

**THE IMPACT OF “ONLINE LEARNING” DURING AND POST COVID- 19
PANDEMIC TOWARDS STUDENTS’ SPEAKING SKILL: A CASE STUDY AT
ENGLISH DEPARTMENT IN FACULTY OF CULTURAL SCIENCES**



ISNA UMMIATI RIDWAN

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

MAKASSAR

2024



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LEGITIMATION

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THESIS

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CASE STUDY AT ENGLISH DEPARTMENT IN FACULTY OF
CULTURAL SCIENCES

BY

ISNA UMMIATI RIDWAN

Student Number: F041191024

It has been examined before the Board of Thesis Examination on October, 11th
2024 and is declared to have fulfilled the requirements.

Approved by


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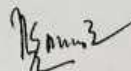
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AGREEMENT



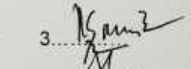
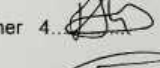


ENGLISH LITERATURE STUDY PROGRAM FACULTY OF CULTURAL SCIENCES

AGREEMENT

Today, Friday, 11th October 2024, the Board of Thesis Examination has kindly approved a thesis by Isna Ummiati Ridwan (Student Number: F041191024) entitled, The Impact Of "Online Learning" During And Post Covid- 19 Pandemic Towards Students' Speaking Skill: A Case Study At English Department in Faculty of Cultural Sciences, submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, October, 11th 2024

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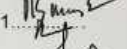

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DECLARATION

The thesis by Isna Ummiati Ridwan (Student Number: F041191024) entitled, The Impact Of "Online Learning" During And Post Covid- 19 Pandemic Towards Students' Speaking Skill: A Case Study At English Department Of in Faculty of Cultural Sciences, has been revised as advised during the examination on 11th October 2024 and is approved by the Board of Undergraduate Thesis Examiners:

1. Prof. Dra. Nasmilah, Dip.Tesl, M.Hum., Ph.D. First Examiner 1. 
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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Hasanuddin University No. 1736/UN49.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by Isna Ummiati Ridwan (F041191024) to be examined at the English Literature Study Program, Faculty of Cultural Sciences.

Makassar, August 28th, 2024

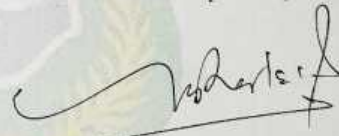
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On Behalf of Dean
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STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled "The Impact Of "Online Learning" During And Post Covid- 19 Pandemic Towards Students' Speaking Skill: A Case Study At English Department in Faculty of Cultural Sciences " is my true work under the direction of the supervisor ((Supervised by Dra. Marleiny Radjuni, M.Ed. and Dr. Abidin Pammu, M.A., Dipl.TESOL.) This scientific work has not been submitted and is not being submitted in any form to any university. Sources of information originating or quoted from published or unpublished works from other authors have been mentioned in the text and are included in the Bibliography of this thesis. If in the future it is proven or can be proven that part or all of this thesis is the work of someone else, then I am willing to accept sanctions for such actions based on the applicable regulations.

I hereby assign the copyright of my written work in the form of this thesis to Hasanuddin University.

Makassar, October 11th 2024

The Writer,



Isna Ummiati Ridwan

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First and foremost, all praises and gratitude to Allah SWT for His blessings and opportunities given to the writer to successfully complete this research under the *title The Impact Of "Online Learning" During And Post Covid- 19 Pandemic Towards Students' Speaking Skill: A Case Study At English Department in Faculty of Cultural Sciences.*

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The Writer,

Isna Ummiati Ridwan



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ABSTRACT

Isna Ummiati Ridwan, 2024. *The Impact Of “Online Learning” During And Post Covid- 19 Pandemic Towards Students’ Speaking Skill: A Case Study At English Department in Faculty of Cultural Sciences* (Supervised by Dra. Marleiny Radjuni, M.Ed. and Dr. Abidin Pammu, M.A., Dipl.TESOL.)

The Covid-19 Pandemic has resulted in the unexpected introduction of new laws and regulations, which have altered many areas of life, including in the field of education. This situation affects learning activities that were previously face-to-face methods to become online learning. Therefore, researcher want to reveal the impact of online learning on students' English speaking skills during and after the Covid-19 pandemic. This study was conducted on 12 English Literature students, class of 2019, which aims to describe the implementation of online learning in the English Department and analyze the impact of online learning on students' speaking skills during and after the Covid-19 pandemic. The research method used in this thesis is a qualitative method that focuses on the phenomenon approach, with data collection techniques in the form of interviews, questionnaires, data collection, and data analysis. The results of this study indicate that online learning was carried out comprehensively during the Covid-19 pandemic and the frequency of online learning was less when the pandemic ended. This study shows that when studying online, students interact less. Thus, it is reducing their interest in expressing themselves and communicating in English. In addition, the impact of internet disruption, lack of interaction and direct feedback from friends and resulting in students' interest in causing their interest in learning English to decrease.

Keywords: Covid-19, speaking skill, online learning, impact



ABSTRAK

Isna Ummiati Ridwan, 2024. *Dampak Pembelajaran Online pada Masa dan Pasca Pandemi Covid-19 terhadap Kemampuan Berbicara Mahasiswa: Studi Kasus di Jurusan Sastra Inggris Fakultas Ilmu Budaya* (Dibimbing oleh Dra. Marleiny Radjuni, M.Ed. dan Dr. Abidin Pammu, M.A., Dipl.TESOL.)

Munculnya pembatasan dan peraturan baru secara tiba-tiba di era pandemi Covid-19 membawa perubahan di banyak aspek termasuk di bidang pendidikan. Situasi ini mempengaruhi aktivitas pembelajaran yang sebelumnya dengan metode tatap muka menjadi pembelajaran daring. Oleh karena itu, peneliti ingin mengungkap dampak pembelajaran online terhadap kemampuan berbicara Bahasa Inggris mahasiswa selama dan setelah masa pandemi Covid-19. Penelitian ini dilakukan terhadap 12 mahasiswa jurusan Sastra Inggris angkatan 2019 yang bertujuan untuk mendeskripsikan pelaksanaan pembelajaran daring di Jurusan Bahasa Inggris dan menganalisis dampak pembelajaran daring terhadap kemampuan berbicara mahasiswa selama dan pasca pandemi Covid-19. Metode penelitian yang digunakan pada tulisan ini merupakan metode kualitatif yang berfokus pada pendekatan fenomena, dengan teknik pengumpulan data berupa wawancara, kuesioner, mengumpulkan data yang ada, dan analisis data. Hasil penelitian ini menunjukkan bahwa pembelajaran online dilaksanakan secara menyeluruh selama masa pandemi Covid-19 dan frekuensi pembelajaran online lebih sedikit saat masa pandemi berakhir. Penelitian ini menunjukkan bahwa saat belajar online, mahasiswa berinteraksi lebih sedikit sehingga menurunkan minat mereka dalam mengekspresikan diri dan berkomunikasi dalam bahasa Inggris. Selain itu, dampak dari gangguan internet, kurangnya interaksi dan umpan balik secara langsung dari teman dan dosen mengakibatkan minat mahasiswa dalam menyebabkan minat belajar bahasa Inggris mereka berkurang.

Kata kunci : Covid-19, kemampuan berbicara, pembelajaran daring, dampak



CHAPTER I

INTRODUCTION

A. Background

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. COVID-19 was first detected in Wuhan, China, at the end of December 2019. Pandemic is a condition in which the occurrence of widespread and large-scale temporary epidemic spreads rapidly in a certain geographic area (Morens et al., 2020). COVID-19 spreads through many countries, including Indonesia. The existence of pandemic is a big challenge for many countries around the world. There are certain restrictions on health protocol that are strictly applied to maintain public health in order to avoid exposure of the virus become worse. The stipulations of these regulations is a must to be obeyed by everyone to suppress the spread of virus since it affects the domestic sectors. For instance, the economic, tourism until education field. One of the impacted sector is education because of the new regulations set in the learning activity.

Education takes an important role for the country development. This aspect takes a big part of country movement to make a better generation because this will decide the future of a country. Education is a process that has purposes to bring a development for an individual in order to achieve the happiness and prosperity as stated by Kumar and Ahmad (2008). Considering from the definition presented, it shows a fact that education also takes role in the progress of a nation to move forward to be able to get prosperity. Education is not only limited to studying science and calculations such as biology and mathematics, or economic and history lessons. But, language learning is also included in education aspect, for example English.

Learning English has four important aspects in mastering the language, there are speaking, listening, reading and writing. Due to the pandemic situation and health protocol restrictions, the face-to-face learning process at the University in Indonesia have also experienced changes in the teaching procedures. The students only permitted to study from home to implement the distance online learning process from home. This limitation was set to avoid the spreading of COVID-19 virus rather than having a direct contact with the lecturer in the classroom because it has high risk both for students and lecturers health. According to Damayanti (2020) Online learning basically is a learning process that utilize technology as the main media for delivering the material to students. It proves that most of the learning process will be delivered outside the regular face-to-face classroom or commonly called online class. Several apps are used to support the online classes such as Google Meet and Zoom. As stated by Imtinan (2021) Technology ease the online learning for both students and teachers. However, it is not as effective as the face-to-face learning due to distance. Thus, the English classes, including speaking class is affected by the online learning. Leong, Lang-Mei & Seyedeh Masoumeh Ahmadi (2017) mentioned that since English is used to perform a conversation, it makes it the most essential and important between other skill aspects.

The abrupt appear of some restrictions and new regulations in pandemic era brings out changes in many aspects including in educational field, causing the appearance of online learning become a trend among lecturers and students. This COVID-19 pandemic situation affected learning activity in Hasanuddin University especially in English Department. The researcher herself had personal experience when she had to face the quarantine and online learning at the same time. Several issues arised during learning process due to some changes



Covid-19 era. Thus, certain classes that require speaking activity also affected. A group was formed to deepen the knowledge, explore more and find out what kind of changes from online learning during and post Covid-19 that affect the students' speaking activity in English Department. Since the thesis will discuss more about the impact of online learning, it encourages the researcher to describe and present research in the form of analysis which will describe and focus on the more personal point of view of the

There are some significant changes especially in teaching method during Covid -19.

Student satisfaction and learning outcomes have become significant considerations for teachers, school leaders, and students. The online learning emerged as the alternative solution for long distance communications between the lecturer and student there is massive potential for using technology to deepen and support learning outside the classroom. Restrictions on several sectors such as hospitals, markets and schools were carried out to prevent the spread of the virus more widely. online learning not only helps students to communicate and continue learning during a pandemic, but also creates a safer environment for students. Online learning is still being used after Covid 19 in a number of universities with several considerations. the thing that influences the continued application of this method is the adjustment and adaptation of students in the "new normal" stage related to the use of blended methods or more commonly referred to as hybrid learning.

In this case, the researcher will be observing a lecturer and several students from English Department of Batch 2019 in Faculty of Cultural Sciences Hasanuddin University. The researcher will be focusing on the impact of "Online Learning" during and post Covid-19 pandemic towards students' speaking skill.

B. Identification of The Problem

In this research, the researcher focuses on analyzing the impact "Online Learning" during and post pandemic Covid- 19 towards students' speaking skill. These are the following problems that are discovered by the researcher:

1. The lack of direct interaction during Covid -19 from lecturer to students that affect the quality of communication in the class when lecturer implemented the online learning activity
2. The reducement of assignments that focuses on speaking skill during and post Covid-19
3. The decrease of interest in developing speaking skills during and post the pandemic
4. The sudden changes that arise on online learning activity after the pandemic

C. Scope of The Problem

This research aims to find out what will be the impact of online learning during and post Covid-19 pandemic towards students' speaking skill. From some problems stated above, the researcher will analyse more on how was the online learning implemented during and post Covid- 19 and what are the impacts of online learning on student's speaking skills during and post the pandemic. In this research, a lecturer and several students of English Department batch 2019 in Faculty of Cultural Sciences are the will be the participant.

D. Research Questions

Based on the background of this research, these are below are the research questions:

1. How is the online learning process implemented at English Department during and post Covid-19?
2. What are the impacts of online learning during and post Covid-19 towards student's speaking skills?

E. Objectives of the Study

1. To describe the implementation of online learning process at English Department during and post Covid-19
2. To analyze the impacts of online learning on student's speaking skills during and post Covid-19



Objectives of the Study

Objectives of the research consisted of three significances:

For the students :

to motivate students to learn speaking in English and develop their communication despite facing numerous challenges during the pandemic.

Aside from that, this research expects students to be more creative and adaptable when carrying out various methods that adapt to online learning techniques during and after Covid-19.

2. For the lecturers:

It is expected that the findings of this study will be used to evaluate learning methods for future lecturers. Further evaluation of learning during Covid-19 will assist lecturers in developing curriculum and learning methods that are engaging, responsive, creative, and effective in stimulating and improving students' speaking skills during the pandemic.

3. For readers:

The unexpected occurrence of a pandemic necessitates changes in all aspects in life, including education. With this study, readers are encouraged to consider learning options during the pandemic that are considered to be effective in increasing interest in speaking English in an enjoyable, interesting, and appropriate way. This can also serve as a resource for future research on related topics.



CHAPTER II LITERATURE REVIEW

A. Previous Study

The researcher attempts to support her research by conducting some literature review about the impact of “Online Learning” during and post Covid-19 towards students’ speaking skill to compare the previous researches with the researcher’s research. There are some researchers related to the topic of this research, as presented below:

Firstly, Arafat Hamouda's research, "The Effect of Virtual Classes on Saudi EFL Students' Speaking Skills" (2020). An assistant professor from Assuit University in Egypt carried out this study in Saudi Arabia. According to this article, research on how virtual classes affect the development of speaking abilities has not been adequately addressed in many L1 and L2 nations, despite the fact that virtual classes are widely used in EFL teaching and learning and are successful in many of them. EFL environments, especially in Saudi Arabia. In order to fill this gap, the present research intends to investigate how taking virtual classes affects English majors' speaking abilities, as well as assessing how they feel about taking lessons virtually. Seventy English students from Qassim University participated in the study. They were divided into two groups, experimental (35), and control (35) after making sure of their uniformity through the use of the Quick Placement Test. During the first term of the academic year, the experimental group received instruction via virtual courses, whereas the control group received instruction via the conventional manner. (2019–2020). Information was gathered from research participants through an oral semi-structured interviews, a speaking exam, and an attitude survey. The findings showed that the differences between the two were statistically significant. groups in support of the experimental group in terms of fluency, pronunciation, vocabulary, grammar, and comprehension as a result of the online courses. However, given that the experimental group's mean score (30.36) was much higher than the mean score of the control group, the virtual technique seemed to be a more effective tool. group under control (20.37).

The results of the survey and interview also showed indicated the majority of students had favorable opinions about taking lessons virtually. especially since it helped them become more proficient speakers. In view of such results, the researcher made a few suggestions that include intended to assist English language instructors, supervisors, and syllabus designers in improving speech instruction. From the research above, it can be concluded that virtual meetings or virtual learning techniques are more effective in improving students' speaking skills.

Second, the researcher used an example of previous research in the form of research entitled "Exploring Students' Attitude Towards English Online Learning Using Moodle During COVID-19 Pandemic at SMK Yadika Bandarlampung" written by Robekka and Reza (2021). This literature explains that Learning from Home (LFH) is being used for all topics in the educational institution in order to address the current state of affairs. All classes, including English, use an online learning environment for LFH. learning platform, Moodle being one of them. Moodle can conceal English instruction and learning. courses during the Covid-19 outbreak. In theory, the investigator arranged the framework by looking at students' mindsets and assessing how they not over obstacles when learning English while using Moodle for online instruction. Based on how t or behaved in reaction to the current circumstance, the researcher employed self-d student perspectives to ascertain the level of consensus. However, whether a titude is favorable or unfavorable (positive or negative), altered as a result of the ffective, and behavioral traits of the students (conative). However, altering students' necessary to lessen their negative attitude. the acceptability of the pupils.



The researcher employed qualitative research in this study, concentrating on term in a descriptive manner. Thirty students were given the questionnaire, and six of them took part in an interview. The study's findings indicate that using Moodle as a learning platform is viewed favorably. Additionally, they have shown a favorable view regarding the significance of learning English in vocational high school. But the pupils discover some issues with studying English on your own when using the "Learn from Home" method. (LFH), in which pupils occasionally lack the self-control necessary to complete the learning tasks.

This research is similar to research studied by researcher because it deals with distance learning with the use of certain applications that support learning methods to make it easier. The application used in the research above shows several different reactions from students regarding the challenges students face in distance learning during Covid-19.

The next research is research conducted in Vietnam by several researchers, namely Pham Ngoc Kim Tuyen et al. (2024) under the title "EFL Students' Perceptions of E-learning Tools' Effects on Students' Engagement in English Speaking Skill Online Classes." The purpose of this research is to investigate how Vietnamese students view the impact of online courses on English-speaking proficiency and e-learning resources. Using a mixed-method approach and survey design, the study examined 100 individuals, comprising sophomores and Students at the University of Social Sciences' Faculty of English Linguistics and Literature & Humanities, Ho Chi Minh City's Vietnam National University. SPSS and thematic analysis were used to examine descriptive statistics and qualitative information obtained from ten semi-structured interviews and a questionnaire. Research indicates that e-learning resources improve student involvement by encouraging conversation, creating a sense of ease, and increasing students' commitment to the assignments. Conversely, e-learning resources reduce student engagement by generating distraction, stress, and boredom. The study's findings point to pedagogical implications for educators creating more captivating online courses for English speakers. Additionally, when updating and changing their curricula to fit the needs of students, instructors and school administrators can take the research findings into consideration. growing expectations for online instruction and learning, where student participation is crucial. Further investigation on inferential statistics regarding the impact of online courses on proficiency of students in speaking, listening, reading, and writing in English.

According to the previous research studies, student assignments and engagement in online and other digital learning environments are fundamental. This is consistent with the study since the researcher also brought up the subject of how students feel about online learning, particularly how their potential for self-expression impacts their speaking skills.

The next study the researcher selected as a case study of previous study that is comparable to her own is titled "The Efl Students' Perception on Online Learning Towards Speaking Ability." Jannah, Eka Rochimatul (2021). This study investigating students' perceptions of online learning, their perceptions of connecting with others online, interaction issues, and students' techniques were the goals of this study. Semi-structured interviews and a questionnaire were used in the qualitative method to collect the data. Participants in this study were sixth semester students in the University of Islam Malang's English Department. A qualitative case study was employed in this investigation. Questionnaire and interviewed used to collect the data. The majority of students disagreed that online learning could improve their speaking abilities, according to data identification on students' perceptions of the subject. Students encountered difficulties connecting online network, lack of practice and vocabulary, time constraints, and reduced interaction. there were the sixth techniques the students employed to solve their issues, such as searching for interesting subjects, reading a great deal, watching a lot, and speaking and making brief notes.



to the method used by researchers which is a qualitative approach, the research above sample of literature that describes students' perceptions of online learning on their abilities. The results show that students encounter several obstacles in online learning

which are the challenges and effects of online learning so that the influence of this learning method is not effective for students in improving their English speaking skills.

One of the studies from the Journal of Language and Education also discusses the effects of online learning on students' communication/speaking skills. This research is entitled "Online Learning During The Covid-19 Pandemic: How Has This New Situation Affected Students' Oral Communication Skills?" by Elena Alcalde Peñalver and Jesús García Laborda conducted at the University of Alcalá, Spain. In this study, the researcher examines the challenges that students encounter when learning online, particularly when it comes to English. Learning a language, emphasizing oral communication abilities. This study's research questions are associated with the primary challenges that students have in improving their oral English proficiency. Abilities in communicating. The resources and techniques that were most effective for them in this regard are also the subject of attention. We provide an overview of relevant research on learning responses during the COVID-19 era as well as papers that are particularly relevant to our study's subject in the literature. An exploratory survey research design was the approach employed for the investigation, and a questionnaire was used to gather the data we needed. The findings revealed that among the primary difficulties, students cited technical issues and a lack of genuine contact, which also affected how they perceived their own progress and made them feel uneasy in the online learning environment. Additionally, they discovered that group audio or video calls were the most effective means of communication. The findings of this pilot study are pertinent to policymakers and educational developers. They provide insight into factors that should be taken into account in order to increase learners' effectiveness in improving their communication skills in English, such as challenges with interaction or degree of pleasure in an online learning environment.

There are some significant similarities between this study and the one of Eka Rochimatul Jannah, who discovered that students encountered a number of challenges when learning online. The difference is that the research above reveals that students feel quite aided by the video call and group audio features, which make verbal communication more successful for students and assist enhance students' English speaking skills.

The next one that researcher also took literature from Nanda Amalia Putri and Maman Suryaman (2022) as a reference for research that is similar to the research that researchers are currently conducting. The study examines at how students perceive about learning English speaking abilities online through Zoom Meetings. In order to find out how related students experienced about using Zoom Meetings during speaking sessions, qualitative descriptive methodologies were employed. A questionnaire with fifteen statements was created in order to collect the data. Google Form was used to distribute the survey. Study participants This student is one of nine students from the second semester who were chosen at random from the University's Department of English Education in Singaperbangsa Karawang. According to the study's findings, there are advantages and disadvantages to using Zoom Meetings for online instruction in English speaking. Some of the study materials for the speaking class are easier for them to understand according to the Zoom Meeting Application.

However, during the COVID-19 pandemic, most students lacked passion for studying and became disinterested in the online learning environment.

The findings of the study "Students' Perception of Using Zoom Meeting for Online Learning in Teaching English Speaking Skills in Times of COVID-19" shown above are comparable to those of similar type. According to this study, students demonstrate more interest in using the Zoom application, particularly when the teacher presents the content these kids do, however, experience similar challenges, particularly due to the pressure of the COVID-19 pandemic, which causes them to lose interest in studying as a result of changing environments.



Based on all previous literature, researcher found several similarities based on the research results and research focus above. The similarity that can be concluded is that students use media to assist in learning which has a video call feature as a communication medium. Furthermore, the research above also shows variations in the results of the effects that online learning during the pandemic has on students' speaking skills and the way students respond to learning material. Most of these studies provide results that reveal that students feel comfortable with online learning because it is an experience for them in communicating. and learning so that this influences students' enthusiasm in improving their speaking skills. Despite this, the obstacles they experienced were almost the same from one study to another, namely lack of direct interaction and problems with internet connections when doing online learning.

The difference between all the research above and the research conducted by researchers in this thesis is that the researchers not only focused on the applications used by students in online learning during the pandemic, but also student behavior in responding to online learning during the pandemic and after the Covid pandemic -19 ended towards students' English speaking skill.

B. Theoretical Background

1. Covid-19 (Corona Virus Disease 19)

Corona Virus Disease 19 pandemic (Covid-19) is infectious disease caused by the SARS-CoV-2 virus. It is affected the human cells and caused safety issues. SARS-CoV-2 or known as Severe Acute Respiratory Syndrome Coronavirus 2 has become the massive epidemic that spread all over the world recently, it was discovered in Wuhan, Hubei province, China in December of 2019. This type of virus has spread widely all over the world that cause sickness until death cases and it is increasing from day to day. The countries that have been affected by this disease started to make an effort by giving a medical facilitation, counting serious cases and report the clinical course (Lipsitch et al., 2020).

As a new type of virus, Covid-19 spreads quickly from one country to another. Covid-19 emerged a month later in the United States after its discovery in China. Avena et al. (2021) explained that the country that have impacted by this virus like United Stated announced the new regulation and restriction for a "quarantine" for the safety of its residents. Not only a quarantine, but several other health protocols such as social distancing, sanitizing public places, and wearing mask also become the part of new regulation from the countries that have impacted by this Covid-19 to protect the residents. It gives impact to many aspects of life, from economic to education.

2. Online Learning

Online learning or E-learning is a learning method that accommodate students to learn virtually through advanced electronic devices and internet. This type of learning activity takes over the internet and it has such a massive benefit for the learners who have an issue with the distance with the educators or teachers. Nowadays, online learning has become the part of courses by many universities or institutions from around the world in ordesr to suppress the spread of Covid-19 .

Previously, teachers and students only carried out teaching and learning activities in the classroom buildings. Anderson described that as the development of technology, humans can create more varied sources of learning material that can be accessed at home even anywhere in various formats such as video, text, and speech (2004). This convenience makes online learning easier for students who have difficulty to learn in face-to-face class or those who have an issue in distance. However, online learning poses several obstacles that arise for students and teachers.



Anderson also stated his concern about the relationship between students and teachers that is hindered due to the absence of real interaction or interactive communication (2004). One of the obstacle that the students and teachers faced, online learning still be an alternative for learning method to delivering information and learning resources (Curtis & Lawson,

2004). Several media and tools used online in academic learning during Covid-19 era. The following are the examples :

a. Social Media

Social Media is online media that is used in general among people at any age. This media helps human to carry out communication activities online because it supports long-distance conversations making it easier for communicators and communicants to exchange thoughts and ideas. social media is commonly used during the covid 19 era in various fields, from the economic sector as a promotional medium to the education sector as a support for learning tools. These are the examples of social media that are mostly common used in learning activity during Covid-19:

1. Whatsapp

Whatsapp is a platform that students use to communicate through several unique features in it, such as direct personal chat, making group calls and even forming groups as a place for discussion.

Due to the highly usage of Whatsapp as social media for communication purposes, the amount of students who utilize this app in solving thesis writing issues keep increasing. The study conducted by Fathy and Fattah (2015) explained that the active participation of the students can be enhanced by this technology especially in EFL classroom. Apparently, the Whatsapp messenger feature also effected the development the student's writing skill.

2. Instagram

Instagram is unique compared to some other social media which prioritizes private or group communication platforms. This application is characterized by a place to share stories through images posted. Next, Instagram is used as a place for research ideas, posting assignments in the form of pictures or videos with a certain theme. With its trendy style looking app, youngsters and students in general often look for inspiration from Instagram.

3. Facebook

Facebook was found by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes, all of whom were students at Harvard University in 2004. This social network become very popular these days along with Instagram and Whatsapp. According to Lifewire.com (2021), Facebook provides services ranging from personal chat, forming groups and communities, sharing photos and videos and creating pages to making calls. Facebook is user-friendly for everyone from every age.

b. Online learning tools

1. Zoom

Zoom is one of the most popular applications for use in the midst of a pandemic that has hit all people in the world from various countries. when the era of COVID 19 hit, people were indoors to avoid the wider spread of the virus. limited space and prohibition of gatherings at work make it difficult for groups, especially students and workers, to communicate directly in the same room. This is where the use of zoom as a communication application that can bring together two or more people in an online forum that can be used as a meeting class. Interesting zoom features such as changing screens, sharing screens, chat boxes, and even being able to hold meetings with a maximum of 1000 participants.

2. Google meeting

Google presents a similar innovation called "google meeting". In addition to the popular features of Google Drive and Google Search Engine which are used by students from all over the world, Google also provides special online meeting features that are easily accessible to all from the application. users can use this application wherever and

ever they want to meet online with other people such as meeting teachers and students in online classes. Google Meetings allows users to set meeting schedules and orders on the user's Google Calendar.

YouTube

YouTube, as one of the largest video-sharing platforms on the internet, has fundamentally transformed the digital media landscape and has become a significant cultural phenomenon.



The development of youtube as a favorite platform among young people now reaches all age groups. The YouTube platform is a tool for some students during a pandemic to find inspiration and even submit assignments in the form of short videos to fulfill school assignments. Interesting features of this application are the video sharing and editing features that can be accessed by people from all over the world, its easy use, and the content inside which is quite complete, from tutorials on doing things, entertainment content to news.

4. Sikola

Sistem Kelola Pembelajaran (SIKOLA) Hasanuddin University (Universitas Hasanuddin) was prepared to support and expedite the learning process. The tools that are used quite significantly during the Covid 19 era are Sikola. This website, which is managed directly by the university, aims to provide maximum service to support learning activities, especially online learning, as well as a student media for submitting daily course assignments, mid tests and final tests. On this website, students can register for the courses they want. they can also communicate through the online meeting rooms provided for groups. other features also help lecturers to check student attendance every day.

The various social media and tools above have played an important role in learning activities in student online classes in the midst of a pandemic. Through some of the media and tools above, students can develop their English skills, one of which is speaking skills.

3. Speaking Skill

There are four basic skills in learning English in general. There are writing, listening, reading and speaking. Speaking skill is one of fundamental skill between other three skills in learning language including English. Brown (2004) mentioned that speaking can be observed empirically and the observation is affected by the listening skill. Thus, speaking and listening skill are related one another for the listener to receive the right information by listening and give a feedback by speaking. Research by Bahadorfar and Omidvar (2014) revealed that improving students' communication skill with the aim of making them able to express their feelings in appropriate conditions in a conversation is an achievement goal of teaching speaking skills for teacher. Self-confidence also takes a big role in encouraging students to be confident to deliver their thoughts and ideas by speaking. Proficiency in English requires regular habituation and practice because this skill needs proactive action from the learners (Zyoud, 2016).

a. The Definition of Online Learning in English Speaking

The beginning of new normal era, Indonesia had tried to carry out residents daily activities as usual. However, to maintain the safety and health of students and teachers, the government has given order to schools and universities to implement online or virtual learning systems during the pandemic through the internet. This learning system is more popularly known as online learning.

Online means being connected through computer network and the internet. Thus, the teaching and learning activities of teachers and students are carried out by virtual learning, including when giving assignments.

In practice, many teachers or lecturers choose to use the meeting application tool because it is considered easier with a video call service that brings more connection to the students and lecturers. This is also marked by the increasing use of several online meeting applications during the pandemic.



However, even after all the improvements and various offers from online learning are available, yet it is still considered as less effective for some type of people. This is due any weaknesses that exist in the learning process, including network constraints, meeting duration, limited number of audiences, also requiring big amount of internet. Although some people considered it was less effective, the online learning was still a viable alternative for learning any subjects during pandemic in order to continue the activity.

b. The Importance of Learning Speaking Skill

Speaking skills are one of the four skills in learning English in general, where the other skills are listening, reading, and writing. These four skills have also been taught mostly by English teachers since elementary school level. Speaking skills are considered to be quite important skills. A language learner must have these days because speaking is a person's ability to express ideas or feelings, convey messages as well as a medium for communicating, socializing and interacting with other people especially to communicate with people overseas. Not only for external benefits, speaking in foreign language such as English will stimulating our brains to do translation and being responsive to the person we are talking to with English.

Parupalli Rao (2019) mentioned that speaking and writing skills are active and productive skills, while listening and reading are considered to be passive or receptive skills, as the learners do not show their talent in exhibiting these skills. Nowadays in the global world, communication plays a big role in getting success especially in working field. Language is used as a tool for communication. A good way of communicating will be most likely hard to achieve their aims, objectives, and goals for anyone without using proper language to communicate. This means that speaking skill is applied directly in everyday life when the environment is supporting and when this necessary in working field as an example.

From all the explanations above regarding the importance of learning languages, especially speaking skills, the researcher can conclude that English speaking skills are very important to learn because in this globalization era, almost every aspects of human life are closely related to foreign languages, from economics to education as well when it comes to work and education matter. For not knowing how to speak in English well will brings to difficulties in finding job or even study in some universities in Indonesia.

c. The English Speaking in Teaching

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

The teaching and learning of English as a foreign language has grown enormously. More specifically, the focus has recently been on how to speak and use the language effectively. The concern is not only about knowing English, but also significantly about speaking English and using it for daily conversation. Communicative activities force learners to activate their possibility of integrating the new forms of the target language such as English. Many learners know about the language, but only some of them understand how to use it in daily conversation.

Learning of speaking could be succeed by having good learning facilities such as competent teachers, various English books, and teaching media as well. English teachers are required to be well-prepared before performing the lesson through supported activities in order to arouse the students' motivation so as to achieve the desired objectives. Online learning can be categorized into synchronous, asynchronous, and hybrid learning. Asynchronous learning requires students to perform online materials without anytime-bound with the teachers' guidance (Friend & Johnston, 2005; Zucker & Kozma, 2003). Synchronous learning is a type of learning in which the participants take part in learning simultaneously. There is a real interaction that requires students and teachers in the same physical location, like in the classroom, outdoor learning, or at the same online environment, such as in a web conference or virtual seminar where instructors and participants can interact with each other. Hybrid learning fuses synchronous and asynchronous sets of e-learning activities. It mixes with non-simultaneity as an instructional design for both synchronous and asynchronous learning. In order to make an appropriate choice of blended teaching strategies, compulsory to take a glance at common features of specific blended teaching strategies used by Bullen and Jones (2007), there are:

Instruction

strategy deals with teaching the previous content of the teaching material.



The conventional direct instruction strategy only involved students being the passive absorber of the content. However, with modern concepts of strategy supported with the use of the internet combined with interesting learning activities and interactive content of the teaching materials, the students' activities will be more meaningful, and this will at the same time elevate the students' participation.

2. Collaborative Teaching

This strategy allows communication and collaboration between teachers and students and among students themselves. The students will participate actively in teamwork to solve the problems and finish the project with the help of various modern web tools for communication and online teamwork. The process of teaching is relatively student-centered if using this modern strategy.

3. Situated Teaching

This strategy is a strategy where students learn by solving practical problems, doing experiments and projects, presenting the papers and projects supported by the use of web and multimedia technologies, animations, and simulations in virtual labs. The teacher acts as a facilitator in this teaching strategy who provides help and motivation to the students. The modern concept of this strategy accommodates students' active participation

4. Self-directed Teaching

This strategy is indicated with the active involvement of the students to access the teaching materials, and the process of teaching follows the individual needs. The earlier forms of learning are browsing the printed material. The modern forms also demand the skimming of material from the internet platforms, such as web pages, wikis, and blogs, and online learning communities.

4. The Concept of Impact

The concept of impact and effect holds paramount importance across numerous academic disciplines due to its ability to capture the consequences and outcomes of various phenomenon. Whether in natural sciences, social sciences, or humanities, understanding and assessing the impact and effect allow researchers, policy makers, and stakeholders to comprehend the tangible and intangible ramifications of actions, interventions, and events. This paper delves into the conceptual and theoretical foundations that underpin the study of impact and effect.

In the context of this study, "impact" refers to the observable and measurable consequences resulting from an action, event, or intervention. It embodies the change or influence brought about by a particular phenomenon, which can be assessed through quantitative or qualitative measures. "Effect" is closely related to impact and denotes the broader consequences, implications, or outcomes of a given phenomenon. While impact primarily focuses on immediate changes, the effect encompasses a wider scope, encompassing both short-term and long-term consequences.

The analysis of impact and effect often involves the consideration of multiple dimensions. These dimensions serve as analytical frameworks to categorize and evaluate the various facets of impact. Common dimensions include economic impact, social impact, environmental impact, cultural impact, and policy impact. Economic impact focuses on the financial consequences resulting from a phenomenon, such as changes in employment, revenue, or productivity. Social impact ensures the effects on individuals, communities, and social well-



research will be focusing more on social impact especially the impact of COVID-19 on students' speaking abilities from an academic perspective. By analyzing the changes in traditional delivery methods, social interactions, and psychological factors, this study sheds light on the challenges faced by students in developing their speaking skills during the pandemic.

Along with closure of schools and the shift to online platforms, students have experienced a dramatic change in the mode of educational delivery. Virtual classrooms and video conferencing tools have become the primary means of instruction. However, the lack of face-to-face interactions and non-verbal cues can impede students' ability to practice and refine their speaking skills.

The pandemic has resulted in reduced social interactions among students, both within and outside the classroom. Group discussions, peer collaborations, and extracurricular activities that often provide opportunities for language practice have been severely curtailed. This section explores the consequences of limited social interactions on students' speaking skills and their overall language development. The psychological impact of the pandemic, such as increased stress, anxiety, and isolation, can negatively affect students' speaking abilities. Fear of public speaking, diminished self-confidence, and difficulties in adapting to virtual communication platforms can further hinder students' progress.

