THE EFFECT OF E-LEARNING ON STUDENTS' SPEAKING SKILLS ACHIEVEMENT DURING COVID-19

THESIS

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The Effect of E-learning on Students' Speaking Skills Achievement during Covid-19

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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I hope this thesis is beneficial for readers and future researchers. I believe that this thesis might have some weaknesses. Therefore, any suggestions and improvements from readers are greatly appreciated.

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ABSTRACT

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Speaking is one of the important skills in English which requires direct physical attention in developing students' language skills. However, since Covid-19 attacked elements of education in Indonesia, the government has decided to change the learning system from face-to-face to online learning. This study aimed to find out the effect of E-learning on students' speaking skill achievement during Covid-19 and students' responses to E-learning in learning speaking skills. This study used a quantitative method with a pre-experimental design. The population of this research is the English Department student's in the UIN Ar-Raniry batch 2019 with 25 students as a sample who were chosen by criteria. Data were collected using test methods (pretest and posttest) and questionnaires which were analyzed using paired sample T-test and SPSS 24th version. The results of the data analysis descriptively showed that the students' posttest scores were higher than the pretest scores (65.28 > 49.76). Meanwhile, the results of the paired sample T-test showed that the significance value is lower than 0.05 (0.000 < 0.05) which means E-learning can affect students' achievement in speaking skills. In addition, students not only gave positive responses to learning speaking skills but also felt many benefits in using E-learning. Although E-learning has drawbacks, the results of the questionnaire proved that more than half of the total students prefer to learn speaking skills using E-learning and agree that their skills are better than before.

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CHAPTER I

INTRODUCTION

A. Background of Study

In December 2019, the world was shocked by a new disease that attacks the respiratory tract. The disease is officially named Corona Virus Disease (Covid-19) and has infected many countries especially Indonesia. Therefore, the World Health Organization (WHO) announced Covid-19 status as a pandemic in early March 2020. Many activities have been stopped after almost 2 years of Covid-19 in Indonesia. All segments of normal life are disrupted, including the teaching and learning activities in schools and universities.

Eventually, the Indonesian government decided to minimize the deployment of Covid-19 transmission by closing schools to keep people safe and healthy. Other countries have also done the same thing for the safety of their people and to avoid direct contact with other people. They did lock down the city and quarantine at home to keep their physical and social distancing. Therefore, the pandemic has had many impacts because of the limited movement in all social sectors, without exception is in term of education.

In dealing with a pandemic, the government and related agencies must take alternative actions for the continuity of the teaching and learning process. As a result, the government decides to use digital technology to overcome this problem. The development of digital technology is influential in the scope of

education in the world, especially during this pandemic which is most of countries using e-learning-based learning method. This method deals with the use of the internet and technology in producing materials and administering courses in organizations.

According to Sangrà et al. (2012), E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication, and interaction and those facilitates the adoption of new ways of understanding and developing learning. However, applying technology in education is not as easy as it seems considering with many aspect that happen unpredictably.

Shatri (2020) stated that the application of technology in learning would be difficult to integrate into the learning structure due to the limited time to use the internet during classes. On the other hand, internet data is needed to carry out learning through E-learning because everyone will not be able to access the E-learning without internet. Therefore, the use of the internet has become one of the right solutions in the teaching and learning process to learn four skills in English, especially speaking skills. The using of internet in E-learning offers the flexibility in terms of time, location, and reducing the cost as well as improving students' academic performance. Students can get more information through social media and access various learning resources to develop their speaking skills (Syafrayani et al., 2022)

E-learning is a good alternative and efficient during this pandemic but on the other hand it also has shortcomings in the aspect of students' speaking. Munadlirah and Faizah (2020) state that students feel that there are too many assignments, even though students do not understand the learning material because the methods used are only lectures and question and answer discussions. The monotonous learning causes students to feel bored and lazy to speak and express their opinions. Therefore, it is important for lecture to give the motivation because the students must have a confidence to speak fluently and obviously.

Having the skill in speaking means the students should have high motivation and self-confidence. The ability of students will be better if educators directly ask and talk to students so that they will be more active in the classroom. The students will get additional score for those who have the skill in speaking. In contrast, learning speaking skill through E-learning has aspects that can make students lazy and not enthusiastic in learning. This is line with Dhawan (2020) who believes that the one of e-learning weaknesses is lack of personal or physical attention so that the students' language development is not optimal which can affect to their learning achievement.

Learning achievement is statement that describes the result that students should achieve by the end of particular assignment, class, course, or program. Learning achievement is important as a measure of students' result whether the students get good result or not. During this pandemic, it is necessary to consider

about the students' learning achievement because of the change of learning method from face-to-face to online learning. The previous study have shown E-learning can affect the students' achievement. It was written by Nurohmat (2020), titled "The Effect of Online Learning on Students' English Learning Achievement". The finding of this research shows that students' achievement in using online learning is higher than students' achievement with face-to-face learning although the result indicates that the difference between these two is not too significant.

Meanwhile, the researcher chooses English Language Education (PBI) students to be the participant in this study. English Language Education is one of departments of UIN Ar-Raniry Banda Aceh which students will be trained to become English teacher and mastering four skills in English. Different from the previous study, this research is focus on one of the skills needed in English, namely speaking skill. As we know that since E-learning has begun to be carried out by all spheres of life, it is important in my view to explore the effect of E-learning on students' achievement in speaking skill during Covid-19.

B. Research Questions

Based on the background of study, the researcher formulates the problem of the study:

1. Does E-learning affect the students' achievement in speaking skill at the English Education Department UIN Ar-Raniry Banda Aceh batch 2019?

2. How are the students' perceptions about E-learning in learning speaking skill at the English Education Department UIN Ar-Raniry Banda Aceh batch 2019?

C. The Aims of Study

The aims of this research are:

1. To find out whether E-learning affect the students' achievement in speaking skill or not at the English Education Department UIN Ar-Raniry Banda Aceh batch 2019.
2. To describe the students' perceptions about using E-learning in speaking skill at the English Education Department UIN Ar-Raniry Banda Aceh batch 2019.

D. Hypotheses

Hypotheses statistic of this research as follow:

H_0 : E-learning does not affect students' achievement in speaking skills during Covid-19

H_a : E-learning affects students' achievement in speaking skills during Covid-19.

E. Research Benefit

This study is hoped to be useful for the lecturer and the student. The result of this study is also expected to inform about the effect of E-Learning on students' achievement in speaking skill. For the lecturer, this research provide an insight about the significant effect of E-Learning to the students' achievement and to

figure out how is the progress of students' achievement in speaking skill during Covid-19 pandemic.

F. Research Terminology

To avoid misunderstanding of the readers, some definitions are provided:

1. E-Learning

E-Learning in this study refers to a learning system with the help of electronic resources for English Education Department students' batch 2019 in teaching learning process that used to the continuity of learning speaking skills during Covid-19 .

2. Students' Achievement

Students' achievement in this study refers to the result that was achieved by English Education Department students' batch 2019 in speaking skills within a certain period after learning process.

3. Speaking Skill

Speaking skill in this study refers to the ability of English Education Department students' batch 2019 to produce a language and share ideas orally and fluently.

CHAPTER II

LITERATURE REVIEW

A. E-Learning

1. The Definition of E-Learning

E-Learning means learning by using electronic components such as computer, laptop, tablet, etc. Using these technologies is important because it can be a new concept in learning. E-Learning utilizes internet to make a connection between educator and learner. This is line with statement put forward by Prasetyo and Nurhidayah (2021) who believe that internet can make it easier for teachers and students to find out the material they have mastered, improve the teaching and learning process, and motivate students to improve their learning outcomes from time to time.

E-Learning is a computer-based educational tool or system that allows the students to gain information flexibly. In simple word, according to Barus (2018), E-learning is learning activity that uses an internet network (LAN, MAN, and WAN) as a system for interacting and facilitating learning services in electronic form. There are several other terms are used to describe this method in teaching and learning such as online learning, virtual learning, distributed learning, networked, and web-based learning.

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2. The Component of E-Learning

2.1 The Infrastructure of E-Learning

The infrastructure of E-Learning is a crucial component in E-Learning. The components are computer, internet, and information. These components are combining each other to make ICT (Information and Communication Technology). ICT contains all of the communication technology such as computers, cell phones, the internet, wireless network, video conference, social network, and other media to allow users to access, retrieve, store, transmit, and manipulate information in a digital form (FAO, 2021).

a. Computer

Computer is an electronic machine that can store, organize and find information, do processes with numbers and other data, and control other machine (Stevenson, 2010). The systems of computer consist of hardware and software. Hardware is refers to all hard component such as monitor, mouse, CPU (Central Processing Unit), etc. On the other hand, software refers to soft component such as Microsoft, Mozilla Firefox, etc.

b. Internet

As the largest computer network, the internet is commonly used to connect all existing computers in the world such as Intranet, Wide Area Network, Metropolitan Area Network, Personal Area Network, etc. Apart from computers, the internet is also a

connecting network on devices such as cell phones, tablets, routers, hubs and others (Agus, 2016)

3. Types of E-Learning

As believed by Algahtani (2011), there are 2 types of E-Learning; Computer-based and Internet-based E-Learning.

a. Computer-based E-Learning

According to Algahtani (2011), computer-based learning consists of the use of a variety of hardware and software that are available for the use of ICT and each component can be used in two ways; computer-managed instruction and computer-assisted learning. Algahtani also states that computer-assisted learning is used as a new alternative by providing interactive software as a tool to support the learning process in the classroom and a tool for independent learning outside the classroom. In addition, computer-managed instructions are used to retrieve and store information in education management.

b. Internet-based E-Learning

Barus (2018) believes that internet-based E-learning is a new model in teaching and learning systems using the internet as a result of the development of information and communication technology. Barus added that with internet-based e-learning students can access the materials needed unlimited.

4. Characteristics of E-Learning

In summary, there are 3 important points of characteristics of E-learning stated by Meylani et al. (2015):

a. Computer tutorials and learning activities

Online learning activities make it easy for students to learn on their own according to their level which has a positive impact on their learning environment. In addition, online learning can be used as a strategy to improve teaching and learning practices.

b. Dimensions of online learning

Online learning increases the dimensions of student behavior and attitudes in class such as affect (individual feelings), attitude, and intrinsic and extrinsic motivation. This positive attitude towards online learning is believed to significantly increase long-term knowledge.

c. Medium of delivery

Online learning is delivered via the internet, World Wide Web, Email, or other supporting applications. The research has shown that student learning outcomes show quite diverse results in the use of computers and the internet in learning.

5. The Problems of E-Learning

According to Efriana (2021), the first problem of E-Learning is the understanding of subject material. Most of the students find it difficult to understand the material shared online or presented by the teacher. Students

may only understand the material according to their point of view without understanding it in depth. Several teachers in EFL agree that the online system is only successful for giving assignments and exam to students.

The second issue is the teacher's capability to utilize technology in online learning. Some teachers may still have limited skills in operating computers, especially running applications that facilitate online learning.

The third problem is the limitation in the learning control. This is caused by the limitations of teachers in controlling the learning process and the absence of students in online classes. Another fact, some students only filled out the attendance list but they did not participate in the learning. Even some of them immediately left the online class and did other activities beyond the control of the teacher. However, there are also many students who are really serious until the learning ends.

6. Advantages and Disadvantages of E-Learning

6.1 The Advantages of E-Learning

The advantages of E-Learning may be summarized as follow:

a. Huang and Chiu (2015) state that E-learning has the ability to focus on the needs of individual learners. This is related to the needs of students in conveying knowledge in the digital era effectively compared to the requirements of educational institutions or instructors.

b. Tathahira (2020) believes that E-learning can improve students' critical thinking because it involves students in the instruction which can

develop students' self-efficacy in making judgments and the correctness of every information.

c. Herwiana and Laili (2022) state that E-learning is useful for student to manage, access, and repeat learning materials. On the other hand, the students agree that giving assignment through online is easier than face-to-face class.

6.2 The Disadvantages of E-Learning

The disadvantages of E-Learning may be summarized as follow:

a. Arkorful and Abaidoo (2015) believe that E-Learning method makes students experience contemplation, isolation, and lack of interaction.
b. The learning system using E-Learning is less productive and discipline among learners and teachers (Akhter et al., 2021).
c. Arwendria et al. (2019) contended that E-learning triggers plagiarism due to poorly selected skills, as well as opportunities for copying and pasting.

B. Students' Achievement

1. The Definition of Students Achievement

Steinmyar et al. (2014) believe that achievement is someone's performance results to achieve a specific goal in instructional environment, specifically in school, college, and universities. The achievement includes the domain of learning in the cognitive, affective, and psychomotor areas experienced by students (Hoque, 2016).

In short, students' achievement is an outcome of measurement to learners in the process of acquiring the knowledge including cognitive, affective, and psychomotor factors after following the learning process. The students' performance usually in the form of mark, test result, or relevant test instrument that the student can achieve based on their ability and participation in learning process.

2. The Factors Determining Students' Achievement

In the learning process, students' achievement is a guideline to quantify their understanding of the learning process. Teaching and learning process can be categorized as successful if students get great results. Otherwise, students' learning achievements are sometimes influenced by factors that cause them to get unsatisfactory results. According to Basri (2022), there are several factors that affect students' achievement. Al-Muslimawi and Hamid (2019) agree that the measured factors influence students' achievement can be divided into internal and external factors.

1. Internal Factor

Internal factor is a factor that comes from the individual itself such as intelligence, interest, physical and psychological condition, and motivation. Internal factors may determine students' English learning achievement (Pertiwi et al., 2013). For the further explanation will be explained as follows:

a. Intelligence Factor

Intelligence is an important aspect in human life and a vital role for students' learning achievement. Numerous ideas say that Intelligence Quotient (IQ) is utilized as a barometer and a significant factor affecting learning achievement. This is line with Chandra and Azimuddin (2013) who believe that intelligence is a concept that has influenced every individual in academic results.

b. Students' Interest

Basically, everyone has an interest in something, including in the learning process. For a student who has an interest in something, there will be a sense of enthusiasm, curiosity, and excitement that can be a real power for the student. Syah (2013) said that the quality of students' learning achievement in a certain subject can be influenced by interest. Interest in learning is necessary because without interest the student will lack of exciting in learning.

c. Physical and Psychological Condition

Physical and psychological students have an influence on student learning achievement. There are four factors affect students' physical and psychological conditions; students' attitude, thinking, aptitude, and motivation (Naz et al., 2021). Students' readiness to learn is influenced by their physical and psychological

conditions because readiness is needed in learning process. If students have poor psychology, they will easily be left behind in lessons. Therefore, students must have good psychological and physical conditions to support good achievement in the learning process.

d. Motivation

Motivation plays a significant role in learning. It can be said as what 'moves us' (Filgona et al., 2020). In common, motivation is classified into two types; extrinsic and intrinsic. Intrinsic is the motivation that comes from the inside while extrinsic is the motivation that comes from the outside.

Arnold (2019) stated that intrinsic motivation identic with learning having its own reward. The student with intrinsic motivation will have their own desire to learn. They do not need any rewards like students with extrinsic motivation. They learn because they need, come from inside, and they willing to learn. As a teacher, we should make the class atmosphere is conducive. If the physical class condition is unpleasant, they can lose their motivation in learning and its can affect their learning achievement.

2. External Factor

External factor is factor that comes and influence students' achievement from the outside. External factor can be divided into three factors; family factor, school factor, and community factor.

1. Family Factor

Family is one of important aspect in students' achievement. Parental education, family income, parental incarceration, and family structure can influence children's learning achievement (Egalite, 2016). The way parents educate their children can also be a factor that affect their attitude in learning. The role of the family can influence their attitude toward learning. This is in line with Muluk et al., (2021) who believe that children's attitudes toward learning are influenced by their first socialization zone; their immediate family.

2. The School Factor

a. Teacher

The teacher is the main role in the teaching and learning process. Teachers are not only responsible in teaching but also in increasing students' creativity, curiosity, and motivation in their learning (Amin, 2016). The teacher is expected to provide a good atmosphere so that the students can express his/her idea in learning. This is interconnected with the teaching methodology

created by the teacher. The teaching methodology is necessary because it can influence students' interest in learning. Therefore, the teacher can use various methods that are appropriate in teaching.

b. Facility in Teaching and Learning

Teaching and learning require infrastructure to achieve the various objectives in learning such as teaching media, library, laboratory, computer, projector, school buildings, etc. Lebuan (2017) believes that the purpose of the learning facilities presence is to let learners be comfortable in doing task. These tools can facilitate students and teachers in obtaining information and learning resources. Aside from that, the completeness of books in the library can be a factor to supporting students' achievement. In addition, the use of laboratories in schools can help students explore the science that is useful in developing their knowledge.

3. The Community Factor

Community is one of the factors that can affect students' achievement. Community factors include the living environment, association, and lifestyle which are included in the non-formal learning environment (Wijaya and Bukhori, 2017). A good relationship between students and their environment can be one of the influencing factors in students' achievement in learning.

Students also need the human capital and virtual relationships developed in society to be modified into outcomes that benefit students, families, community, and the nation (Alam, 2015).

C. Speaking Skill

1. The Component of Speaking Skill

There are two main types of speaking namely accuracy and fluency. Other than that, speaking has five components such as comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Comprehension is a person's ability to understand something. Oral communication requires the subject to respond, speak, and initiate conversation (Kurniati et al., 2015). In the conversation, the listener must understand about what the speaker said. Therefore, it is important for the speaker to create a convenient conversation so that the listener can comprehend it well.

b. Grammar

Grammar is the sound, structure, and meaning system of language (Subasini and Koklavani, 2013). Grammar also related to the form of words of sentence. It can be concluded that grammar is important to observe students' ability to apply grammar in written and spoken.

c. Vocabulary

One of the micro skills that must be mastered by students in learning speaking is vocabulary. Amiruddin (2019) believes that mastering vocabulary is very important in expressing ideas because it will be difficult to convey good ideas if the vocabulary mastered is limited. As part of the component of speaking skill, the students have to find out the word, the meaning of the word, and how the word was spelt.

d. Pronunciation

Pronunciation is a part of speaking skill which is truly important to make the communication runs well (Silfiani et al., 2017). Generally, pronunciation refers to how the sound was produced and makes meaning. Pronunciation contains the particular consonants and vowels of a language (segments), aspects of speech beyond the level of individual segments such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects), and how the voice is projected (voice quality).

e. Fluency

Fluency is known as the natural ability to speak spontaneously, quickly, and comprehensibly with few numbers of errors that may distract the listener from the speaker's message. Fluency is a

complex matter in speaking skills. Therefore, Hariyanto (2016) agrees that fluency is an important component to measure the student's progress at all levels of proficiency in English.

2. Teaching Speaking Skill

Teaching speaking is not only about delivering materials but also create innovative learning process to make the students interested. Speaking becomes a difficult thing to do because most learners good in theory but bad in practice (Wijaya, 2018). Therefore, developing communicative competence among students is important in mastering a language (Vurdien, 2019).

Vurdien (2019) divides communicative competence into 4 components; grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. Grammatical competence includes the knowledge of lexical items, rules of morphology, syntax, grammar, and phonology, while sociolinguistic competence covers interpreting and producing utterances appropriately in sociocultural contexts. On the other hand, strategic competence involves how to help students overcome verbal and nonverbal disturbances in communicative competence. In addition, discourse competence includes understanding the structure and function of language in producing written and spoken text.

Furthermore, teaching speaking requires a technique to increase students' speaking skill. Therefore, teachers and learners must get involved in

the active and communicative teaching and learning process (Iksan et al., 2021). The students not only comprehend how to gain a specific point of language such as grammar, pronunciation, and vocabulary but also they have to understand the way to produce the language orally. The teacher must motivate the students to practice and speak-up in learning process because speaking in foreign language is a complex effort to learning all the different language levels. The researcher needs to try several strategies for teaching speaking that can help language learners to gain speaking practice speaking.

3. Assessing Speaking Skill

Assessment is part of the teaching and learning process that involves teachers and students to find out what has been learned based on teacher observations and student work (Amua-Sekyi, 2016). Sari (2022) argues that every learning activity must have an assessment. The teachers have to pay attention to the methods and instruments of assessment to determine the progress of students' speaking skills. In addition, speaking includes functional competencies in which the speaker must speak logically, completely, and contextually. Based on the components that have been mentioned, Qizi and Gayratovna (2021) believe that assessment in speaking is divided into six aspects as follows:

a. Grammar

Students are assessed on how students can make sentences based on proper grammar to avoid grammatical errors when producing a

speech.

b. Vocabulary

Students will be assessed in terms of the accuracy of using vocabulary in conversation to test how proficient they are in mastering vocabulary.

c. Pronunciation

Characteristics of assessment in pronunciation refer to checking errors in pronunciation that can affect the conversation

d. Fluency

Fluency can be evaluated by looking at the speech of words that are conveyed well when producing and choosing words without many mistakes.

e. Comprehension

Students will be evaluated on their understanding of a conversation and are expected to be able to provide appropriate and contextual responses.

f. Task

Task refers to the student's ability to complete the task given during the speaking assessment

4. The Problem of Students' Speaking Skill

Speaking is required as a tool to communicate among people. In speaking, many things that should be considered such as what the topic being spoken, what the language that he/she uses in order to avoid misunderstanding, and for who he/she speaks in terms of the context especially in speaking English as a foreign language. According to Shen and Chiu (2019), there are three factors cause students' difficulties in speaking; psychological factors, linguistic factors, and learning environmental factors. Psychological factors include negative feelings such as nervousness, fear of making mistakes, lack of confidence, etc. Then, linguistic factors include limited knowledge of vocabulary, grammar, and how to pronounce words. Last, the learning environment factors includes a lack of conversational practice in English, low participation in class, and insufficient resources

In general, from several research findings indicates that speaking is difficult. This is line with research finding by Heriansyah (2012) who states that the problems that most students faced in speaking were (1) having a lack of vocabulary, (2) not being confident to speak, (3) not being used to talking in class, and (4) difficulty expressing words or sentences. The cause of problems most students faced was 'being afraid of making errors. There were two kinds of problems faced by the students in speaking that the researcher found in this study; linguistic problems and non-linguistic problems.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a framework of research methods and techniques chosen by a researcher. Creswell (2014) stated that researchers have the freedom to select the best methods, techniques and procedures that best explain their objectives and meet the needs of their research. Research methods are the strategies, processes, and procedures used in research to get the collection of data and information to make a better understanding of the study.

This study uses quantitative research method. According to Creswell (2012), the quantitative method is the correlation design in which researchers use the correlational statistic to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In doing this study, the researcher uses pre-experimental design and one class as the experiment (One Group Pretest-Posttest) and Likert Scale questionnaire. It is mainly conducted by novice researchers to gain insights on some issues (Zulfikar, 2020).

B. Research Sites and Participant

1. Population

According to Casteel and Bridier (2021), population is a set of individuals, groups, or organizations that are the main concern of a study. The population of this research is all of students English Education Department batch 2019. The total

number of students is about 150 students which are divided into 6 class units.

2. Sample

Sample is part of populations that have at least one characteristic in common with the population to represent population. This research use random sampling as a sampling technique. Sample of this research was chosen by criteria. The criteria of the respondents are the students who have completed the intermediate speaking class. Therefore, the sample of this research is 25 students who have been chosen randomly based on the criteria.

C. Instrument for Data Collection

Instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. This study uses three instruments to collect the data. Alshenqeeti (2014) argues that using more than one data collection instrument will enrich research findings. To get reliable data, the researcher has to do some techniques for collecting those data. The data collection instruments used by researchers are as follows:

1. Experimental Teaching

The experimental teaching of this research conducted during the pandemic in four meetings. The researcher was implemented several steps as follows:

a. Pre-test was conducted in the first meeting through face-to-face in order to measure their skills in speaking in oral form. In this stage, the researcher asked the participant to give their opinion about education.

b. Treatment consists of two meetings through E-learning. The researcher would explain about asking and giving opinion and some aspects that must be considered in speaking.

c. Post-test was conducted at the fourth meeting. In the post-test, the researcher did the same activity like pre-test. The topic that given is their opinion about E-learning during Covid-19.

2. Test

A test is a method to evaluate the student's ability, knowledge, quality, and competence (Gultom, 2016). The aim of this test is to know the students' achievement in speaking skill that has been taught by face-to-face and E-learning. The test consists of pre-test, conducting treatment, and post-test. The pre-test aims to measure students' abilities before being given treatment in the classroom. The researcher asked the participant to give their opinion depends on the topic. Treatment was given at the next two meetings before the post-test through E-learning.

Post-test was conducted in the last meeting. The researcher observed the students' progress in speaking skill after treatment. Then, in analyzing students' speaking scores, the researcher used the rubric suggested by David P Harris (1974) as it is cited in Kurniati et al. (2015) which list five components that must be assessed in speaking namely vocabulary, pronunciation, grammar, fluency and comprehension with the total of each component is 20 points.

3. Questionnaire

A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents. The purpose of using questionnaires in this research is to enrich and clarify the results of the data. The questionnaire consists of 15 close-ended questions distributed through Google Forms link to the 25 students in the class.

In this study, the researcher utilized Likert Scale questionnaire which is used to measure students' attitudes and opinions about E-learning. This is in line with Chakrabartty (2014) who states that the Likert scale has assumptions that underlie continuous variables whose values characterize the perceptions, attitudes, and opinions of respondents. The scales that the researcher used are Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). Students' perception to the E-learning was measured after the learning process is completed. The data of questionnaire was analyzed by Likert Scale Formula.

D. Technique of Data Analysis

In this research, the data obtained from the pre-test and post-test. The students' speaking was scored by using the speaking rubric. Then, the data was analyzed statistically by SPSS 24th version.

1. Test of Normality

The normality test was carried out to test whether the data variables were normally distributed or not. The normality test is one of the steps that

must be considered in a research. This is caused by if a variable is not normally distributed, the statistical test results will decrease. This study used One-sample Kolmogorov Smirnov in SPSS 24th version to test the normality of data.

2. T-test

T-test is the most widely used statistical test to compare the mean of two groups (Kim, 2015). Everyone in the sample contributes equally to produce two different data. In the present case, this study used Paired Sample T-test which aims to investigate the differences between two paired samples from pre-test and post-test. The formula to calculate the average of pre-test and post-test as follows:

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

Note:

X : Mean

$\sum X$: The total score

N : The number of sample

Then, the formula used to test the significance of the average score pre-test and post-test as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{n\,(n-1)}}}$$

Note:

t : Test-T

Md : Mean of the differences between pre-test and post-test

$\sum x^2 d$: Sum of squares of deviation

N : Total of sample

3. Questionnaire

The first step in analyzing the questionnaire is to test the validity and reliability of each questionnaire item. This aims is to ensure whether the constructed questionnaire represents the overall data to be measured or not. This study used a Bivariate Pearson correlation (Pearson Moment Product) to test the validity of each questionnaire item with a significance level of 0.05. Questionnaire items can be declared valid if r count is bigger than r table. Otherwise, these items can be said not valid if r count is smaller than r table. The following is the product moment correlation formula (Arikunto, 2013):

$$R_{xy} = \frac{N\sum xy - (\sum X)(\sum Y)}{\sqrt{(N\sum x^2 - (\sum x)^2\ (N\sum y^2 - (\sum y)^2)}}$$

Notes:

R_{xy} = Product moment correlation

N = Total of respondents

$\sum X$ = Total score of item

$\sum Y$ = Total score of question

$\sum X^2$ = Sum of the squares of the total score of item

$\sum Y^2$ = Sum of the squares of the total score of the questions

The second step is reliability test. Reliability refers to an instrument that can be trusted as a valid data collection tool (Arikunto, 2013). This study used the *Cronbach's Alpha* test to determine the reliability of the questionnaire. The formula to calculate the reliability test as follows:

$$R_{11} = \left[\frac{k}{(k-1)}\right]\left[1\frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Note:

R_{11} = Instrument reliability coefficient

K = Number of question

$\sum \sigma_b^2$ = Number of item variance

σ_t^2 = Total score variance

As mentioned before, this study used Likert Scale questionnaire to obtain the students' response in using E-learning in speaking skill. The formula used to analyze the percentage of respondents' answers is as follows (Aliah, 2022):

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

Note:

P = Percentage

F = Frequency

N = Number of sample

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the finding of the research based on the data collection. The findings are meant to reveal the answer to the research questions formulated in chapter one: 1) Does E-learning affect the students' achievement in speaking skill. 2) How are the students' perceptions about E-learning in learning speaking skill. As mentioned in previous chapter, this study used test to investigate the differences between pre-test and post-test score and questionnaire to enrich the data.

1. The Analysis of Test

a. The result of normality test

Normality test aims to determine whether the population is normally distributed or not. In this study, the normality test was tested by using the Kolmogorov-Smirnov test in SPSS.

Table 4.1

Normality test of students' pretest

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		25
Normal Parameters[a,b]	Mean	49.7600
	Std. Deviation	9.17097
Most Extreme Differences	Absolute	.144
	Positive	.136
	Negative	-.144

Table 4.1 continued	
Test Statistic	.144
Asymp. Sig. (2-tailed)	.194[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The table 4.1 was the output of normality test of students' pretest by one-sample Kolmogorov Smirnov Test by using SPSS 24th version. The data will be normally distributed if the test significance value is above 0.05. On the other hand, the data is not normally distributed if the significance value is below 0.05. From the output table, the significance value of the students' pretest was bigger than 0.05, which means the data was normally distributed (0.914 > 0.05).

Table 4.2

Normality test of students' posttest

One-Sample Kolmogorov-Smirnov Test

		Posttest
N		25
Normal Parameters[a,b]	Mean	65.2800
	Std. Deviation	13.30263
Most Extreme Differences	Absolute	.161
	Positive	.161
	Negative	-.142
Test Statistic		.161
Asymp. Sig. (2-tailed)		.094[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Then, table 4.2 showed the test significance value of the student's posttest of 0.094. As previously mentioned, the data is normally distributed if the significance value is more than 0.05. From the table above, it can be concluded that the data was normally distributed because the significance value (Sig. 2-tailed) is 0.094 (0.094 > 0.05).

b. Students' pretest scores

The following are students' pretest scores in face-to-face class:

Table 4.3

Table of students' pre-test scores in face-to-face class

No	Students' Initial	P	G	V	F	C	Total
1.	AS	12	8	12	8	12	52
2.	CBP	8	12	12	8	8	48
3.	SD	8	8	8	8	8	40
4.	USP	12	8	8	8	8	36
5.	MSR	12	12	16	12	12	64
6.	FF	12	12	8	8	8	48
7.	RSU	12	12	12	4	12	52
8.	MGM	12	12	12	12	8	56
9.	RS	12	12	8	8	8	48
10.	SF	12	12	12	12	8	56
11.	NR	16	12	12	12	12	64
12.	H	8	8	4	8	8	36
13.	KR	8	8	8	4	8	36

Table 4.3 continued

14.	MJI	12	16	16	12	12	68
15.	NH	4	8	12	4	8	36
16.	U	12	12	8	8	8	48
17.	A	8	8	12	8	8	44
18.	CRF	12	12	16	12	12	64
19.	NA	12	8	12	8	8	48
20.	MHA	12	12	8	8	12	52
21.	FS	12	8	12	12	8	52
22.	SAZ	12	8	8	8	8	44
23.	RS	8	12	12	8	8	48
24.	CZA	12	8	12	8	8	48
25.	HA	12	12	12	12	8	56
						Total Score	**1244**

Notes:

P : Pronuncation F : Fluency

G : Grammar C : Comprehension

V : Vocabulary

Based on the data above, the researcher made the table of students' frequency and percentage as follows:

Table 4.4

Table of Students' Frequency and Percentage

Score Range	Students' Frequency (*fi*)	Students' Percentage (%)
36 – 41	5	20%
42 – 47	2	8%
48 – 53	11	44%
54 – 59	3	12%
60 – 65	3	12%
66 – 71	1	4%
Total	**25**	**100%**

Based on the table 4.4, the result showed that there are 5 students (20%) scored between 36-41, 2 students (8%) scored between 42-47, 3 students (12%) scored between 54-59, 3 students (12%) scored between 60-65, and only one student (4%) scored between 66-71. On the other hand, almost half of students (44%) scored between 48-53.

Then, the average value of all student scores in pretest can be calculated by the following formula:

Mean Score ($\bar{x}$) $= \sum \frac{X}{N}$

$= \frac{1244}{25}$

$= 49.76$

Based on the result, the researcher found that the mean score of the students' pretest is 49.72.

c. Students' posttest score

The results of students' posttest scores in online classes are presented as follows:

Table 4.5
Table of students' posttest scores in online class

No	Students' Initial	P	G	V	F	C	Total
1.	AS	12	8	8	12	12	52
2.	CBP	12	16	16	12	12	68
3.	SD	12	8	12	12	8	52
4.	USP	12	8	8	8	8	44
5.	MSR	20	12	16	20	16	84
6.	FF	12	12	12	16	16	68
7.	RSU	12	12	12	12	16	64
8.	MGM	16	16	12	16	16	76
9.	RS	12	12	12	8	8	52
10.	SF	16	12	12	20	12	72
11.	NR	16	16	20	20	16	88
12.	H	8	8	12	12	12	52
13.	KR	12	8	8	8	8	44
14.	MJI	20	16	16	20	16	88
15.	NH	12	12	12	12	16	64
16.	U	8	12	12	8	8	48
17.	A	20	8	16	12	12	68
18.	CRF	16	16	20	16	12	80
19.	NA	16	12	12	16	12	68
20.	MHA	20	20	16	16	12	84
21.	FS	12	12	16	12	16	68

Table 4.5 continued

22.	SAZ	16	12	12	12	12	64
23.	RS	12	16	16	12	12	68
24.	CZA	12	8	12	8	12	52
25.	HA	16	12	12	12	12	64
						Total Score	**1632**

Notes:

P : Pronuncation F : Fluency

G : Grammar C : Comprehension

V : Vocabulary

From the table 4.5, the students' frequency and percentage can be seen from the following table:

Table 4.6

Table of Students' Frequency and Percentage

Score Range	**Students' Frequency (*fi*)**	**Students' Percentage (%)**
44 – 52	8	32%
53 – 61	0	0%
62 – 70	10	40%
71 – 79	2	8%
80 – 88	5	20%
Total	**25**	**100%**

From the table above it can be seen that 8 students (32%) got the lowest score, 10 students (40%) scored between 62-70, 2 students (8%) scored between 71-79, and 5 students scored between 80-88.

Afterward, the mean of students' posttest can be calculated by the formula as follows:

Mean Score ($\bar{x}$) $= \sum \frac{X}{N}$

$= \frac{1632}{25}$

$= 65.28$

The calculation result showed that the average post-test score of students is 65.28. If the score is compared with the student's average pretest score, the difference between the average pretest and posttest results is 15.56. It can be concluded that there was an improvement in student achievement by using E-learning in online learning.

d. The differences of students' scores in pretest and posttest

To find out the difference between students' pretest and posttest scores, for more detail, it can be seen from the following table:

Table 4.7
The differences of students' achievement in pretest and posttest

No	Students' Initial	Pretest (Face-to-face Class)	Posttest (Online Class)	Difference
1.	AS	52	52	0
2.	CBP	48	68	20
3.	SD	40	52	12
4.	USP	36	44	8
5.	MSR	64	84	20
6.	FF	48	68	20

Table 4.7 continued

7.	RSU	52	64	12
8.	MGM	56	76	20
9.	RS	48	52	4
10.	SF	56	72	16
11.	NR	64	88	24
12.	H	36	52	16
13.	KR	36	44	8
14.	MJI	68	88	20
15.	NH	36	64	30
16.	U	48	48	0
17.	A	44	68	24
18.	CRF	64	80	16
19.	NA	48	68	20
20.	MHA	52	84	32
21.	FS	52	68	16
22.	SAZ	44	64	20
23.	RS	48	68	20
24.	CZA	48	52	4
25.	HA	56	64	8

From the table above, it showed that the majority of students experienced an improvement on their achievement in speaking skills by using E-learning rather than face-to-face. On the other hand, only two students (8%) showed no difference

between the pre-test and post-test scores.

e. T-test

T-test is one of the statistical tests to test the truth and there is no significant difference between the two means of the same population.

Table 4.8
Descriptive statistical results from pretest and posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	49.7600	25	9.17097	1.83419
	Posttest	65.2800	25	13.30263	2.66053

Based on table 4.8, the results showed that the mean of pretest score is 49.76, while the mean of posttest score is 65.28. On the other hand, the number of standard deviation of pre-test is 9.17097 and post-test is 13.30263. Because the mean of pre-test < post-test (49.76 < 65.28), it means that there was a difference between students' achievement in pretest and posttest descriptively.

Table 4.9
Paired Samples T-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest – Posttest	-15.52000	8.35225	1.67045	-18.96764	-12.07236	-9.291	24	.000

Table 4.9 indicated that the total difference in the mean between the pretest and posttest was 15.52. Then, the difference in the number of standard deviations is 8.35, the T_{table} value is 9.291, and the significance value of the test (Sig. 2-tailed) is 0.000.

Guidelines for decision-making in the paired sample t-test based on the results of the significance (Sig.) of the SPSS output results are as follows:

1. H_0 is accepted if the value of Sig. (2-tailed) > 0.05. This shows that there is no effect of E-learning on student learning outcomes in speaking skills.
2. H_a is accepted if the value of Sig. (2-tailed) < 0.05. This means that E-learning has a significant effect on student learning outcomes in speaking skills.

From the output table, the significance value of the test (Sig. 2-tailed) was 0.000 which is less from 0.05 (0.000 < 0.05). It can be concluded H_a is accepted and H_0 is rejected, so it means that E-learning can affect students' achievement in speaking skill. In addition to the conclusions of the study, the results of this study showed that student achievement in speaking skills increases by using E-learning. This is proved by the results of their learning scores using E-learning are higher than face-to-face.

2. The Analysis of Questionnaire

As explained in chapter III, the questionnaire consists of 15 close-ended questions to find out the students' perceptions about E-learning in learning speaking

skill. The questionnaire was distributed via the Google Form link to the 25 students after the test was administered. Then, the researcher conducted the validity and reliability test to verify the extent of the accuracy and consistency of the questionnaires.

Table 4.10
The validity test of questionnaire

Item	Value of R-count	Value of R-table 5% (N=25)	Description
1	0.474	0.396	Valid
2	0.413	0.396	Valid
3	0.641	0.396	Valid
4	0.501	0.396	Valid
5	0.708	0.396	Valid
6	0.779	0.396	Valid
7	0.551	0.396	Valid
8	0.570	0.396	Valid
9	0.684	0.396	Valid
10	0.598	0.396	Valid
11	0.429	0.396	Valid
12	0.407	0.396	Valid
13	0.405	0.396	Valid
14	0.446	0.396	Valid
15	0.572	0.396	Valid

Based on the table, the result indicated that the R-count value was bigger than R-table with significance level 0.05 so it can be concluded that all of items are valid for the next process of research.

Table 4.11

The reliability test of questionnaire

Number of Items	Cronbach's Alpha	Description
15	0.740	Reliable

The result of the reliability test shows that the Cronbach's Alpha value was greater than 0.60 so it can be declared that the items is consistent and reliable. In addition, the result of questionnaire based on Likert Scale formula can be seen in the following discussion:

Table 4.12

Statement 1: The university changes the learning system from face-to-face to E-learning during Covid-19.

Statement	Option	Frequency	Percentage
1	a. Strongly Agree	13	52%
	b. Agree	8	32%
	c. Neutral	1	4%
	d. Disagree	3	12%
	e. Strongly Disagree	0	0%
Total		25	100%

From the table above, there were 13 students (52%) chose to strongly agree and 8 students (32%) agree with the changes in the learning system from face-to-face to E-learning because of Covid-19. Then, there was 1 student (4%) being neutral and there were 3 students (12%) who disagree with the changes. So, it can be concluded that almost all of the students agreed with the transformation of the learning system.

Table 4.13

Statement 2: I am more understands if the lesson delivered by E-learning.

Statement	Option	Frequency	Percentage
2	a. Strongly Agree	4	16%
	b. Agree	9	36%
	c. Neutral	12	48%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Statement 2 asked the students about their understanding in learning process using E-learning. The result showed a small comparison between students who chose neutral (48%) with students who chose strongly agree and agree with the statement (52%). From the result, it means that more than half of the students understand the lesson even using E-learning.

Table 4.14

Question 3: The changes of learning system made me able to manage time efficiently.

Question	Option	Frequency	Percentage
3	a. Strongly Agree	4	16%
	b. Agree	13	52%
	c. Neutral	5	20%
	d. Disagree	3	12%
	e. Strongly Disagree	0	0%
Total		25	100%

Based on the statement number 3, there were 4 students (16%) strongly agree and 13 students (52%) agree. But there were 5 students (20%) chose neutral and 3 students (12%) disagree with the statement. This is in line with research conducted by Batbaar and Amin (2021) who believes that E-learning has significant effect on students' time management due to pandemic. However, it can be concluded that most of the students (68%) able to manage their time efficiently.

Table 4.15

Statement 4: Using E-learning made me easier to explore the learning material.

Statement	Option	Frequency	Percentage
4	a. Strongly Agree	8	32%
	b. Agree	10	40%
	c. Neutral	5	20%
	d. Disagree	2	8%
	e. Strongly Disagree	0	0%
Total		25	100%

Ease of accessing materials is one of the advantages of E-learning. From the statement number 4, the result showed that 8 students (32%) strongly agree, 10 students (40%) agree, and 5 students (20%) chose to neutral. But only a few students (8%) disagree with the statement. It means that almost all of the students (72%) agreed that using E-learning made them easier to explore the learning material.

Table 4.16

Statement 5: I prefer to learn about speaking skill by using E-learning than

face-to-face.

Statement	Option	Frequency	Percentage
5	a. Strongly Agree	3	12%
	b. Agree	10	40%
	c. Neutral	8	32%
	d. Disagree	1	4%
	e. Strongly Disagree	3	12%
Total		25	100%

From the statement above, 13 students (62%) agreed to using E-learning in learn speaking skill. On the other hand, 8 students (32%) chose neutral and only a few students (16%) prefer to learn speaking skill by face-to-face. It can be concluded that half of the students approved to using E-learning.

Table 4.17

Statement 6: Using E-learning made me more motivated to learn about speaking skill.

Statement	Option	Frequency	Percentage
6	a. Strongly Agree	2	8%
	b. Agree	13	52%
	c. Neutral	6	24%
	d. Disagree	2	8%
	e. Strongly Disagree	2	8%
Total		25	100%

Statement number 6 stated about their motivation in learning speaking. Based on the table, Most of the students (60%) felt more motivated in learning speaking by

using E-learning. Then, there were 6 students (24%) chose to neutral and 4 students (16%) unmotivated to learn by E-learning.

Table 4.18

Statement 7: Using E-learning is useful to improve my speaking skill than face-to-face.

Statement	Option	Frequency	Percentage
7	a. Strongly Agree	4	16%
	b. Agree	7	28%
	c. Neutral	7	28%
	d. Disagree	4	16%
	e. Strongly Disagree	3	12%
Total		25	100%

Students' responded to statement number 7 showed that 11 students (44%) from the total of them agreed that E-learning can improve their speaking skill. It can be concluded that their speaking was improved after using E-learning. But there were 7 students (28%) chose to neutral. On the other hand, 7 students (12%) thought that using E-learning did not give any improvement on their speaking skill.

Table 4.19

Question 8: Using E-learning in speaking class is more interesting.

Question	Option	Frequency	Percentage
8	a. Strongly Agree	4	16%
	b. Agree	10	40%
	c. Neutral	4	16%
	d. Disagree	7	28%
	e. Strongly Disagree	0	0%

Total	25	100%

Based on the question number 8 about the students' interest in using E-learning in speaking class, 14 students (56%) agree with the statement. On the other hand, 4 students (16%) undecided and 7 students (28%) were not interested if speaking skill was taught by using E-learning. It can be concluded that more than half students felt interesting using online learning to learn speaking skill.

Table 4.20

Statement 9: Using E-learning made me more enthusiastic and confidence to speak.

Statement	Option	Frequency	Percentage
9	a. Strongly Agree	3	12%
	b. Agree	11	44%
	c. Neutral	7	28%
	d. Disagree	4	16%
	e. Strongly Disagree	0	0%
Total		25	100%

From statement number 9, it can be seen that 12% of students chose to strongly agree and 44% of students chose to agree. On the other hand, 7 students (28%) chose to neutral and only 4 students (16%) chose to disagree. From the total percentage, it means that most students felt a positive impact in using E-learning.

Table 4.21

Statement 10: I did not find any difficulties in studying speaking skill when using online learning.

Statement	Option	Frequency	Percentage
10	a. Strongly Agree	4	16%
	b. Agree	11	44%
	c. Neutral	8	32%
	d. Disagree	2	8%
	e. Strongly Disagree	0	0%
Total		25	100%

Statement number 10 was about their difficulties in learning speaking skills using E-learning. The results showed that only 2 students (8%) chose to disagree and 8 students (32%) chose neutral. Then most of the students chose strongly agree (16%) and agree (44%) with a statement which means half of the students agreed that E-learning made them easier to learn speaking skills.

Table 4.22
Question 11: Using E-learning in speaking class made me bored caused by monotonous learning method.

Question	Option	Frequency	Percentage
11	a. Strongly Agree	3	12%
	b. Agree	10	40%
	c. Neutral	9	36%
	d. Disagree	3	12%
	e. Strongly Disagree	0	0%
Total		25	100%

From statement number 11, the data showed that only 12% students disagree with the statement and 36% students chose to neutral. On the other hand, 10 students (40%) agree and 3 students (12%) strongly agree. From the result, half of students felt

bored during the class. This is line with research conducted by Xie (2021) who believes that there are several factors that cause boredom in online classes caused by teachers such as instructional personality, excessive assignments and task difficulty levels, and boring subjects.

Table 4.23
Question 12: Learning speaking through E-learning made me worries to make a mistake.

Question	Option	Frequency	Percentage
12	a. Strongly Agree	2	8%
	b. Agree	8	32%
	c. Neutral	7	28%
	d. Disagree	6	24%
	e. Strongly Disagree	2	8%
Total		25	100%

Students' responded to the statement number 12 showed that 2 students (8%) strongly agree and 8 students (32%) agree. It proves that 40% of the students worried about making mistakes when speaking. On the other hand, 7 students (28%) chose to be neutral, 6 students (24%) disagree and 2 students (8%) strongly disagree with the statement. It can be concluded that 8 of them are still confidence even if they make mistakes.

Table 4.24
Question 13: Using E-learning made me lazy to express my opinion.

Question	Option	Frequency	Percentage
13	a. Strongly Agree	2	8%
	b. Agree	10	40%

Table 4.24 continued

	c. Neutral	12	48%
	d. Disagree	1	4%
	e. Strongly Disagree	0	0%
Total		25	100%

Then in statement number 13, the results got only 1 student (4%) disagree and almost half of students (48%) chose to neutral. On the other hand, 2 students (8%) strongly agree and 10 students (40%) agree with the statement. It can be concluded that using E-learning made them unmotivated to participate in the classroom. This is in line with research conducted by Zhang and Lin (2019) who state that this may be due to the lack of interaction with instructors and classmates in their online learning.

Table 4.25

Question 14: My speaking skill is getting better during online learning.

Question	Option	Frequency	Percentage
14	a. Strongly Agree	3	12%
	b. Agree	10	40%
	c. Neutral	10	40%
	d. Disagree	2	8%
	e. Strongly Disagree	0	0%
Total		25	100%

Question number 14 stated about their improvement in speaking during E-learning. From the table, 2 students (8%) disagree with the statement. On the other hand, students who chose neutral (40%) have similar percentage with students who chose agree (40%) and there are 3 students (12%) strongly agree with the statement.

It can be said that 52% from the total of the students agree that their speaking skill is getting better during E-learning.

Table 4.26
Question 15: Using E-learning in speaking class can affect my learning achievement.

Question	Option	Frequency	Percentage
15	a. Strongly Agree	3	12%
	b. Agree	13	52%
	c. Neutral	6	24%
	d. Disagree	3	12%
	e. Strongly Disagree	2	8%
Total		25	100%

Students' responses to last statement showed that 2 students (8%) chose strongly disagree and 3 students (12%) chose disagree with the statement. But there are 6 students (24%) chose to undecided whether it affect their learning achievement or not. In addition, 3 students (12%) chose to strongly agree and 13 students (52%) agree. It can be concluded that most of the students agree that E-learning affect their achievement in speaking class.

B. Discussion

This study aims to determine whether E-learning affects student achievement in speaking skills or not and students' responses to the use of E-learning in speaking class. This discussion was based on the results of research that has been carried out with 25 students using the test and questionnaire method. Researcher found various

data and student responses that was interpreted to answer the research question in this study.

The researcher used the test method to answer the first research question. From the analysis, it was found that there was a positive effect of the use of E-learning on student achievement in the speaking skill class during Covid-19. It can be seen from the improvement in the mean pretest and post-test scores. The result showed that the mean of the students' pretest was 49.76 and the mean of the students' posttest was 65.28. From these results, it can be calculated that the increase in the average score of students is 15.52 points.

Furthermore, the results of the T-test analysis showed that the significance value was less than 0.05 (0.000 < 0.05). The data indicated that the alternative hypothesis H_a was accepted and H_0 was rejected. As expected, the accepted hypothesis shows that E-learning affects student achievement in speaking skills.

The findings of this study are related to previous research conducted by Arafat Hamaouda (2020) by using an oral test method, questionnaires, and semi-interviews with 70 students at Qassim University, Saudi Arabia. The results of this study indicate that virtual learning can increase the student's learning outcomes and become a very useful tool to improve students' speaking skills. Another finding is conducted by Doris et al. (2019). This finding confirms that the scores of students who use e-learning are higher than traditional class. In addition, this study also concludes that e-learning has an effect on student learning achievement compared to those who do not use e-learning.

Afterward, the second research question discussed students' perspective about the use of E-learning in speaking skills. The questionnaire contains 15 close-ended questions which are distributed via Google Form link to 25 participants. The results of the questionnaire showed that most of the students gave a positive response to E-learning.

From the results of the analysis, 84% of students agreed with the change in the learning system to online learning due to the pandemic. Students also felt many benefits from learning using E-learning such as making it easier for them to manage their time and explore the material, more enthusiastic, and be motivated to learn. This is in line with previous research by Arkorful and Abaidoo (2015) who believe that E-learning gives students flexibility in time and place and makes it easier to access lesson information. In addition, they also revealed that online learning also motivates students to interact between student and lecture to create good relationships in the learning process.

In contrast, every learning system has its drawbacks. This study found that half of the students experienced difficulties in learning speaking skills using E-learning; they experienced boredom in class and they were lazy to express opinions. This finding is related to the previous study conducted by Rahmawati et al. (2020) who stated that students easily feel bored in class and lack of seriousness in learning because they just sit and pay attention to their laptops or cell phones. Another deficiency is almost half of students agree that the use of E-learning makes them afraid of making mistakes when speaking. According to Habiburrahim et al., (2020),

the possibility of errors in speaking can cause feelings of anxiety and fear of the response of their friends to their mistakes. Therefore, this can be one of the causes of students being lazy to express their opinion and feel afraid because these negative feeling affects their self-confidence.

Based on the research finding and discussion above, it can be summarized that E-learning affects student achievement in speaking skills. This can be proven by the results of the pretest and posttest which show that their learning scores using E-learning are higher than face-to-face classes. E-learning can be an alternative learning system that has a positive impact on students. However, it is undeniable that there are shortcomings in every learning system. Therefore, this can be overcome by providing an interesting and interactive learning model so that students do not feel bored and participate in class well. Moreover, half of the total students preferred to learn speaking skills using E-learning and feel that their skills are better than before.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can conclude that E-learning influences on student achievement in speaking skills, especially in increasing the score of student learning outcomes. As mentioned in chapter I, the learning system must be changed from face-to-face to online learning due to Covid-19. As an alternative, it turns out that E-learning has a positive impact on students' speaking skills. It can be seen from the test results which show that the average students' posttest is higher than students' pretest score (65.28 > 49.76) which means that there is a significant effect of E-learning on students' achievement.

In addition, a questionnaire containing 15 close-ended questions was distributed to determine student responses to the use of E-learning in speaking skills. The results show that almost half of them agree that learning to use E-learning is useful for improving their speaking skills. Then, they agreed to use learning speaking skills more interesting by using E-learning.

B. Suggestion

Based on the results of this study, the researcher would like to provide the following suggestions:

1. For lecturer

   The researchers suggest the lecturers to apply interesting learning models during online class. This can be a solution to avoid students' boredom while studying and motivate them to express their ideas. Lecturers are also expected to provide feedback to students to create an ideal interaction between students and lecturers.

2. For students

   The students should motivate themselves to hone their speaking skills so that they can improve their achievement in speaking skill. Students should learn more about aspects that must be considered in speaking such as vocabulary, pronunciation, grammar, fluency, and comprehension.

3. For researchers

   The researcher hopes that future researchers will use this research as a reference and source for further research. There are many limitations of this study. Therefore, the researcher suggests future researchers to investigate the effect of E-learning on other skills and take more samples and meetings for more accurate results.

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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2224/UN.08/FTK/KP.07.6/02/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022

MEMUTUSKAN

Menetapkan :

PERTAMA
Menunjuk Saudara:
1. Dr. Safrul Muluk, M.A — Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Ardilla Rahmah Muslim**
NIM	:	**170203182**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Effect of E-learning on Students' Achievement in Speaking Skills During Covid-19**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Februari 2022
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*

APPENDIX B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-14197/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ARDILLA RAHMAH MUSLIM / 170203182**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gp. Lamteh, Kec. Ulee Kareng, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Effect of E-learning on Students' Achievement in Speaking Skills during Covid-19***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 26 November 2022

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX C

RESEARCH INSTRUMENT OF TEST

A. Pretest

1. What is your opinion about education? Give your explanation in 2-3 minutes!

B. Treatment

Asking for Opinion

1. What is your opinion?
2. How do you think of my idea?
3. How do you feel about …?
4. Do you have any idea?
5. Do you have opinion of …?
6. What/how do you think/reckon about
7. What is your idea about…?
8. What is your point of view…?

Giving Opinion

1. I think/Personally I think…
2. As for me, I reckon…
3. As far as I am concerned …
4. To be honest…
5. I (strongly) believe (that) …
6. In my opinion…
7. From my point of view…

4 aspects that must be considered in speaking

- Vocabulary
- Grammar
- Pronunciation
- Fluency

C.Posttest

1. What is your point of view about E-learning during Covid-19? Give your explanation in 3-5 minutes!

APPENDIX D

QUESTIONNAIRE

NO.	List of Questions	SA	A	N	D	SD
1.	The university changes the learning system from face-to-face to E-learning during Covid-19.					
2.	I am more understand if the lesson delivered by E-learning.					
3.	The changes of learning system made me able to manage time efficiently.					
4.	Using E-learning made me easier to explore the learning material.					
5.	I prefer to learn about speaking skill by using E-learning than face-to-face.					
6.	Using E-learning made me more motivated to learn about speaking skill.					
7.	Using E-learning is useful to improve my speaking skill than face-to-face.					
8.	Using E-learning in speaking class is more interesting.					
9.	Using E-learning made me more enthusiastic and confidence to speak.					
10.	I did not find any difficulties in studying speaking skill when using online learning.					
11.	Using E-learning in speaking class made me bored caused by monotonous learning method.					
12.	Learning speaking through E-learning made me worries to make a mistake.					
13.	Using E-learning made me lazy to express my opinion.					
14.	My speaking skill is getting better during online learning.					
15.	Using E-learning in speaking class can affect my learning achievement.					

APPENDIX E

SCORING RUBRIC OF TEST AND QUESTIONNAIRE

Rated Qualities	Behavioral Statements	Points
Pronunciation (4-20 points)	✓ Has few traces of foreign accent.	5
	✓ Always intelligible, though one is conscious of definite accent.	4
	✓ Pronunciation problems necessitate concentrated listening and occasionally lead tomisunderstanding.	3
	✓ Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.	2
	✓ Pronunciation problems make speech virtually unintelligible.	1
Grammar (4-20 points)	✓ Makes few (if any) noticeable errors of grammar or word order.	5
	✓ Occasionally makes grammaticaal; and/or word order errors which do not, however, obscure meaning.	4
	✓ Makes frequent error of grammar and	3

	word order which occasionally obscure meaning. ✓ Grammar and word order error difficult to comprehension. Must often rephrase sentences and/or restrict him to basicpatterns. ✓ Errors in grammar and word order	2
	to severe as to make speech virtually unintelligible.	1
Vocabulary (4-20 points)	✓ Using vocabulary and idioms is virtually that of a native speaker.	5
	✓ Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	4
	✓ Frequently uses the wrong words; conversation is somewhat limited because of inadequate vocabulary.	3
	✓ Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	✓ Vocabulary limitations make conversation virtually impossible.	1
	✓ Speech as fluent and effort as that of native speaker.	5

Fluency (4-20 points)	✓ Speech of speech seems to be slightly affected by language problems. ✓ Speed and fluency are rather than strongly affected by language problems. ✓ Usually hesitant; often forced into silent language limitations. ✓ Speech is so halting and fragmentary so impossible to make a conversation.	4 3 2 1
Comprehension (4-20 points)	✓ Appears to understand everything without difficulty. ✓ Understands nearly everything at normal speed, although occasionally repetition maybe necessary. ✓ Understands most of what is said at slower-than-normal speed with repetitions. ✓ Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequentrepetitions. ✓ Cannot be said to understand even in simple conversation.	5 4 3 2 1

Likert Scale	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

جامعة الرانري
AR-RANIRY

APPENDIX F

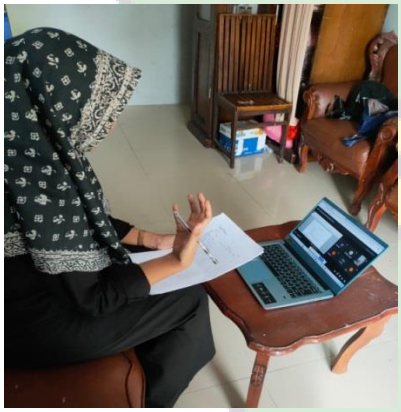
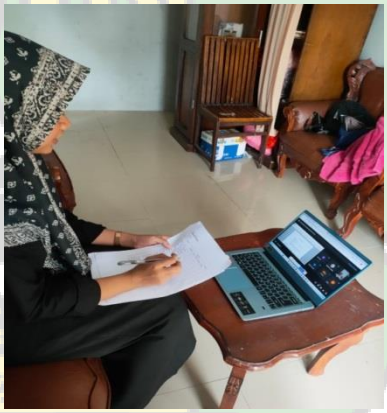
DOCUMENTATION

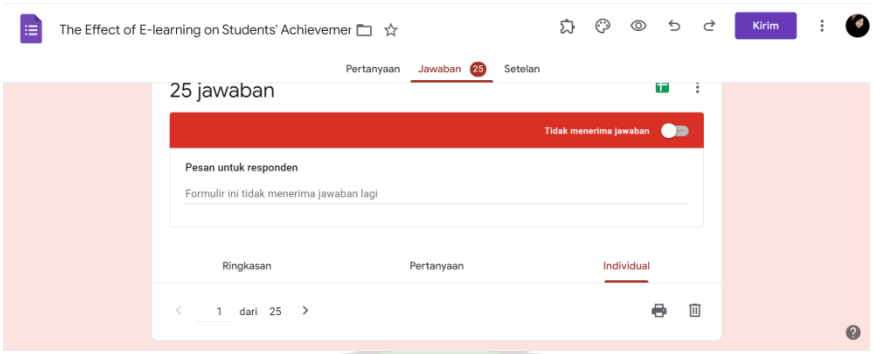
1. Pretest Situation

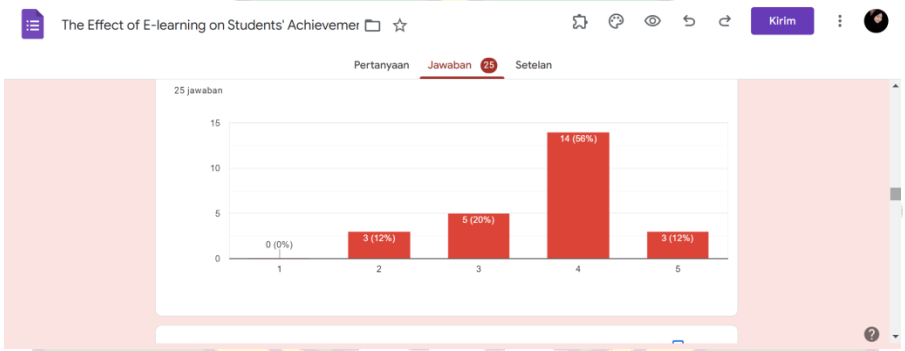
2. Treatment (2nd meeting)

3. **Treatment (3rd meeting)**

4. **Posttest (4th meeting)**


The Effect of E-learning on Students' Achievemer
Kirim
Pertanyaan
Jawaban 25
Setelan
25 jawaban
Tidak menerima jawaban
Pesan untuk responden
Formulir ini tidak menerima jawaban lagi
Ringkasan
Pertanyaan
Individual
1 dari 25


The Effect of E-learning on Students' Achievemer
Kirim
Pertanyaan
Jawaban 25
Setelan
25 jawaban
15
10
5
0
0 (0%)
3 (12%)
5 (20%)
14 (56%)
3 (12%)
1
2
3
4
5

The Effect of E-learning on Students' Achievemer
Kirim
Pertanyaan
Jawaban 25
Setelan
25 jawaban
10,0
7,5
5,0
2,5
0,0
0 (0%)
2 (8%)
5 (20%)
10 (40%)
8 (32%)
1
2
3
4
5