

STUDENTS' PERCEPTION AND CHALLENGES ON ONLINE LEARNING DURING PANDEMIC: EFL SENIOR HIGH SCHOOL SPEAKING LEARNING CONTEXT

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Abstrak

Pembelajaran speaking di kelas EFL harus dilakukan secara online di masa pandemi Covid-19 di Indonesia. Studi ini menyelidiki persepsi siswa tentang pembelajaran berbicara di kelas EFL online selama pandemi. Penelitian ini menggunakan metode campuran dengan kuantitatif dan kualitatif, angket skala Likert serta wawancara dengan pertanyaan terbuka kepada 75 siswa kelas X SMA di Surabaya, Jawa Timur yang telah menerapkan pembelajaran berbicara online di kelas EFL. Hasil penelitian mengungkapkan bahwa siswa mempersepsikan pembelajaran EFL online sulit untuk dipahami, dan tidak mendukung penerapan pembelajaran *speaking* dengan tantangan seperti masalah koneksi jaringan, rendahnya motivasi belajar siswa, dan kesulitan untuk menemukan platform yang sesuai untuk mempraktekan *speaking*. Namun, mereka juga merasakan bahwa dalam pembelajaran ini, guru berusaha semaksimal mungkin untuk menyampaikan materi pembelajaran EFL dengan memilih metode dan materi yang dianggap lebih mudah dipahami.

Keywords: pembelajaran online, persepsi siswa, pembelajaran EFL, *Speaking*

Abstract

Speaking learning in EFL classes must be carried out online during the Covid-19 pandemic in Indonesia. This study investigates students' perceptions of learning speaking in online EFL classes during the pandemic. This study used mixed method with quantitative and qualitative, likert scale questionnaire as well as interviews with open-ended questions to 72 students of class X SMA in Surabaya, East Java who have applied online speaking learning in EFL classes. The results reveal that students perceive online EFL learning is difficult to understand, and do not support the application of speaking learning with its own challenges such as connection problem, less students' learning motivation, and the difficulties to find the appropriate method and platform to practice speaking. However, they also perceive that in this learning, teachers do their best to deliver EFL learning materials by choosing methods and materials that are considered easier to understand.

Keywords: online learning, student perception, EFL learning, speaking

INTRODUCTION

English as Foreign Language (EFL) is the most widely used English learning system in senior high schools in Indonesia. Teaching EFL means teaching English to non-native English speakers in situations where English is not the first or second language spoken, and EFL learning requires mastery of four language skills: reading, writing, listening, and speaking (Abrar, et al. 2018). Although EFL has become a compulsory subject in senior high school, some obstacles are still found in the application of this learning such as low student enthusiasm for studying English, overcrowding English classes, inadequate facilities and learning tools, the curriculum's constant change, and fewer qualified or competent English teachers.

The challenges of teaching EFL then increased during the Covid-19 pandemic in Indonesia. During this pandemic, to prevent creating crowds, all learning activities at schools must be carried out online with an emergency curriculum. Online learning is defined as learning activities on a subject delivered via a network that allows access and knowledge exchange (Atmojo & Nugroho, 2020). This online learning certainly necessitates methods that are made the use of existing technology in order for learning to run smoothly and language skills to be mastered. There has long been a method of teaching and studying EFL. With technological advancements in several countries, the media used in EFL classrooms has evolved. EFL online learning has also used many features and technology that can be used to deliver learning materials in an exciting yet effective manner,

particularly during the pandemic. Several Indonesian schools, for example, use a variety of applications and platforms such as video conference or online meeting, digital class, learning management, text, and messenger (Atmojo & Nugroho, 2020). The use of these applications and platforms then will determine the learning method carried out. Online learning method are divided into two namely synchronous and asynchronous. The synchronous method is a learning method where students and teachers meet virtually face-to-face through video conference platform. While, the asynchronous method is an online learning method that does not require student to do face-to-face virtual meetings and use any platform that can support the delivery of learning materials and student's self-paced learning (Gillis & Krull, 2020). Furthermore, an emergency curriculum is one that is compiled based on a decree from the Head of the Research and Development Agency and Books of the Ministry of Education and Culture of the Republic of Indonesia to adjust the learning needs of students in special conditions, which in this case is a pandemic condition (Kemendikbud, 2020).

Speaking learning as one of the English language skills also carried out online during pandemic. In practice, one of the schools in a study conducted by Baron (2020) regarding students' perception of the online application in speaking skills, carried out synchronously, namely conducting virtual meetings using applications such as Zoom, Google Hangouts, or what is now known as Google Meet, YouTube, and WhatsApp to carry out speaking learning. As a result, students have positive perceptions by mentioning related applications that are easy to use for speaking practice anytime and anywhere. In addition, speaking online learning during a pandemic can also be carried out asynchronously or without holding virtual meetings, such as in the study conducted by Alkan and Bumen (2020). Asynchronous online speaking learning using asynchronous online English-speaking group (AOESG) media also received positive perceptions from students; namely, it can significantly reduce anxiety levels and show the average class value in learning speaking as much as possible, 84.56%.

The current study is attempting to discover students' perceptions of speaking learning in an online EFL class during a pandemic at senior high school because it is important to discover students' perspectives on the changes in learning methods they are experiencing and useful for developing learning methods that meet students' needs. Perception, according to Qiong (2017), is a process or experience that allows person to become aware of or understand information obtained through the senses. Another definition of perception given by Koentjaraningrat (2010: 42) is a view resulting from the process of thinking about phenomenon that occurred and influenced a variety of factors such as feelings, needs, motivation, educational background, and life experiences. It can be concluded that perception is the process of human thinking of creating awareness of a phenomenon that begins with input experience from their sense and ends with interpreting the input into something meaningful. Furthermore, students' perception encompasses students' ability to process, understand, and interpret information

and experience that they get using their senses. Then, by using these perspectives, teachers and students can have a better understanding of how to integrate online speaking learning in EFL programs that meets their needs. From the online EFL speaking learning context, student perceptions encompass all student opinions based on their awareness about EFL speaking learning that has been carried out online during the pandemic generally related to synchronous and asynchronous learning methods, applications or platforms used in learning, the material presented, and the impact on students' speaking skills. In the cognitive process, increasing student awareness and their perception of online learning will be created two perceptions; positive perception and negative perception. By knowing students' perceptions in the implementation of online EFL speaking learning, teachers will be able to provide effective, efficient learning according to students' needs and positively impact students' speaking skills.

Numerous studies also have been conducted to find out student perception on online EFL learning. Study conducted by Hazaymeh (2021) obtained favorable impressions stated that online EFL learning helps the majority of the participants achieve language proficiency because of the flexible, helpful, and suitable learning environment. On the other hand, negative perceptions were also found in several studies. According to Atmojo and Nugroho (2020), teacher and students perceive that EFL online learning does not run well because there is a lack of preparation and planning. Then according to Assalahi (2020), students also indicated several shortcomings in the application of online EFL learning, such as technical problems and the lack of an element of presence or interaction between teachers and students, which certainly added challenges to the implementation of learning. Furthermore, according to a study by Cakrawati (2017), students perceive that the implementation of online EFL learning also requires a more user-friendly platform so that students can participate more in learning and teachers can use it more easily.

More specifically, a study that examined students' perceptions of the application of speaking classes in online EFL learning also found varying results. Students feel intrinsic purpose, according to a study conducted by Jannatin (2021), which helps them want to speak English more fluently and achieve good scores. Another study that is more specifically studied the application of speaking classes in online asynchronous EFL learning by Bumen & Alkan (2017) stated that using asynchronous methods or learning without conducting virtual meetings can help reduce students' anxiety levels when trying to speak in speaking classes. Therefore, based on the mentioned studies above, no study specifically discusses the students' perception of the overall speaking learning activities in the online EFL class during pandemic at senior high school.

Based on the research gap identified above regarding senior high school students' perceptions of speaking learning during pandemic Covid-19 in EFL class, the current study aims to answer the following research question:

1. What are senior high school students' perceptions of the adoption, use, and acceptance of online EFL learning?
2. What challenges do senior high school students face when implementing online EFL speaking learning?

The main objectives of the present study are to answer and discuss the senior high school students' perceptions about the implementation of speaking learning in the online EFL class and the challenges that students face when implementing online EFL speaking classes. Concerning the main objectives, the result of the present study is expected to contribute to the English academic community in the following ways:

1. To provide a new understanding and knowledge based on the research regarding students' perception of the adoption, use, and acceptance of online learning in EFL speaking classes.
2. This study will contribute to develop the appropriate, meaningful, and helpful online learning process during pandemic COVID-19 in speaking classes for EFL students.
3. This study will provide a place for EFL students to tell their experiences about the online learning process in speaking class and how they perceive it.
4. Other researchers on the same topic can use this study as a related study to get information, elaboration, or to conduct further improvements about the similar study in the future.

METHOD

The method was the researcher's steps to collect the data or information. In addition, the method was determined based on the proposed research questions (Haryudin et al., 2020). The methodology applied in the present study was mixed-method, including both quantitative and qualitative. The goal of using this method was to supplement the shortcomings of the other method (Chen, 2007) by allowing the researcher to gather qualitative input to explain and extend quantitative results in order to gain a comprehensive understanding of the research. (Nazara, 2011). This method was also applied because it was suitable to comprehend students' perception of online learning during pandemic Covid-19 in their EFL speaking class.

The present study took place in one of the senior high schools in Surabaya. The population of this study was all of the students from the school. The sample of this study was 10th-grade students from two classes, XMIPA7 and XMIPA6, consisting of 72 students. The author chose these settings and participants because of the following factors: First because the school was a school that works with universities to implement field training at school. Field training at school was program designed for students who are majoring in English Education. Second, because the researcher was familiar with class settings and has done online English-speaking classes, and third because both classes exhibited high levels of participation during

learning. Basic competencies according to the emergency curriculum applied in this study are:

3.1 Applying social functions, text structure, and linguistic elements of spoken and written transactional interaction texts write that involves action give and ask for information related to identity, according to the context of its use. (Take note pronoun language elements: subjective, objective)

4.1 Composing the interaction text short oral and written transaction and simple involving the act of giving and asking information related to identity, with attention to social functions. correct and appropriate text structure, and linguistic elements context

Based on these basic competences, the present study will learn how the speaking learning can be implemented.

The questionnaire consisted 10 statements that reflected students' perceptions of online learning in their EFL speaking class and its relationship with their speaking skills. The statements adopted from Nazara (2011), Agung et.al (2020), and theory of perception by Koentjaraningrat (2010). The statements that given in questionnaire focused on participants' perceptions of 4 main topics such as the implementation of online EFL learning, delivery of material during the online EFL learning implementation, the use of language speaking skills in online EFL learning, and the effect of online EFL learning implementation on participants' language speaking skills.

Table 1. List table of the questionnaire

No	Questionnaires (Q)	
1.	I perceive English learning is more understandable if delivered through online.	Q1
2.	I perceive English online learning helps the teacher to deliver the material well.	Q2
3.	I perceive teacher delivered appropriate material during English online learning.	Q3
4.	I perceive teacher uses an easy-to-understand method of learning English during online learning.	Q4
5.	I perceive the learning material used during English online learning supports the application of speaking class.	Q5
6.	I perceive the learning method used during English online learning supports the application of speaking class.	Q6
7.	I perceive Synchronous English online learning is better for improving my speaking skill.	Q7
8.	I perceive Asynchronous English online learning is better for improving my speaking skill.	Q8
9.	I perceive my English-speaking skill was improved during online learning.	Q9
10.	I perceive English online learning during pandemic Covid-19 motivated me to improve my speaking skills.	Q10

To indicate participants' level of agreement or sentiment about the statement on a positive-to-negative scale, the present study used a Likert-Scale (1932)

questionnaire type. Based on the Likert-scale type, there were five alternative answers show the student's agreement with the statement:

Table 2. The degree of ordinal agreements

Strongly Disagree	SD	1
Disagree	D	2
Neutral	N	3
Agree	A	4
Strongly Agree	SA	5

At the same time, the interview used open-ended questions that are taken from the answer to the questionnaire already chosen by the participants to enrich and support quantitative support finding. This data collection procedure was carried out by distributing the listing questionnaire directly in class. Interviews were conducted in writing, with students clarifying and explaining why they chose those alternative answers to the questions in the questionnaire. Direct distribution in class aimed to obtain data results immediately.

After collecting data on students' perceptions of online learning during the Covid-19 pandemic in EFL speaking classes, the quantitative data is analyzed using SPSS to determine the majority of data. While the interview result is analyzed thematically. According to Braun and Clarke, who are cited in Nowell et al. (2017), the thematic technique is a qualitative research analysis method for defining, evaluating, arranging, describing, and disclosing the themes observed in data collection.

RESULT AND DISCUSSION

Results

The ten items in questionnaire and open-ended interview's answers can be divided into five themes. These themes are important to determine the participant's perception of Online Learning During the Covid-19 Pandemic in EFL Speaking Class

1. Students' perceptions of online EFL learning

This theme describes general participants' perception toward the deployment of online EFL learning. The findings related to the participants' perception on online EFL learning (as shown in the table 1 and 2) revealed that 52% of them are disagree with the statement in Q1, and 40% of them are disagree with the statement in Q2. These findings revealed that students perceive online EFL learning is more difficult to understand and online EFL learning does not help the delivery of learning materials to be better.

Table 3: Q1 I perceive English learning is more understandable if delivered through online.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SDA	5	6.9	6.9	6.9
DA	52	72.2	72.2	79.2
N	15	20.8	20.8	100.0
Total	72	100.0	100.0	

Table 4: Q2 I perceive English online learning helps the teacher to deliver the material well.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DA	40	55.6	55.6	55.6
N	31	43.1	43.1	98.6
A	1	1.4	1.4	100.0
Total	72	100.0	100.0	

These findings are supported by further explanations from participants:

In my opinion, offline English learning alone is challenging to understand because it does not use daily language, especially when online, which is often constrained by connection problems, so students do not hear what the teacher is saying, especially words in English.

I often forgot the English material I had previously learned through online learning. I would not say I like it when given assignments or homework after class, but it seems that I will completely forget without them.

It is not because I cannot concentrate during English online learning and tempted to access other things beside lessons through gadget.

The material described is already in the book. If we are only asked to read a book when studying online, in my opinion, it is no different from studying offline. It is even more difficult because we are like learning independently.

Participants' impressions of the learning materials provided and the learning methods employed throughout the implementation of online EFL learning are defined by this theme. The findings related to the participants' perception on method and materials taught by teacher in online EFL learning (as shown in the table 5 and 6) revealed that 54% of them are agree with the statement in

Q3 and Q4. These findings revealed that students perceive method and material taught by teacher in online EFL learning are appropriate and agreed that teacher strives to deliver the materials as clearly as possible so student can understand it.

Table 5: Q3 I perceive teacher delivered appropriate material during English online learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	18	25.0	25.0	25.0
A	54	75.0	75.0	100.0
Total	72	100.0	100.0	

Table 6: Q4 I perceive teacher uses an easy-to-understand method of learning English during online learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N	25	34.7	34.7	34.7
A	47	65.3	65.3	100.0
Total	72	100.0	100.0	

And it is supported by students' further clarification:
I think the teacher has delivered the appropriate material during online learning because the material is in Intan Pariwara's book (English book from the teacher)

Even though there are usually faster or slower teachers in delivering the material, the material is still following what is in the book.

The teacher teaches English material that is easy to do and understand, namely by doing students' work sheet (Buku Intan Pariwara) together.

When students do not understand the delivery of English, the teacher will help convey in easy English or Bahasa to help them understand, which is essential for students to understand the material.

However, EFL online learning did not support the application of speaking learning in class. This finding based on the participants' perception on how method and materials taught by teacher in class can support the speaking language skill. In the findings, 42% & %51 participants stated disagree with the statement Q5 and Q6 (as shown in the table 7 and 8).

Table 7: Q5 I perceive the learning material used during English online learning support the application of speaking class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SDA	20	27.8	27.8	27.8
DA	42	58.3	58.3	86.1
N	10	13.9	13.9	100.0
Total	72	100.0	100.0	

Table 8: Q6 I perceive the learning method used during English online learning supports the application of speaking class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DA	51	70.8	70.8	70.8
N	14	19.4	19.4	90.3
A	7	9.7	9.7	100.0
Total	72	100.0	100.0	

This perception also supported by participants' explanation:

The material is in the written form, both in students' work sheet and Google classroom, so we read and write more. We only speak during questions and answers, which is also rare to be done.

The teacher continues to speak or ask questions using English, but few students are willing or able to answer in English. Alternatively, vice versa, because the meeting is done online, sometimes we do not know if someone suddenly wants to talk; the voices overlap and cannot be heard clearly.

When there is a conversation, the teacher often repeats the conversation as speaking practice, but it is no longer practiced when there is a written assessment in the book.

If there is no answer for a long time, the teacher immediately points to the student's name to answer. So, there are often some students who can practice speaking more.

Face-to-face learning is still easier to understand because we communicate directly with the teacher without hiccups, and the explanation of the material runs well.

2. Speaking application in online EFL learning

This theme discusses the various English online learning methods used and their consequences on the application, use, and improvement of participants' speaking skills. At the beginning, the participants did not understand what the meaning behind synchronous and asynchronous but the author explained it to make them understand. The findings related to the participants' perception on which method of online EFL learning that better for improving their speaking skill revealed that 54% participants are agree with the statement in Q7, while for the statement Q8, 58% participants stated strongly disagree (as shown in table 9 and 10).

Table 9: Q7 I perceive Synchronous English online learning is better for improving my speaking skill.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DA	4	5.6	5.6	5.6
N	14	19.4	19.4	25.0
A	54	75.0	75.0	100.0
Total	72	100.0	100.0	

Table 10: Q8 I perceive Asynchronous English online learning is better for improving my speaking skill.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SDA	58	80.1	80.1	80.1
N	11	15.3	15.3	95.8
A	3	4.2	4.2	100.0
Total	72	100.0	100.0	

These perceptions supported by:

When at Google meet, students can still ask questions using English with the teacher directly. When using Google classroom, they can't.

Sometimes I do not feel confident speaking at Google meet, but at least in Google meet, the teacher does a lot of questions and answers using English, so there is still speaking practice.

We need to do online meeting to practice speaking, of course. Because in the asynchronous online learning there is no media that support it, I guess

3. The effect of online EFL learning to students' speaking skill

This theme explains the perception of how much students' motivation to improve speaking skills possessed after carrying out speaking learning in EFL classes online. The findings revealed that 48% and 50% participants stated disagree with the statement Q9 and Q10 (as shown in table 11 and 12). They perceive their speaking skill was not improved during online EFL learning, and also it did not motivate them to improve it.

Table 11: Q9 I perceive my English-speaking skill was improved during online learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SDA	4	5.6	5.6	5.6
DA	48	66.7	66.7	72.2
N	19	26.4	26.4	98.6
A	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 12: Q10 I perceive English online learning during pandemic Covid-19 motivated me to improve my speaking skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SDA	3	4.2	4.2	4.2
DA	50	69.4	69.4	73.6
N	19	26.4	26.4	100.0
Total	72	100.0	100.0	

This perception supported by the result of interview:

No, because my speaking skill is still the same, and I want to thank you for Google translate, which has helped me during online learning.

Learning alone in online was lazy and unmotivated because it is more like self-study, especially for motivation to improve speaking skills.

4. Students' challenges in implementing speaking in online EFL learning

This theme discusses the difficulties that participants face when speaking in online EFL learning. The first difficulty faces by students is the poor internet connection that occurred when the teacher explained the learning material on the virtual meeting platform. Furthermore, if they do not meet in person or conduct virtual meetings during

learning, students become lack of concentration, less motivated and lack of presence. Besides this, the difficulties encountered by students were related to the perception that the EFL methods and materials presented did not support the application of learning speaking, specifically the difficulty in locating an appropriate learning platform or media. Some students are not confident in speaking when using the virtual meeting platform, but when many students speak, the resulting voice overlaps in the virtual meet and is not clear. Then, when using a learning management system like Google Classroom and a chat platform like a student's WhatsApp group, there are very few features that are appropriate for practicing speaking. Another challenge is the lack of a method of applying speaking because the speaking application for KD 3.1 and 4.1 is also limited to only practice sentences, short dialogues, questions and answers. The remainder is completed by reading the material and working on written practice. Another challenge in motivating students to improve their speaking skills is a lack of practice, followed by a lack of enthusiasm to improve.

Discussion

Related to the perception of students on the first theme, Hazaymeh (2021) mentions that many of the difficulties found in the implementation of EFL learning are technical challenges in the form of bad connections which make English as a foreign language difficult to understand, becoming even more difficult because students do not hear what the teacher is talking. This challenges also turns out to be found in not only remote areas but big cities. It may be because the virtual meeting platforms used, such as Gmeet and Zoom, do require a good connection if you want to get a good video and audio quality. On the other hand, a bad connection will result in unclear audio and video, which will interfere with the delivery of the material by the teacher.

Then, the subsequent perception where students find it challenging to understand the material because they are less motivated, Assalahi (2020) has also mentioned that online EFL learning reduces the presence element, especially among students to teachers. In comparison, learning motivation is essential so that both parties can attend and play a role in optimal learning. If the teachers only deliver English learning materials without the students having the motivation or willingness to carry out the English learning material and language skills, it will not be easy to understand the English learning material that provided.

The student's perception of the excellent quality of delivering English learning materials online by teachers has also supported the findings of Atmojo and Nugroho

(2020). They stated that online English learning would not work well if there were insufficient preparation. Preparation includes learning materials to be delivered and learning methods or delivery. Here, students perceive that the teacher has given more effort by preparing and delivering the material in an easier way for students to understand. According to the perception, online learning does not help deliver English material more efficiently than offline, face-to-face learning.

The following student's perception of speaking learning in online EFL classes, which are considered less able to run well, occurs because of the inappropriateness of the platform used. From Cakrawati (2017), it is essential to choose an online learning platform that makes it easy for its users, namely students and teachers, to support fluent English learning activities and apply to speak. For the synchronous method, the widely used virtual meeting platforms such as Google Meet and Zoom are suitable for implementing speaking learning. Students and teachers can communicate verbally, directly, and in real-time. However, again, the obstacle that arises is the connection problem which makes the delivery of teacher material challenging to understand. So, students feel insecure about answering every teacher's questions, especially verbally, because they did not really understand the materials. Meanwhile, the platforms used in asynchronous online EFL learning are Google Classroom and WhatsApp, which students considered as not supporting the application of speaking learning because more material and assignments are delivered through written posts.

Students also perceive that the ongoing learning of speaking in online EFL classes does not motivate them to improve their speaking skills. Online learning makes them lose their motivation to learn, which is considered to have also taken away their enthusiasm to improve their speaking skills at school. According to Jannatin (2021), this can happen because online learning makes students lack vocabulary, feel nervous or afraid of being wrong when speaking, and again because of signal constraints, so they cannot understand the material appropriately presented.

CONCLUSION

Based on the results and discussion above, it can be stated that students perceive online EFL learning to be more difficult to accomplish and understand. The method and materials of online EFL learning also does not assist the application of speaking, despite the teacher's excellent delivery of the learning content. While, the challenges faced by students during speaking learning in online EFL class such as connection problem, less focused, less motivated and lack presence if students do not meet in person or conduct virtual meetings learning, students are

not confident in speaking when using the virtual meeting platform, voice overlaps in the virtual meet when there are many students speaking, the difficulties the find platform and method that suitable, and less opportunity to practice speaking which leads to less motivation to improve speaking skills.

In this era of more practical English online learning, it is time for teachers to implement online EFL learning that does not adopt the offline learning method directly. Teachers need to apply it with more modified appropriate method and use more four language skills. Online EFL learning needs to be adjusted to engage students better to be motivated and involved in learning, willing to practice language skills, especially speaking, and help them more easily achieve learning objectives.

Suggestion

For further research, the researcher suggests to investigate students' perceptions of speaking learning in online EFL class during pandemic with more specific theme of speaking specific theme of speaking which is taught using certain methods and utilizing certain appropriate platforms to deliver the materials. Because it is critical to enhance the successful teaching and learning process in the pandemic era. It also helps teachers and students identify appropriate learning media for language teaching and learning.

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