live under lockdown to stop the spreading of the virus. The lockdown disrupts many sectors of life, particularly the educational system.

This fact is also supported by the statement of Indonesia's Minister of Education who said that the crisis caused by the pandemic is not only targeted on health and economy, but also education (Lee, 2020). Education must struggle to continue to prevent the loss of academic semesters without losing the quality (Khan & Abid, 2021). The warning to undo activity with physical contact requires a drastic change in the teaching and learning process (Bozkurt et al., 2020). The closure of educational institutions is done and forced to transfer the learning process into online learning (Almaiah, Al-Khasawneh, Althunibat, 2020). It provides many opportunities such as the flexibility of time, place, access, and affordable cost (Khan

& Abid, 2021). By this, it can be stated clearly that online learning is such a panacea for the education system in this current pandemic situation.

However, online learning still faces challenges during the process. It is not a simple thing to migrate conventional teaching directly into online mode. Many educators are still new to online learning and also face difficulties in developing technical skills (Shin, 2020). Even though online learning has been known in academic terms, it still needs to be adapted either for the educator or the students. In Indonesia, the challenge exists in terms of unavailable access to online learning for some students. It is supported by the explanation of Indonesia's Education Minister which stated that the challenges exist because of the huge diversity of geography and infrastructural (Lee, 2020). These challenges affect the teaching and learning process.

In the EFL context, the challenges exist even before online learning was conducted. The study found that the difficulties existed due to the lack of a supported environment to learn English, having no information about how to start learning English, problems related to the textbook material, assessment, and many else (Akbari, 2015). In Indonesia, the challenges also exist for numerous reasons. A study found that EFL students in Indonesia are having difficulties related to the financial condition and unavailable devices which is important in supporting the online learning process (Atmojo & Nugroho, 2020). This problem poses new challenges for EFL students, especially in the terms of speaking skills. The speaking skill has been the most challenging skill to learn among the other skills in language (Jamshidnejad, 2020). The speaking skill has been the indicator to evaluate success

in language learning along with the effectiveness of improving spoken language proficiency (Richards, 2009). In Indonesia, the speaking problems are found related to the lack of vocabulary, grammar mastery, correct pronunciation, low self-confidence, unsupported environment to speak English, and also lack of language development in the curriculum (Wahyuningsih & Afandi, 2020). Many types of research have been done to investigate the challenges existed in the EFL context and also the problems faced during online learning (Akbari, 2015; Akhter, 2020; Istifci, 2016; Atmojo & Nugroho, 2020) but the investigation in learning speaking skill on the EFL learners are still less numerous (Chen & Goh, 2011; Wahyuningsih & Afandi, 2020). Moreover, the study on the challenges of online learning speaking is still less to be found. Based on this case, this study tries to investigate the challenges faced by EFL undergraduate students in Indonesia toward online speaking learning during a pandemic and the opportunities that might arise during the process. Furthermore, the research also tries to describe the responses given by the students towards online speaking learning.

B. Identification of the Problem

The identification of the problem based on the explanation above is on the following:

1. The current pandemic forced all activities to migrate into non-physical interaction. It included the learning process which needed to be switched into online learning.

2. In the EFL context, speaking skills arose challenges during the online learning process.

3. Due to the challenges that exist, the study tried to focus on the challenges faced by EFL undergraduate students in online learning particularly speaking skills. Along with it, the opportunities also might be found to increase the effectiveness of speaking online learning among the EFL undergraduate students in Indonesia.

C. Scope and Limitation

The study focused on the scope of challenges and opportunities that arose during EFL online learning among Indonesian students. The limitations of this research were only centered on the challenges and opportunities of the students during speaking online learning experienced by EFL undergraduate students at universities in Indonesia.

D. The Formulation of the Problem

The problems were formulated as the following:

1. What are the opportunities gained by EFL undergraduate students in studying speaking over online learning?

2. What challenges are faced by EFL undergraduate students in learning speaking through online learning during the covid-19 outbreak?

E. The Objectives of the Study

     The target of this study was as the following:

1. To investigate the opportunities raised by students during the speaking online learning process

2. To discover the challenges faced during the speaking online learning process.

F. The Significances of the Study

     The study hopefully would be beneficial for all parties in the same field both practically and theoretically.

1. Practically

     This study will provide references for all teachers and lecturers to be more aware of the challenges faced by their students, particularly during this current pandemic situation. Moreover, it can be the guidance for the teacher to increase the quality of teaching speaking and to create the most comfortable learning in the online process.

2. Theoretically

     This study will be expected as the reference for future studies in the related topic. Hopefully, the research can be beneficial for future research in the same field.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

1. Digital Transformation

Digital transformation has become the first concern in higher education, more precisely in the decade of the 21st century (Benavides et al., 2020). The terms of digitalization are not a new thing and have been affecting higher education institutions for some time (Kopp, Gröblinger, & Adams, 2019). It has been trends for higher education to use digital technology since it gives a positive impact on the higher education institutions itself such as becoming more widespread, covering a large number of people, strengthen the authority, increasing the level of culture, and creating opportunities for experimentation and innovation which lead to improving the quality of people's life (Neborsky et al., 2020). Moreover, the restriction of physical interaction which leads to the mandatory lockdown has forced the institutions to shift to online learning (Bdair, 2021). By this, digital technology is used to organize and design learning experiences along with the creation of a distinctive learning environment during the Covid-19 outbreak (Rapanta et al., 2020). Of all the impact given by digital technology in education, specifically, the efforts for improving and even converting the learning experience, including flexible, open, disaggregated, and distributed learning and also connection and communication are often praised (Xiao, 2019).

The exploratory empirical research of digital transformation caused by Covid-19 in the context of basic education has been done in Finland and India which

resulted that schools in the two countries have transformed the learning process into digital smoothly without disrupted and give satisfaction for both students and educators even for the students' parents (Iivari, Sharma, & Ventä-Olkkonen, 2020). However, like two sides of the coin, it is the reverse in Indonesia. Previous research has found that many obstacles occur during online learning. These challenges, among others, relate to inadequate equipment which refers to digital devices that do not support learning activities (bad internet connection, inadequate devices) as well as challenges related to student psychology and health (feeling bored, headaches due to too long staring at a mobile screen) (Atmojo & Nugroho, 2020; Ariyanti, 2020). The factor behind the differences in the results of digital transformation lies in the unavailability of devices that support online learning. It is also supported that there are five assumptions that hindrance the digital transformation in higher education such as change (related to the massive change process), pace (related to the time needed in implementing the digital transformation), technology (related to the management task with an interdisciplinary team of experts), competences (related to the capability of both students and teachers), and financing (related to the budget needed in digital transformation) (Kopp, Gröblinger, & Adams, 2019). By this, the university system needs to be able to provide quality education in digital transformation with disruptive technological innovation and accelerated change in the educational framework (García-Morales, Garrido-Moreno, & Martín-Rojas, 2021).

Digital Transformation is a phase of adoption of digital technology use in university learning classrooms that requires a change of focus and involves

innovating in technology and modifying the institutional culture to guarantee the evolution of digital transformation to take advantage of emerging technologies (Abad-Segura et al., 2020). Even though online learning used digital technology during the process, the terms of digitalization should not be referred to the online learning since it is not the only one regarding the digital transformation in higher education institutions (Adedoyin & Soykan, 2020). Online learning has become a new process to substitute both distance learning and traditional face-to-face since it is radically changing the nature of what is thought of as the typical college course and will infiltrate to the ordinary face-to-face class which also be seen as a revolutionary change like higher education as a process and as an institution (Hiltz & Turoff, 2005). Despite all the challenges and problems that existed during the process, it can be stated that online learning is such a panacea to continue the academic process while the world is struggling in the current pandemic situation.

2. Online Learning in EFL Context

The pandemic effect also causes language learning to switch into online mode particularly in the EFL context. To begin with, online learning can be defined as the learning process through internet/online computers in a synchronous or asynchronous classroom where the interaction exists without a physical location or physical space (Singh & Thurman, 2019). Based on the definition stated above, online learning can be offered in two types; synchronously and asynchronously. Synchronous learning is a form of online learning in which the interaction directly happens through conferences or online chat meanwhile asynchronous means the

learning process indirectly happened (no interaction at the same time) using the independent learning approach (Aliyyah et al., 2020).

3. Learning Speaking through Online

a. The Opportunities

Online learning provides some advantages for both students and students and teachers. A study in Pakistan found the result that online learning gives the flexibility and effective source of teaching and learning since it eases the administration and accessibility along with less use resource and time (Mukhtar et al., 2020).

The flexibility of the time is the foremost advantage of asynchronous mode where the material can be accessed multiple times and the assessment can be given in a flexible time frame. Moreover, the synchronous mode of online learning also provides the advantage such as virtual classroom using video conference which can be exciting and useful for students (Khan & Abid, 2021).

In the terms of language learning, especially in English as Foreign Language Learning (EFL), the use of online platforms can enhance the language skills of students. Videoconferencing which utilizes the use of an application such as Zoom, Skype, Adobe Connect, Big Blue Button, etc.) offer the opportunities to improve the speaking skill of students. It gives the students a small-group video conferencing which allows them to speak intensively more than in regular class (Blake, 2017). Another study also found that online learning can increase the oral ability of students along with their self-efficacy compared to conventional learning (Ghabeli

et al., 2021). More precisely, online learning is the best option for the teaching and learning process particularly in the EFL context as the responses to the pandemic crisis existed nowadays.

b. The Challenges

Despite all the opportunities given by online learning, it cannot be denied that this system still is challenging for not only students but also teachers. Based on the students' perspectives, the challenges can be found in the term of availability of internet access, financial issue and the implementation of online learning (related to the distribution of learning material and instructions (Allo, 2020). The students from the postgraduate teacher program also facing similar challenges where not all students can have available material and resources such as a good internet connection, or a comfortable place to study (Yandell, 2020). From the teachers' perspectives, conducting teaching online can be difficult. The experiences from teachers while teaching online facing difficulties in terms of interacting with their students. Furthermore, the fact that some teachers have no experience in accessing the technology also increases the challenges in the teaching process (Evans et al., 2020).

Meanwhile, in terms of the EFL context, challenges were also encountered during the process. Focusing on the speaking skill, the challenges found such as the technical problems and lack of knowledge related to the computer used, unmotivated students and having no independent work skills, unsuitable tools, and home responsibilities which reduce the time of the study (Salieva, 2020). Another study also found that the challenges in conducting online learning for speaking

skills are due to the students' uncomfortable to have a silent mode while doing a videoconference, the lack of students' participation, and minimum engagement for students to speak by voice note because of a fear to make mistakes (Puspitasari, Nofianto, & Huda, 2021) By this, it can be concluded that online learning is still challenging even if it provides many opportunities to the learning process.

4. Previous Related Studies

Some studies have been done previously relating to this research. The first study is done by Atmojo & Nugroho (2020) with the title EFL Classes must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. In this study, the researchers discovered that the challenges come from students, teachers, and students' parents which are related to the unavailable devices to support the learning process, financial condition, unstable internet connection, low digital literacy, submitting the work lately, and many else. The researchers also found that the teachers face difficulty in creating the material, giving feedback to the students, engaging students to be more active and motivated, and also facing difficulty in teaching moral value to the students.

Another study is also done with the title The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia by Aliyyah et al. (2020). The researchers in this study found that the challenges to online teaching are classified into four sub-themes, which are, technical obstacles, student conditioning, the participation of students, and online teaching experience. Technical obstacles related to unavailable devices such as no

phones/laptops or unstable internet connection. It may result in the students not optimally follow the learning process. Student conditioning is related to the conditions of students which can disrupt the learning process such as less conducive home learning and many else. The participation of students related to the active response given by the students and the last online teaching experiences related to the experience of teachers in using technology who are still less also can be problems in the learning process.

Research in a similar field also has been conducted by Salieva (2020) with the title The Challenges of Distance Learning in the Period of Pandemic (The Case of Teaching Speaking). The study found that teaching speaking is challenging online. The researcher found that the problems arose because of technical problems and a lack of computer knowledge. Moreover, students also feel unmotivated and have no independent work skills. Other challenges are the digital tools that are unsuitable and home responsivities that reduce the time for study. Despite all the challenges, the researcher also found the advantages while conducting the teaching speaking online. It has been found that online learning gives an innovative way of teaching at any time and anywhere. Moreover, students are engaged in learning, variety of digitals tools, and considered as the attractive method and effective cost.

More studies that are used as the references for this research are the research from Adedoyin & Soykan (2020) with the title Covid-19 Pandemic and Online Learning: The Challenges and Opportunities and from Khan & Abid (2021) with the title Distance Learning in Engineering Education: Challenges and Opportunities during COVID-19 Pandemic Crisis in Pakistan.

The researches mentioned above are the researches that will be used as a reference in this study. It is because the researchers providing strong references related to the challenges and opportunities in learning online during pandemic along with the attitudes of students toward it. More precisely, the studies above are all in the same field as this research which makes it stronger to use as a reference.

B. Conceptual Framework

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        ┌─────────────────────────┐
        │ Digital Transformation  │
        └─────────────────────────┘
                    │
           ┌──────────────────┐
           │ Online Learning  │
           └──────────────────┘
                    │
             ┌────────────────┐
             │ Speaking Skill │
             └────────────────┘
              /              \
   ┌───────────────┐    ┌──────────────┐
   │ Opportunities │    │  Challenges  │
   └───────────────┘    └──────────────┘
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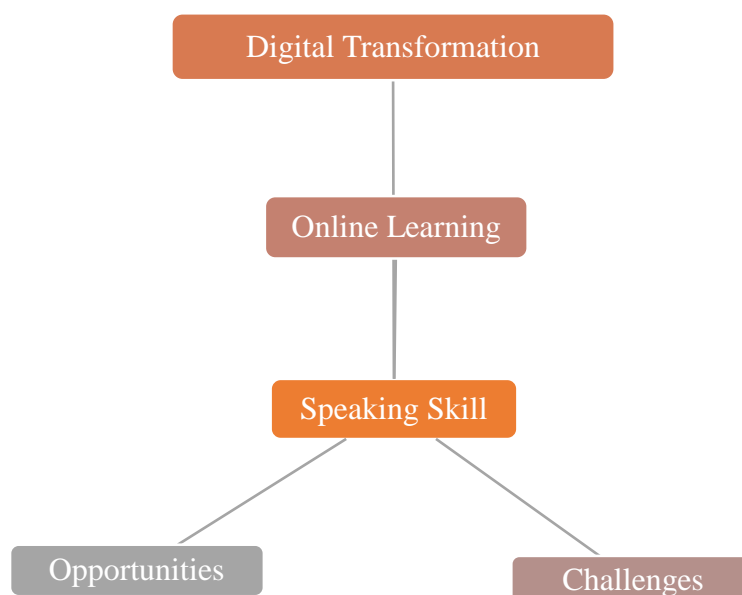
Before the pandemic situation, the use of digital platforms in enhancing the EFL learning process has been utilized. The reason behind this is because the teachers need to help the students dealing with the 21st-century challenges related to technology (Cakrawati, 2017). The terms of digital transformation in higher education are not a new thing (Kopp, Gröblinger, & Adams, 2019). As the current pandemic force the academic process to migrate from face-to-face activities into online learning, it has been affecting the learning process.

Focusing on speaking skills, online learning has brought opportunities that can enhance the skills of speaking among the students by using social platforms such as, Zoom, Skype, and more videoconference (Blake, 2017). Moreover, online learning also provides opportunities to increase the speaking skill of students along with their self-efficacy (Ghabeli et al., 2021). Unfortunately, this type of learning also brings challenges during the process. Many students find it difficult to access the learning process due to the unstable connection of the internet or incompatible devices, lack of knowledge in using a computer, and challenges related to the students' motivation (Allo, 2020; Salieva, 2020). The challenges are also related to the lack of students' participation, minimum engagement of students to speak via voice note due to the fear of making mistakes, and the students' uncomfortable to have a silent mode during videoconference learning (Puspitasari, Nofianto, & Huda, 2021). Based on the previous researches, it leads the research to investigate more challenges, opportunities, and attitudes of the students particularly the Indonesian undergraduate EFL students in online speaking learning.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted using a qualitative method through interviews. An interview is theorized as the best-suited method because it is commonly used as a resource for investigating truths, facts, experiences, beliefs, attitudes, and/or feelings of respondents (Talmy, 2010). Interviews were managed to investigate students' experiences related to challenges, opportunities, or positive impacts as well as students' responses to online speaking learning. After selecting the sample, the research began by gathering participants in an online chat group on WhatsApp. Then, the Google Form link was shared and participants filled out their respective Google Forms. The answers given by each participant were only seen by the researcher. This was as an evidence that the answers are given were purely from the students themselves without any influence from other participants' answers. Furthermore, the data were analyzed using the grounded theory method to answer the formulation of the problem in this research.

B. Subjects of the Study

The subject for this study was the EFL undergraduate students in Universitas Muhammadiyah Sumatera Utara. The number of participants was 45 students who were selected through convenience sampling. Convenience sampling is a sampling technique that is carried out by recruiting people who are easily found by the researcher. In the participant selection technique, the researcher selected friends and

acquaintances who were easy to contact via social media. It was conducted due to the restriction of physical interactions to avoid the spread of the coronavirus which was still endemic in Indonesia (Galloway, 2005). The selected samples were asked to draw their perceptions or ideas about the challenges and positive impacts on the learning of speaking online during the covid-19 outbreaks. The participants studied speaking online during the pandemic.

C. Technique of Collecting Data

The data was collected through interviews. It aims to collect full and detailed information of participants' experience of learning English online including challenges, opportunities, and students' responses (Polkinghorne, 2005). The interview utilized the Google Form as the media. Since the pandemic prohibited the meeting face-to-face, the researcher chose to interview participants by using asynchronous communication such as Google Form. Asynchronous communication has wide access to the participants without limitation of place (Opdenakker, 2006). Firstly, the researcher created a group chat to easily distribute and collect the data from participants. Then, the link to Google Form was given in the group chat. The students could click the link and wrote the answer directly on the Google Form. After that, the students could notify the researcher if they had filled the answers so that the researcher could check the responses through Google Form.

D. Technique of Analyzing Data

The researcher used the grounded theory approach by Creswell (2013). The data was generated through a general explanation (theory) without assuming the existing theoretical framework. There were four stages in analyzing the data. Firstly, the open coding was done by analyzing the essay to identify the codes of challenges, opportunities, and the attitudes of students toward speaking online learning. The second stage was grouping the similar codes to form a concept. Later, the concepts were grouping into categories before the final stage which was the formation of theory based on the categories formed. After the third stage, the statements of the challenges, opportunities, and attitudes of students toward speaking online learning will be created based on the analysis of the data (Hinrichs et al., 2017).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Forty-five participants filled the questionnaire created through Google Forms. The participants were undergraduate students in the English Education Department who had taken and finished the speaking course online. The questionnaire consisted of 2 sections including participants' identity, and 9 open-ended questions. The open-ended questions were analyzed by using grounded theory to identify the opportunities and challenges of the students towards the learning speaking online. There were four stages (Hinrichs et al., 2017) as the first until the third stage was the process of coding. The researcher analyzed the answers given by the students to identify the codes of opportunities (positive code) and challenges (negative codes). Table 1 presents the coding scheme of opportunities and Table 2 presents the coding scheme of challenges at the preliminary. The codes emerged from the analysis of the sample answers and then adapted to the previous research related to students' attitudes towards emergency online learning and the experience of students with hybrid higher educational systems (Hussein et al., 2020; Potra et al., 2021).

Table 1
Coding scheme for opportunities

Main Codes	Categories from the data	Positive aspects codes	Frequency
Getting a discount from university for tuition fee	Saving cost for tuition fee	Effectiveness (time and cost)	3
Being able to save money for gasoline	Saving cost for transportation		
No need a lot of preparation to start learning	Saving the time for getting ready		

Being able to attend class from anywhere	Having easier access to class	Online benefit	23
Being able to attend class from home			
Being able to access the learning from anywhere	Having easier access to materials and recordings		
Being able to access the material anytime			
Being able to read the material anytime			
More practical and flexible in accessing learning			
Having easier to re-access the learning material			
Being able to practice English via Online			
Clearly explanation from lecturer	Adequate instructional to access the learning		
Being more relax to do other activities	Being able to do other activities		
Being able to work while studying			
Being able to access web of translation	Having access to many learning sources		
Being able to access many information and learning sources from social media platforms and articles			
Being able to access many references for learning material			

and making argument			
Knowing how to make an argument, reject an argument, and speak completely	Improving motivation and speaking skills	Improvement opportunities	19
Improving motivation in learning speaking			
Being able to talk with foreigner via online			
Being able to practice and speak English			
Knowing how to speak correctly			
Getting the higher grade			
Improving communication technology skill	Improving technology skills		
Being able to utilize social platforms in learning			
Reducing nervousness in speaking	Feeling less nervous to speak		
Being more confident in speaking and expressing idea			
Increasing vocabulary in English	Improving vocabulary		
Increasing the ability in time management and challenging self in speaking efficiently	Improving time management		

Table 2
Coding scheme for challenges

Main Codes	Categories from the Data	Negative Aspects Code	Frequency
Being unable to focus because of noise	Getting easily distracted	Distraction and Information Overload	11
Being unable to focus because of the distraction from phone notification			
Feeling bored and more burdened because more assignments were given	More assignments were given		
Stress because of the difficulty in understanding material	Stress due to incomprehensible material		
Not excited because of unable in understanding the material			
Being confused about the task because of the incomprehensible material			
Having difficulty in understanding the material			
Being unable to answer the questions from lecturer because of bad signal	Poor connectivity	Technology and Internet Connectivity	26
Stress because of internet connection			
Having difficulty in listening the lecturer and interacting to peers because of internet connection problem			

Problems in internet connection			
Being passive because of bad signal			
Having difficulty to deliver speech because of bad connection			
Having difficulty in listening and speaking due to bad connection			
Having difficulty in listening the explanation of the lecturer			
Getting slower in answering questions due to bad signal			
Having difficulty in joining the learning due to the bad signal			
Stress due to internet connection			
Having problems in internet network due to bad weather			
Technical error on the social platforms used in the learning process	Lack of adequate social platforms		
Consuming more battery and Internet data due to the application of online learning			
Having no access to practice speaking in public	Lack of practice	Limited Interaction and Inadequate Support	8
Waiting for respond from peers or lecturer about assignments	Lack of support from peers and lecturer		
Having no one to do conversation with			

Having limited access to interact with other students			
Limited time for submitting assignments	Limited time in the learning process		
Limited time to think the answer			
Being unable to understand the material because of the limited time			
Limited time to ask about material and answer quizzes			

B. Discussion

1. The Opportunities of Speaking Class through Online

Based on the analysis of student's answers in the open-ended questions using grounded theory, 3 categories emerged which were effectiveness, online benefit, and improvement opportunities. Table 5 below presents the frequency and percentages of the opportunities in speaking class online from students' perspectives.

Table 3
Frequency and Percentage of Positive Aspect in Online Speaking Class

No.	Positive Aspects of Code	Frequency	Percentage
1.	Effectiveness	3	6.7%
2.	Online Benefit	23	51.1%
3.	Improvement Opportunities	19	42.2%

1.1 Effectiveness

The effectiveness was cited by 3 students as one of the opportunities in learning speaking online. This category was related to time and cost-effectiveness. Among these, one male student claimed he could save the time of getting ready

since he did not need much preparation to start the learning. This finding is in line with the previous study which present that online learning can help the students manage time effectively and efficiently (Hussein et al., 2020; Fidalgo et al., 2020).

Regarding the cost-effectiveness, one male student affirmed that he could save more money because the university gave a discount for the tuition fee. This contrivance was an advantage provided by the university to reduce tuition fees for students. Besides tuition fees, the transportation expenses could also be saved since students did not necessary to pay for commuting. A female student remarked that, "…I can saving gasoline money to go to campus." This favorable outcome is one of the positive outputs of online learning implementation related to cost-effectiveness and efficiency (Fidalgo et al., 2020; Khan & Abid, 2021; Maqableh & Alia, 2021).

1.2 Online Benefit

Since online learning is implemented during the recent outbreak, it offers benefits all along the learning process to achieve the multiple goals to sustain the education system (Castle & McGuire, 2010). Twenty-three students in the recent study acquired the advantages regarding the online benefit. It found that 5 categories emerged in the code. Having easier access to class was the first category cited by 8 students. Among these, one male student clarified that he could listen to the explanation while being relax and lying on the bed. This implied that the students have flexibility in terms of place in joining a class (Potra et al., 2021; Mishra, Gupta, & Shree, 2020).

The easier access to materials and recordings was considered as the other online benefit by 7 participants. One out of 7 participants pointed out that she could access the learning material anytime and anywhere. This concept is corresponding with several findings which mentioned easier access to material as an important advantage (Mukhtar et al., 2020; Hussein, et al., 2020). The adequate instructional to access the learning was also viewed as the benefit during an online class. One student believed that the lecturer explained the material clearly which was facilitated comprehension and access to the learning process. This satisfaction is a result that can be gained in conducting the online environment (Fedynich, Bradley, & Bradley, 2015; Oraif & Elyas, 2021).

Moreover, joining the online classes also allows the students to do other activities such as working while attending the class (Hussein et al., 2021). This was considered by 2 students which affirmed that they could work while attending the class in which was impossible to do in traditional learning.

The last category included as the benefit was having access to many learning sources. The positive outcome of conducting online learning is that it provides various effective sources of learning fruitful for students (Mukhtar et al., 2020; Potra et al., 2021). The participants claimed that the available learning resources help them explore more information related to current issues through social media, get the opportunity to access many learning resources, and use web translators. These advantages can help them develop ideas to speak better.

1.3 Improvement Opportunities

The code of improvement opportunities is related to how online learning must be improved during the process (Potra et al., 2021). Instead, the present study showed that many students got increased their ability during the learning process. At least, 19 out of 45 respondents obtained the improvement on their skills. The categories in this section were divided into five terms.

To begin with, 8 participants could improve their motivation along with their speaking skills. The usage of social platforms in learning speaking can give them a small group of videoconferencing which allows them to speak intensively more than in regular class (Blake, 2017). Moreover, the virtual environment in a videoconference can be exciting and useful for students (Khan & Abid, 2021). This was confirmed by the statement of students who explained that they could increase their enthusiasm for learning as well as their ability to speak as a result of using the application during online speaking learning.

As digital technology is utilized to organize and design learning experiences during the Covid-19 outbreak (Rapanta et al., 2020), the improvement in technology skills can be acquired by the students. Hermida (2020) described briefly that the increase of intensity in using social platforms and online educational tools after the transition into online learning could increase the students' knowledge about technology. This was asserted by 2 participants that they become happy since they could improve their technology skills by utilizing the application.

Furthermore, during the virtual process, students feel less nervous to speak. If it is compared with conventional learning, students feel more confident to express

their ideas. It leads to the fact that students' self-efficacy is increasing when following online learning rather than studying with conventional mode. This view is consistent with several studies which found that online learning is able to improve the self-efficacy of students (Ghabeli et al., 2021; Ningias & Indriani, 2021). Among participants, 6 students pointed out that they felt more confident to speak virtually since there was no one around them. The language skill of the student also improved by the proof that the speaking class in virtual help them increase their vocabulary. It was confirmed by one student who felt that he got many new vocabularies during the learning process because of the web translation. This advantage is following Blake (2017) who states that the utilizing of online applications can enhance the language skill of the students.

Additionally, the progress of students' ability in managing time effectively could be felt during the distance learning process. Two respondents believed that they could manage the time properly and even be able to compete to the time running to deliver their ideas. By joining online classes, students can use their time efficiently (Fong Chang et al., 2021).

2. The Challenges in Online Speaking Class

The analysis of 45 data designated that the facets represented in the below table were the most recurrent challenges faced by the students. Table 6 presents the negative aspects along with the percentage of the frequency in which the category appearing.

Table 4
Percentage of Negative Aspects in Online Speaking Class

No	Negative Aspects	Frequency	Percentage
1.	Distraction and Information Overload	11	24.4%
2.	Technology and Internet Connectivity	26	57.8%
3.	Limited Interaction and Inadequate Support	8	17.8%

2.1 Distraction and Information Overload

The findings unpacked that distraction and information overload were experienced by 9 students. These demerits were resulted from varying aspects. Two students stated that they could not focus on studying because they were disturbed by noise from their home environment. They narrated that they found difficult to seek cushioned place where they could activate the sounds and the camera during video conferencing. These were in line with Yandell (2020) who had uncovered similar challenges where students could not find a comfortable place to study. Another two of them felt that the virtual class was unconducive and the nuance during the process was uncomfortable. It was, likewise, found by Baticulon et al., (2020) that the limited space conducive for studying was faced and involved in the category of domestic barriers during online learning.

Moreover, the distraction caused by the notification from the phone (Yan et al., 2021) also experienced by a student as remarked below.

> *What makes me stress is I won't be focused because when*
> *I'm studying, I use my phone, it will make us to play phone*
> *while give attention to lesson*

In addition, a female student viewed being distracted due to the number of task assigned. She affirmed that she enjoyed speaking online classes, however after a long time, she felt bored and burdened on the recurrently given tasks. Worse still,

she was of the view that the large amount of assignment had haunted her and got her to be stressed and panicked. Lemay, Bazelais, & Doleck, (2021) contends that increased workload was the second-highest number of learning challenges after demotivation.

Five of them considered the incomprehensively conveyed materials became another negative aspect of the online sessions. The strenuous subject matters discourage them to keep up with the learning and to accomplish the work assigned from college. According to Potra et al., (2021), the difficulty in understanding the material is linked into the category of information overload.

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2.2 Technology and Internet Connectivity

Technology and Internet Connectivity challenges became the most cited among other challenges (26 students). These problems mainly comprise two categories; poor connectivity and lack of adequate social platforms. The category of poor connectivity was the most-faced problem. Twenty four of these respondents complained that the unstable internet signal hampered them to go along with the learning process. The hindrances include the inability to answer the questions from the lecturer. They also felt difficult to deliver a speech and also listening to the explanation since the voice would be getting unclear or distracted. The research reports that the lack of connectivity became the major hindrance in online learning along with the data limit and data speed which has been a hassle to many students (Muthuprasad et al., 2021; Allo, 2020; Salieva, 2020; Mahyoob, 2020).

The problems about technical issues were not only about the connectivity but also the social platforms used during the learning. Two students mentioned that

the application was often error and consuming more battery along with the Internet data. Hendrawaty, Angkarini, & Retnomurti, (2021) on the study of EFL undergraduate students' perceptions of online learning application during the Covid-19 outbreak found that many students faced difficulty in the application use during the learning process. The excess consumption of quota internet and unstable connection become the issues of concern. Hence, the lecturers are recommended to apply two or three online learning applications which are favorable, economical, and being proficient by all students.

2.3 Limited Interaction and Inadequate Support

Limited interaction and inadequate support referred to the fact that online learning is not able to provide adequate time and space regarding communication and social interaction. These aspects of challenges include lack of practice, lack of support from peers and lecturers, and limited time in the learning process. Eleven respondents were citing limited interaction and inadequate support as an issue of concern. Regarding the lack of practice, the unavailability of the real setting in speaking, specifically in public places, hinders the students to challenge their own capability. A student remarked, "Things that make me stress is we can't explore more, and train ourselves to speaking in the real public, to know how far our capability in public speaking and confidence." In this case, online learning has missed her training to learn speaking in the real environment. This response seems contradictory to the students' statements that they felt less nervous during speaking in a virtual class. This is because the online environment provides different nuance in terms of social communication rather than the real-life situation. Khalil et al.,

(2020) uncover a similar thing in their study in which medical students assume that online learning is less effective in terms of clinical practice. Based on the findings, it shows that clinical experience in actual conditions such as human interaction is important for the practice. This also applies to the practice of speaking which requires direct interaction without an intermediary medium to measure a person's speaking ability.

The following category, as asserted by 3 students was the lack of support from peers and lecturers. It was related to the less interaction during the class between students and lecturer. Corresponding to Nartiningrum & Nugroho (2020), students are fear of less interaction between teacher and students or among students. The participants in their study felt that their success in real life would be affected since they had less opportunity to interact socially. Along with it, there also led to difficulties in understanding the material which was manifested by the less feedback understood as remarked as follows.

> *(I find challenges) When I have an assignment who*
> *(which I) don't know, (it is) because I must wait the*
> *responses from my friends or lectures.*

The above quote clarifies that less opportunity to receive feedback or answers for their questions in which they need to wait for a bit longer to get a response is a frequently appeared matter in e-learning (Kim, Liu, & Bonk, 2005; Mahyoob, 2020).

Hereinafter, the limited time in the learning process was also become the hindrance for students. Four of them claimed that the duration in online learning was insufficient. Short supply of time results in incompletely delivered learning material affecting students' comprehension. The factor that affects the lack of time

in online learning is because students access learning through less compatible

devices. Saha, Dutta, & Sifat, (2021) declared that most undergraduate students rely

on the smartphone rather than any devices. The findings of this study also unveiled

the magnitude of the numbers shown in Figure 1 below regarding the use of
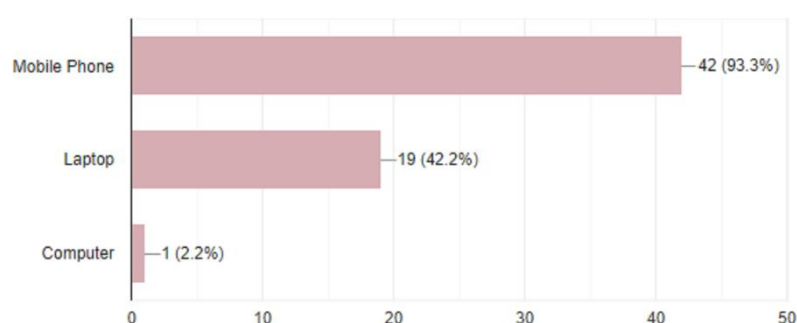
smartphones in accessing learning.

Figure 1. The Devices Used by the Students

Moreover, videoconferencing consume a lot of quota data which will burden

the students. It made the learning process need to be reduced. If the conventional

learning took about 50 minutes for 1 lesson hour then it must be reduced up to 30-

60 minutes for 2 lesson hours. This duration is the best possible solution to

overcome the issue regarding on the large consuming of internet data and

incompatible devices during virtual meeting (Saha, Dutta, & Sifat, 2021). However,

the alleviation of learning time made the material explanation must be summed up

into short words to cover up all the lessons. It was also hard for the lecturer to spend

a special duration on the Question and Answer session since the time for explaining

material is also insufficient. These obstacles can be hindrances to students'

achievement in mastering speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Covid-19 pandemic has shocked and affected all aspects of human life. In only a couple of weeks, most educational institutions around the world had to emergency migrate to the digital mode. These sudden shifts consider pressuring on all elements involved in the process, but no hesitation that it also provides opportunities for lecturers and students in experiencing online learning (Hussein et al., 2020). The pandemic has given us an insight into proper preparedness to maintain the quality and continue the education process when unpredictable conditions hit. Hence, after investigating the opportunities and challenges of speaking online learning from students' perspectives, the present study hopes to contribute to upgrading the quality of education.

B. Suggestions

In terms of challenges faced during online learning process, the researcher recommends:

1. The lecturer should find the most suitable social platforms to prevent the technical error during the teaching and learning. One student suggested that using WhatsApp is better to communicate because the signal works well. Moreover, the lecturer needs to pay more attention to their students, such as quickly responding when the students ask them about material or assignments.

If it cannot be applied due to the activities of the lecturer, the lecturer should convey the clear instructional about the assignments or material

2. The students need to find a comfortable place to study or they may use devices that have less notification and distraction. For instance, if they use their phone it will have the possibility to reduce their focus since there will be so many notifications from social media. They may use a laptop or computer since it has fewer applications related to messenger and social media.

3. It is suggested that parents should be more helpful to provide a comfortable place for their children to study. Give them a conducive space therefore they can focus on listening to the explanation of the material presented by the lecturer.

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APPENDICES

Appendix 1. Surat Permohonan Persetujuan Judul

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa   :   Putri Rizki Syafrayani

NPM   :   1702050099

Program Studi   :   Pendidikan Bahasa Inggris

Judul	Diterima
Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak: A Case-study of Indonesian EFL University Students	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, Maret 2021

Disetujui oleh
Dosen Pembimbing

Hormat Pemohon

Pirman Ginting, S.Pd.,M.Hum

Putri Rizki Syafrayani

Appendix 2. K1

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa   : Putri Rizki Syafrayani
NPM   : 1702050099
Program Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif   : 140 sks   IPK = 3,69

Persetujuan Ket/Sekret, Prog.Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
22/01/2021	Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak: A Case-study of Indonesian EFL University Students	
	Speaking Anxiety in EFL Learners: A Descriptive-Qualitative Study in University Muhammadiyah Sumatera Utara	
	Speech Act Pattern of RM BTS's Speech in UNICEF	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2021
Hormat Pemohon,

Putri Rizki Syafrayani

Keterangan:
Dibuat rangkap 3   : - Untuk Dekan Fakultas
                                      - Untuk Ketua/Sekretaris Program Studi
                                      - Untuk Mahasiswa yang bersangkutan

Appendix 3. K2

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
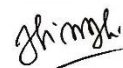FKIP UMSU

Assalamu'alaikum Wr.Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Putri Rizki Syafrayani
NPM : 1702050099
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini :

- Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak:
A Case-study of Indonesian EFL University Students

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

- Pirman Ginting, S.Pd.,M.Hum. Acc 05/04-2021

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2021
Hormat Pemohon,

Putri Rizki Syafrayani

Keterangan:
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

Appendix 4. K3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 837/II.3/UMSU-02/F/2021
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
              Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Putri Rizki Syafrayani
N P M   : 1702050099
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Unpacking The   Opportunities and Challenges   in Learning Speaking Through Online During Covid-19 Outbreak : A Case-Study of Indonesian EFL University Students.

Pembimbing   : Pirman Ginting, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 5 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan, 22 Sya'ban   1442 H
          05 April   2021 M

Dekan

Prof. Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 053057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

Appendix 5. Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Putri Rizki Syafrayani
NPM   : 1702050099
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Unpacking the Opportunities and Challenges in Learning
                   Speaking through Online during Covid-19 Outbreak:
                   A Case-Study of Indonesian EFL University Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10th March 2021	Title	
22nd March 2021	Chapter I: Background of the Study	
30th March 2021	Chapter I: Background of the Study, Identification of the Problem, Scope and Limitation, The Objectives of the Study, The Significance of the Study	
3rd April 2021	Chapter II: Theoretical Framework	
9th April 2021	Chapter II: Theoretical Framework, Previous Related Studies, Conceptual Framework, Reference	
19th April 2021	Chapter II: Previous Related Studies, Conceptual Framework, Chapter III: Research Methodology	
3rd May 2021	Chapter III: Research Design, Subject of the Study, Technique of Data Collecting, Technique of Data Analyzing	
7th May 2021	Chapter III: Research Design and Subject of the Study	

Medan,   May 2021

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Pirman Ginting, S.Pd., M.Hum

Appendix 6. Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS

Pada hari ini Jum'at tanggal 25 Juni 2021 telah diselenggarakan Seminar Proposal
Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa	: Putri Rizki Syafrayani
NPM	: 1702050099
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak: A Case-Study of Indonesia EFL University Students

No.	Masukan / Saran
1.	Simplify the background of the study
2.	Shorten the Identification of the Problem
3.	Mention the name of the university used in the research

Medan, 25 Juni 2021

Dosen Pembahas   Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum   Pirman Ginting, S.Pd., M.Hum

PANITIA PELAKSANA

Ketua   Sekretaris

Mandra Saragih, S.Pd., M.Hum.   Pirman Ginting, S.Pd., M.Hum

Appendix 7. Surat Keterangan Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Putri Rizki Syafrayani
NPM : 1702050099
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Jumat
Tanggal : 25 Juni 2021
Dengan Judul Proposal : Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak:
A Case-study of Indonesian EFL University Students

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Aamiin.

Dikeluarkan di: Medan
Pada Tanggal : 25 Juni 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Appendix 8. Lembar Pengesahan Hasil Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap   : Putri Rizki Syafrayani
NPM   : 1702050099
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Unpacking the Opportunities and Challenges in
                      Learning Speaking through Online during Covid-19
                      Outbreak:
                      A Case-study of Indonesian EFL University Students

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh   Dosen Pembimbing
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.   Pirman Ginting, S.Pd., M.Hum

Appendix 9. Surat Permohonan Izin Riset

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor	: 1631 /II.3-AU/UMSU-02/F/2021	Medan,	21 Dzulqaidah	1442 H
Lamp	: ---		02 Juli	2021 M
H a l	: **Permohonan Izin Riset**			

Kepada Yth, Bapak Kepala Perpustakaaan
Universitas Muhammadiyah Sum. Utara
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Putri Rizki Syafrani
N P M	:	1702050099
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Unpacking The Opportunities and Challenges in Learning Speaking Through Online During Covid-19 Outbreak : A Case-Study of Indonesian EFL University Students

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin. Wassalamu'alaikum Wr. Wb

Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
NIDN 0115057302

Pertinggal

Appendix 10. Surat Keterangan Selesai Riset

SURAT KETERANGAN
Nomor :850/KET/II.3-AU/UMSU-P/M/2020

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Putri Rizki Syafrayani**
NIM	:	**1702050099**
Univ./Fakultas	:	**UMSU/Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/S-1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

" Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak : A Case-Study of Indonesian EFL University Students "

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 25 Zulhijjah 1442 H.
04 Agustus 2021 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

Appendix 11. Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Putri Rizki Syafrayani
NPM	: 1702050099
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak: A Case-study of Indonesian EFL University Students

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
29th June 2021	Questionnaire	
1st July 2021	Revising Questionnaire	
22nd July 2021	Final Questionnaire	
3rd August 2021	Chapter IV Findings	
11th August 2021	Chapter IV Findings and Discussion	
24th August 2021	Revision Chapter IV Findings and Discussion	
6th September 2021	Chapter IV Findings and Discussion	
11thSeptember 2021	Abstract and Chapter V	

Medan, September 2021

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd.,M.Hum.

(Pirman Ginting, S.Pd.,M.Hum)

Appendix 12. Surat Pernyataan Orisinalitas Riset

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa	: Putri Rizki Syafrayani
NPM	: 1702050099
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Unpacking the Opportunities and Challenges in Learning Speaking through Online during Covid-19 Outbreak: A Case-study of Indonesian EFL University Students

Dengan ini saya menyatakan bahwa :
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juni 2021
Hormat saya
Yang membuat Pernyataan

Rizki Syafrayani

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Appendix 13. Surat Keterangan Bebas Pustaka

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : http://perpustakaan.umsu.ac.id Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

UMSU
Unggul | Cerdas | Terpercaya

SURAT KETERANGAN
Nomor :852/KET/II.3-AU/UMSU-P/M/2021

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: **Putri Rizki Syafrayani**
NPM	: **1702050099**
Fakultas	: **Keguruan dan Ilmu Pendidikan**
Jurusan	: **Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 25 Zulhijjah 1442 H.
04 Agustus 2021 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

Curriculum Vitae

1. Personal Information

   Name   : Putri Rizki Syafrayani

   SIN   : 1702050099

   Place/Date of Birth   : Medan/15th of May 2000

   Sex   : Female

   Religion   : Islam

   Nationality   : Indonesian

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