

**Students' Expectation on Speaking Subject During The Covid-19
Pandemic In The Second Semester
at Muhammadiyah University of Parepare**

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ABSTRACT

Covid-19 situation changes the educational context a lot, the learning process was conducted online. Yet, post Covid-19 pandemic conditions change again the learning context. This research was conducted to know the students' expectation on speaking learning. In particular, this research aims to find out why the student expects speaking lessons to be offline learning, what the students expect of an offline speaking learning during the pandemic Covid-19 era, and what obstacles students face during online learning so they want to do an offline speaking learning. This research used qualitative descriptive design. The research instruments were observation and interview. In analysis the data, the pattern of Miles and Huberman was implemented. The research subject was 10 students of English department at Muhammadiyah University of Parepare. The students want to study offline because they face many obstacle in learning English using online learning. In learning speaking, students face many obstacles such as lack of communication due to poor network, often disturbing learning atmosphere, too much time or not being on time, and lack of direct interaction. This is what can affect learning outcomes and reduce student learning motivation. To sum up, the students have high expectation for offline learning in speaking subject.

Keywords: Online Learning, Speaking Learning, Students Obstacles, Students Expectation.

ABSTRAK

Situasi Covid-19 telah mengubah konteks pendidikan secara signifikan, proses pembelajaran dilakukan secara online. Namun, setelah kondisi pasca pandemi Covid-19, konteks pembelajaran kembali berubah. Penelitian ini dilakukan untuk mengetahui harapan mahasiswa terhadap pembelajaran berbicara. Secara khusus, penelitian ini bertujuan untuk mengetahui mengapa mahasiswa mengharapkan pelajaran berbicara dilakukan secara offline, apa yang diharapkan mahasiswa dari pembelajaran berbicara offline selama era pandemi Covid-19, dan hambatan apa yang dihadapi mahasiswa selama pembelajaran online sehingga mereka ingin melakukan pembelajaran berbicara secara offline. Penelitian ini menggunakan desain deskriptif kualitatif. Instrumen penelitian adalah observasi dan wawancara. Dalam menganalisis data, pola Miles dan Huberman diimplementasikan. Subjek penelitian adalah 10 mahasiswa jurusan Bahasa Inggris di Universitas Muhammadiyah Parepare. Mahasiswa ingin belajar secara offline karena mereka menghadapi banyak hambatan dalam pembelajaran Bahasa Inggris menggunakan pembelajaran online. Dalam pembelajaran berbicara, mahasiswa menghadapi banyak hambatan seperti kurangnya komunikasi akibat jaringan yang buruk, seringnya mengganggu suasana belajar, terlalu banyak waktu atau tidak tepat waktu, dan kurangnya interaksi langsung. Ini dapat memengaruhi hasil belajar dan mengurangi motivasi belajar mahasiswa. Secara keseluruhan, mahasiswa memiliki harapan tinggi terhadap pembelajaran offline dalam mata pelajaran berbicara.

Kata Kunci: Pembelajaran Online, Pembelajaran Berbicara, Hambatan Mahasiswa, Harapan Mahasiswa.

Introduction

At the end of 2019, there is a new kind of virus appeared in society namely the Corona Virus which people now call COVID-19. A Covid-19 pandemic is an event that spreads the 2019 Corona Virus Disease throughout the world for all countries. This disease is caused by a new type of coronavirus named SARS-CoV. The Covid-19 outbreak was first detected in Wuhan City, Hubei, China on December 31, 2019, and was designated a pandemic by the World Health Organization (WHO) on March 11, 2020. As of November 14, 2020, more than 53,281,350 cases have been reported in more than 219 countries and regions worldwide, resulting in more than 1,301,021 deaths and more than 34,394,214 recoveries.

The complexity of handling this outbreak has made world leaders implement super strict policies to break the chain of the spread of COVID-19. Social distancing is a tough choice for every country in implementing policies to prevent the spread of COVID-19 because this policy harms all aspects of life. Restrictions on community social interaction can hinder the rate of growth and progress in various areas of life. Especially in the educational field, these policies cause a big impact, where before the virus appears the learning process is by offline or face-to-face in the school for all levels from kindergarten to university level (Toquero, 2020). After the implementation of the policies, the learning process is done by an online method so the students have to learn from home.

Besides that, the implementation of this regulation it is causes many problems in the educational field(Muthuprasad et al., 2021). It is because the elements that participate in this situation such as teachers, students, and other elements of them are not ready yet to do it. This research will talk about the learning process during the pandemic COVID-19 era, where the researcher tries to find out the students' expectations especially the English department students in the Muhammadiyah University of Parepare.

The researcher already took previous data to find the conditions of the students before starting the research. The previous as used to investigate how the students' condition and what subject that students want to learn by the offline method in this pandemic era. The previous data in this study were carried out by using an online questionnaire consisting of three questions via google form. The previous data result shows that during this pandemic the students learn by the online method, and most of the students said still want to continue with the online method. It is because there are no other options(Bahasoan et al., 2020). Even though most students still want to continue online, some said they want to stop with this online learning method. the objectives of this research was two which was to find out what obstacles do the students' face during online learning and to find out what is the students' expectation on speaking subject during Covid-19 pandemic.

Concept of Speaking

Speaking is communication between two persons or more. Speaking is the ability in improving speakers and listeners to speak and can take place in many setting through various media instruction. (Hum & Choi, 2020)stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the

participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking is a need for students in order to communicate with other. Speaking is also an activity of conveying ideas, opinions or feelings to someone else or listener by using words or sounds of articulation. Having ability to communicate well with each other makes the students become active and confident because they can convey the information well to others.

Speaking is one of the four skills that allow a person to understand and produce spoken language for appropriate and effective interpersonal communication, especially in the process of second language learning. Speaking skill is a productive oral skill that builds systematic verbal speech to convey meaning (A. Gani et al., 2015). In their communication emphasizing, one must be able to compose and organize ideas, compose sentences, and express them with good pronunciation and language that the listener can understand.

Types of Speaking Based on the standard competence of speaking, students are able to express the meaning of formal and sustained transactional and interpersonal conversation in daily life. Both of transactional and interpersonal conversation can be described as, the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. It can use an expanded three-part version of (Brown and Yule, 1983) framework after (Jones, 1996) and (Burns, 1998): talk as interaction; talk as transaction; talk as performance.

1. Speaking as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message

2. Speaking as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3. Speaking as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.

Online Learning in Pandemic

Activities during the pandemic we have often heard the terms online (in-network) and offline (out-of-network) learning. The term that was introduced is now a breakthrough for the pattern of the education system in times of emergency like this. Learning online or in this network means learning that is carried out online, using learning applications and social networks that are connected to an internet connection. Learning is done without face-to-face. However, through the platforms that are already available. All forms of subject matter are distributed online, communication is carried out online, and tests are carried out online.

This online and offline learning system inevitably has to continue during a pandemic because before this pandemic ends, students can't be left on long holidays until the pandemic is over. So that learning continues as usual and minimizes the spread of Covid-19, many of the social media that offer application feature services that can be used for the learning and teaching process such as WhatsApp, Google Classroom, Microsoft Teams, Google Meet, and Zoom applications. In addition, students are free to use any device, such as a smartphone, laptop (PC), tablet, etc.

Method

Qualitative descriptive research is one of the types of research that is included in the type of qualitative research. The purpose of this research is to reveal events or facts, circumstances, phenomena, variables and circumstances that occurred during the research by presenting what actually happened. In this study, researchers used qualitative research methods. Qualitative method is a research procedure that produces descriptive data, personal speech, and later this method produces descriptive data. In one of the universities in Parepare, namely the Muhammadiyah University of Parepare, majoring in English of course, learn about learning speaking in the first semester. They are still learning about the

basics of learning speaking, especially in the second semester of ten people. The reason of researcher chose this class was because it was a force that was negatively affected by Covid-19. The reason why the researcher chose this course was because English lessons, especially speaking subjects, were better if carried out offline. This is due to the many obstacles faced by speakers when studying online. One example is learning media that are less effective or learning facilities that are less supportive.

In this study, researchers used interview techniques in data collection. The interview is a question and answer process in research that takes place orally, by two or more people face to face, and listens directly to the information provided by the information provider. Interview according to Esterberg in (Sugiyono, 2014) is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in one particular topic. The purpose of the interview is to gather information and not to change or influence the opinion of the respondent. Interview techniques according to (Narbuko, 2018) are structured interviews, semi-structured interviews, and unstructured interviews. Researchers used semi-structured interviews, where semi-structured interviews were more in-depth, broad, and open. Semi-structured interview is a type of interview in the category of in-depth interview. In the implementation of semi-structured interviews, the implementation is more free when compared to structured interviews. The purpose of semi-structured interviews is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas. In interviews, researchers need to listen carefully and take notes on what the informants say.

Results and Discussion

A. The Obstacles the Students Face on Speaking Subject During Online Learning so They Want to do an Offline Learning

In this session, the researcher conducted an interview aimed to find out what the obstacle students face during their study speaking online and why they want to speaking subject to carried out offline. The summary of the interview result on obstacles student face can be seen at the following table :

Table 1. Result on obstacle student

Obstacle		Student Interview Result
1.	Bad Signal	10 Student
2.	Time Consuming and not on schedule	7 Student
3.	Environment Influence	9 Student
4.	Lack of Exposure in Speaking Practice	7 Student

Bad signal

As seen at the table, all participant students reported at the interview that bad internet signal is one of the constraints student face in learning online, the response is clearly shown below:

“Ada beberapa hambatan contohnya saja seperti, kadang suara tidak jelas dan juga koneksi kadang bermasalah”

“There are some obstacles, for example, sometimes the sound is not clear and sometimes the connection is problematic”.

(PS4, July 2022)

“Yang menghambat saya adalah kadang jaringan terganggu sehingga saat pembelajaran dimulai saya biasanya ketinggalan materi”

“What hinders me is that sometimes the network is disrupted so that when learning starts I usually miss material”

(PS10, July 2022)

Time consuming

The second obstacle is the lack of time used or the subjects are not according to the schedule. this is caused by lecturers who do not participate or have other activities, the respons can be seen on below:

“Kadang memakan banyak waktu tapi kadang juga sedikit dan tidak sesuai jadwal. Pribadi karena keterlambatan mahasiswa atau dosen punya waktu lain jadi belajar speaking tidak sesuai jadwal atau lebih”

“Sometimes it takes a lot of time but sometimes also a little and not on schedule. Personal because of the delay of students or lecturers having other time so speaking learning not on schedule or more”

(PS1, July 2022)

“Untuk pembelajaran online, waktu untuk belajar speaking tergolong cukup singkat, kemungkinan besar dikarenakan interaksi antara dosen dan mahasiswa yang terbatas sehingga kita tidak bebas untuk menyampaikan hal hal yang ingin kita sampaikan”

“For online learning, the time to learn speaking is quite short, most likely due to limited interaction between lecturers and students so that we are not free to convey what we want to convey”

(PS3, July 2022)

Environment Influence

The next obstacle is the learning atmosphere or the influence of the environment, where students experience some disturbances such as noise when studying online .Example of what the students said can seenon below:

“sangat mempengaruhi. Terkadang ketika sedang melakukan pembelajaran via online banyak di temukan berbagai gangguan dari orang lain misalnya (berupa suara suara yang bising)”

“very influential. Sometimes when you are doing online learning, you will find various disturbances from other people like (noise)”

(PS3, July 2022)

“sangat berpengaruh karna kadang situasi di rumah kurang mendukung”

“very influential because sometimes the situation at home is not supportive”

(PS6, July 2022)

Lack of Exposure in Speaking Practice

Lack of exposure in speaking practice makes students have difficulty in learning speaking online, the response is clearly shown below:

“Adapun yang menghambat saya ialah karena tdk bisa berkomunikasi langsung dengan teman2 yg lain secara intens”.

“The thing that hinders me is that I can't communicate directly with other friends intensely”.

(PS2, July 2022)

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“menurut saya, masih kurang karena practice speaking lebih mudah saat kita berhadapan langsung dengan lawan bicara kita.”

“In my opinion, it's still lacking because practicing speaking is easier when we are face to face with our interlocutor”

(PS5, July 2022)

Based on the student's answers above the obstacle that they faces in online speaking learning during the pandemic COVID-19 era was varied. Where there are some students said that the problem in learning online, especially in learning speaking was the network. Students said that it was hard when we are in the middle of the material and the network was getting bad and made us hard to understand the material. Based on that the researcher found that the student who gets a bad network and does not get the point from the material was getting bored to continue the class.

Students' Expectation on Speaking Subject During the Pandemic Covid-19 era

After knowing the obstacles faced by students while learning to speak in online classes during the COVID-19 pandemic era, the researchers conducted interviews which aimed to find out what students expected from offline speaking lessons in the future. As for the students' expectations for learning speaking in the future, we can see on below:

a. Time Consuming

Students' expectations of the time used in learning speaking can be according to the specified schedule and do not take too much time, it can be seen from the students' expectations on below:

“saya harap, dosen tidak lagi mengundur ataupun memajukan jadwalnya, karena bukan hanya mata kuliahnya yang harus di ikuti hari itu. Juga mohon durasi mengajarnya jangan terlalu lama karena kami juga butuh sedikit istirahat sebelum mata kuliah selanjutnya”

“I hope that the lecturer will no longer postpone or advance his schedule, because it is not only the courses that must be followed that day. Also, please don't make the duration of the teaching too long because we also need a little rest before the next class”

(PS5, July 2022)

“harapannya yaitu semoga waktu pembelajaran kedepannya itu bisa sesuai dengan jadwal yang ditentukan”

“my hope is that the learning time in the future can be according to the specified schedule”

(PS10, July 2022)

b. Environmet Influence

One of the hopes and reasons for students why speaking learning still wants to be carried out offline is because students need direct interaction with friends and lecturers. We can see the statement on below:

“harapan saya terhadap lingkungan belajar kedepannya ialah dapat meningkatkan kemampuan saya dalam speaking”

“my hope for the learning environment in the future is to improve my speaking skills”

(PS2, July 2022)

“Saya berharap bisa belajar di ruangan yg kedap / minim suara dari luar agar bisa lebih fokus dalam penyerapan materi”

“I hope I can study in a room that is soundproof / minimal from outside so that I can focus more on absorbing material”

(PS3, July 2022)

c. Direct Interaction

Student expectation of offline learning show varied respondes. Some of them agreed on offline learning because they can have direct interaction with their friends so they can easily practice English. This statement can be seen as follows:

“Karena menurut saya pembelajaran speaking adalah pembelajaran bertipe interaktif dan practice sehingga akan lebih baik jika pengajaran nya dilakukan secara offline”

“Because in my opinion speaking learning is an interactive and practical type of learning, so it would be better if the teaching was done offline”

(PS3, July 2022)

“Karna pembelajaran speaking menurut saya tidak terlalu efektif apabila di lakukan secara online karna speaking itu harus memiliki penyebutan dan intonasi yang tepat. Juga membutuhkan teman berbicara secara face to face agar kepercayaan diri dapat terbangun”

“Because learning speaking in my opinion is not very effective when done online because speaking must have the right pronunciation and intonation. Also requires a friend to talk face to face so that confidence can be built”

(PS4, July 2022)

Based on the student's answers above that the students' expectations are almost the same, that they want speaking learning to be better and more effective in the future if it

is done offline. Where some students said it was easier to understand learning speaking directly than online. The many obstacles faced by students make them hope that learning will be more effective in the future. One of the obstacles they said before was that it was very difficult to learn speaking if you didn't face them face-to-face. They hope when dealing with each other, it will be easier to talk because there are no obstacles such as slow internet connections and so on.

The Reason Why the Students' Expect Speaking Subject to be Offline Learning

After knowing the results of the interview, the researcher has found the students' reasons for learning speaking that they want to continue offline. This can be seen in their statement below:

“saya ingin pembelajaran speaking dilakukan secara offline karena itu dapat meningkatkan kemampuan kita dalam speaking...”

“I want speaking learning to be done offline because it can improve our speaking skills...”

(PS1, July 2022)

“karena lebih mudah memahami pelajaran jika berhadapan langsung daripada harus lewat hp”

“because it's easier to understand the lesson when dealing directly than having to go through a cellphone”

(PS5, July 2022)

“karena pembelajaran speaking sangat susah jika mau dilakukan secara online. Harapan saya ketika pembelajaran speaking di lakukan secara luring itu lebih bagus dan sangat mudah di pahami”

“because speaking learning is very difficult if you want to do it online. My hope is that when learning speaking is done offline it will be better and very easy to understand”

(PS6, July 2022)

“karena dengan offline kita dapat berinteraksi langsung sehingga dengan pembelajaran speaking itu bisa dilakukan dengan mudah”

“because offline we can interact directly so that learning speaking can be done easily”

(PS10, July 2022)

So, from some findings that the researcher explain above about the student's expectations and the obstacles that students faced in learning speaking online during the pandemic era of COVID-19. The researcher concluded that during the COVID-19 pandemic it was very good to do online learning. But, some practicum lessons especially speaking needed to be done offline. This is based on what the researchers found where there are still many problems that arise and the number of complaints that students encounter during online speaking lessons during this Covid-19 pandemic. Besides that, the researcher also found some obstacles that students faced in learning speaking online during the pandemic era. Even though there many obstacles that students faced, the quality of the network was the most annoying for most of the students. Some of them said they can not understand because the network is bad, there also said can not join or late join the class because of the network, etc. That is why researchers recommended for speaking lesson to be done online in this pandemic COVID-19 era.

Discussion

In this session, the researcher showed some research results that have been done before and then compared with this research. There were some researches related to this research that can be seen below:

1. Reason for Expecting Speaking Subject to be Offline Learning

From the results of the research that has been found, researchers have found out why students hope that speaking learning still wants to be carried out offline. Because they think that learning speaking will be easier to understand if it is done face-to-face. This is support by (Rahayu, 2021) who said that the obstacles experienced by students towards online learning makes it difficult for students to understand learning. One of these obstacles is students' barriers to learning speaking were the absence of physical meetings. This is very influential on the motivation and enthusiasm for student learning.

2. Students' Expectation of Offline Learning

In the results of further research, the number of obstacles experienced by students towards learning speaking which is done online, makes students hope that future soccer learning can turn into offline learning. this is based on what they experience, one of which is the existence of some disturbances to the learning environment at home or elsewhere. This

is supported by (Kusuma et al., 2021) who said learning must have a good and supportive atmosphere so that students can focus on what they are learning.

3. Obstacles that the Students Face

The results of the study revealed that students had many obstacles. one of them is the problem of the internet network that cannot be avoided. This result is based on a table where all students agree that the first problem is the internet network. This research is very supported by research by (Fitriani et al., 2020), who said it is because the online learning did not help them in improving their speaking skill. Some of the problems come from the internet connection, available devices, students' data, and some of them also want to share their idea in the class directly (face-to-face situation). Which is also a form of their expectations for the future. In another hand, the students are more comfortable to study in offline class rather than online class. It is because the learning environment. more interesting. In this case, it comes from how the lecturer provides the learning materials and learning atmosphere.

Conclusion

Based on the findings and discussion in the previous chapter, the researcher has come to the following conclusions:

The first is due to the many obstacles, they face when learning online, so the students hope that in the future speaking learning will continue to be carried out offline. This is based on things that hinder students in the learning process. The second is students' expectations of speaking learning which will be carried out offline, of course, are to avoid all the obstacles they face when learning online. for example, there is no such thing as network problems, time consuming, and environment influence.

Based on the results of this study, the researchers found that there were many obstacles that students faced starting from the media like bad internet connection and the media is error. From the facilities there is no contribution from campus like data plan. In terms of time, some of lecturer do not participate or they have other activities. In practice, the students' have difficulty in learning because lack of exposure and the last is environment influence where the students' experience some disturbances such as noise when studying online.

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