

THE EFFECT OF E-LEARNING ON STUDENTS SPEAKING SKILL PROGRESS: A CASE OF THE SEVENTH GRADE AT SMP PENCAWAN MEDAN

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Abstract: This study aims to see whether e-learning has an effect on the progress of students' speaking skill and know the process of students' speaking skill in e-learning. This research uses quantitative methods with a descriptive approach. The study population was SMP Pencawan Medan with a sample of seventh grade of junior high school students. The data was collected by first explaining the recorded material orally through the WhatsApp group which contained 20 students and after that the students collected the audio of their voice by recording. The results of this study indicate that in seventh grade students at SMP PENCAWAN MEDAN who can understand 20 students who have experienced a decreasing in speaking during face to face learning before pandemic than e-learning from the score table during the pandemic, from the table of score during the pandemic, there were 2 students with excellent categories, no students with nice category, 8 students with the sufficient categories and 10 students with the not satisfactory categories. The researchers find some problems, namely in pronunciation, fluently, vocabulary and accuracy. When in e-learning process, students become embarrassed to speak and become lazy to speak English, then there is a decreasing in vocabulary, a decreasing in pronunciation and a decreasing in students' speaking fluency and accuracy.

Keywords: *E-learning; speaking skills; progress.*

INTRODUCTION

At the end of January 2020, the World Health Organization (WHO) declared a Covid-19 pandemic around the world. This pandemic condition has forced all activities that tend to cause crowds to be stopped, including teaching and learning activities at schools and on campus. As a result, the learning process is carried out online (e-learning). The development of digital technology is very influential in the scope of education in the world, including in Indonesia, one of which it is the e-learning-based learning method. E-learning stands for electronic learning, where learning is

carried out with an online system or in a network that uses electronic media. Walabe and Luppisini (2020) stated that E-learning refers to courses that use technology and the internet to provide constructive learning opportunities for students. However, applying technology in education is not as easy as it seems considering so many aspects take roll in it as they are related one to another. This is in line with Ali (2020), stating that technology is the means for delivery and requires a close cross-collaboration between instructional, content, and technology teams. Murgatrottd (2020) also added certain deficiencies such as the weakness of online

teaching infrastructure, the inexperience of teachers, the information gap, the complex environment at home, and so forth. Of course, if you use electronic media or technology to carry out learning through E-learning, internet data is very much needed, because without the internet, everyone will not be able to access the learning that is done online. Syaifudin (2017) also emphasized that online learning has no time and place restrictions as long as the learning is connected to internet access. Similarly, Dhawan (2020) also believed that *e-learning* is student-centered and offers a great deal of flexibility in terms of time and location, so the use of the internet in E-learning is very influential in the learning process. Saleem & Rasheed (2014) argued that the main of e-learning is to increase accessibility of education and reducing the costs and time as well as improving students's academic performance.

E-learning is very efficient, but on the other hand learning has shortcomings and unfavorable effects on students first in the aspect of student speaking. Armasita (2017) said that speaking is an activity used by someone to communicate with other. In the other meaning that speaking is the skill to express ideas or thought in yourself that involve other people using words that can be understood and accepted by many people. Abdullah (2017) said that learning to speak obviously more difficult than learning to understand the spoken language. Having the skill in speaking means that someone is have courage or confidence. A student becomes confident when they have speaking skill, the student will be more active in the class when the educator asks something, it will be an additional score for the students who have the skill in speaking. Dhawan (2020) also found that one of e-learning weaknesses is lack of personal/physical attention. That's why it makes the wrong way, where the student's language development does not get optimal changes when he learns face-to-face, the use of E-learning in the speaking aspect actually makes students less efficient in mastering the learning because students become lazy to practice because there is no interaction that makes students do speaking skills that can be practiced directly in order to produce good speaking skills. Even so, it cannot replace actual class interactions as in conventional classrooms (Mardiah, 2020). Similarly, a finding in Ichsan, Rahmayanti, Purwanto, Sigit, Kurniawan, Dewi, Wirdianti, Hermawati, and Marhento (2020) also showed the same result in a different subject which is in Science, they found that there were various shortcomings and obstacles during applying e-

learning strategy. As Becker (2020) stated that it is common in universities and colleges to provide online resources to supplement traditional teaching methods in order to replace conventional classroom. Even UNESCO is aware that transitioning to online learning at scale is a very difficult and highly complex undertaking for education systems (UNESCO, 2020). Therefore, these institutions must understand what drives instructors and learners toward the E-learning system. (Alqahtani and Rajkhan, 2020).

Based on this, it can be explained that the main phenomenon to be discussed in this case is a technical problem in E-learning. Since E-learning has begun to be carried out by all spheres of life, especially education, new problems and challenges will be faced between students., educators, and parents. This creates a dilemma that will have a negative effect on online learning. According to (Salleh, et al, 2020) also said that e-learning has a negative impact in his journals such as: no self-discipline, no face-to-face interaction, lack of input from lecturers, good online learning is difficult to do, no facilities to support online learning, and hard to resolve difficulties

The difference in this study from previous research is that it lies in the research method, which is where we use audio-visual recordings by WhatsApp because by using audio visuals we can provide more accurate results about the speaking student where we listen directly to the voice of the student which makes researchers more easy to see the progress of students' speaking skills and makes it easier for researchers to get the results of students' speaking comparisons while studying face-to-face and learning by e-learning.

The points above are too in the learning process of E-learning, where the learning process in the student network is currently visible and visible to various parties such as teachers, students, or can have an effect on parents. That is why, we see E-learning as not having a good effect on learning.

For this reason, the researcher is interested in taking the title "The effect of E-learning on students' speaking skill progress: A case of the seventh grade at SMP Pencawan Medan". This title attracts the attention of the writer because of the phenomenon that occurs nowadays make the students difficult in speaking that using e-learning and this is important to know to figure out does E-learning affect students' speaking skill progress and to figure out how is the process speaking skill of students' progress on E-learning. Because the previous research (Hamid, 2020) state that students perceived that the implementation of online

learning during the Covid-19 period has been not fully effective.

Vocabulary is a very necessary basic for speaking. Speaking is the human ability to produce sound or voice orally and to share or express feelings and thoughts with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotion (Munawar, 2015). Without knowing the number of vocabularies, people will have difficulty in speaking English. Learners often find difficulties in using appropriate words to convey their thoughts because of their limited vocabulary (Jati et al, 2019). That is why researchers take vocabulary as the most important aspect of assessing students' speaking skill because researchers see the lack of knowledge about vocabulary, many are lazy to memorize it but it is precisely with a lot of vocabulary that we can speak English without faltering, that is why vocabulary is made as a major aspect of speaking. That is why researchers make vocabulary a very important aspect of speaking.

After vocabulary, the aspect that is needed is pronunciation. Teaching pronunciation though neglected in most of the classes, is an important aspect for focus (Thamarana & Kallepali, 2018) Pronunciation is a way of pronouncing word correctly. Pronunciation is a way of pronouncing words correctly. Pronunciation is needed in students' speaking assessment, because if someone speaks with the wrong pronunciation, the meaning of the word becomes different and makes the listener not understand the meaning of the speaker. Therefore, pronunciation is also very important to pay attention to so that the meaning and meaning of a sentence can be accepted by others and easily be understood.

Accuracy is the students' speaking accuracy in pronouncing words, fluency and accuracy are inseparable things, these are two factors that can determine the success of English for students. Accuracy can be said to be the ability to produce grammatically accurate sentences while fluency is the ability students must have to produce language easily. Such as using correct punctuation, using verbs, articles and prepositions This aspect also needs to be considered in speaking where in speaking it is also necessary to use proper punctuation so that the words we speak are not flat and make other people like to hear it. Tahir and Hanapi (2020) state that accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. If someone doesn't

learn accuracy in speaking, then it will affects the students accuracy in speaking, because accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account (Parmawati, Aseptiana & Inayah,2019). While, fluency is expressing ideas clearly and continuously, but English teaching is usually more concerned with accuracy than fluency (Shofi, 2018). However, that does not mean things that can be underestimated not to be mastered, because they are all related in order to achieve good results in speaking. If this aspect of speaking is not mastered, then it cannot be said that speaking properly and correctly, speaking well and correctly is speaking that can be opposed by the interlocutor. Where when speaking is not stiff and anxious, when the situation students can speak properly and correctly in speaking, but so that this aspect can be mastered, students must practice a lot and try to make their fluency in speaking better.

METHOD

This study aims to answer to the following research questions: Does E-learning affect students' speaking skill progress? How is the process of students' speaking skill progress on E-learning? This review covers a period starting from 14-15 September 2020 in an effort to capture the effect of E-learning on the progress of students' speaking skills which was carried out in seventh grade at SMP Pencawan Medan towards 20 students in that class. The researcher used quantitative data from this research. According Bhandari (2020), quantitative research is the process of collecting and analyzing numerical data. In the use of quantitative research methods, the results obtained are more accurate and clearer than research using qualitative methods, due to quantitative methods, the results obtained are in the form of numbers and cannot be verified, because it is through accurate research. In this study, researchers used instruments that could help researchers collect data where the data was a result of determining the students' speaking progress. The researcher used documentation as an instrument where the researcher assigned the seventh grade students of SMP Pencawan Medan to do audio recording where they told their daily activity in an audio where the audio would be sent via WhatsApp. In the data collection process, the researcher will ask several topics obtained through the English teacher, especially in speaking lessons given by the English teacher at SMP Pencawan Medan in the seventh grade during the e-learning process at the school. Then after the researcher gets the material

from the English teacher, the researcher will start the data collection process by verbally examining the students with the topics obtained from the teacher, which has been taught to students of SMP Pencawan Medan in seventh grade. The time to be given is 90 minutes. In the process of carrying out the assessment, in the field, the researcher has several categories that will be assessed and taken from each of these students, each criterion has 25 points and there are 4 categories to be assessed, namely vocabulary, pronunciation, accuracy and fluency. Overall, the points to be obtained from the four categories are 100 points. The researcher obtained the total of this research are the results of voice recordings. However, in collecting the sound

recordings, there are several aspects that will be assessed from the data, which is where this aspect like vocabulary, pronunciation, accuracy and fluency that can help the researcher to assess the student's speaking progress.

The following is a table of rating categories.

Table 1. *Rating categories*

No	Type	Feature	Scale	Result
1.	Vocabulary			
	a. Not Satisfactory	Limited vocabulary will make understanding difficult. If you want to say something, without understanding a lot of vocabulary, it will be difficult to speak well	1-6	
	b. Sufficient	Students who often use the wrong words in simple vocabulary in speaking, because they do not understand many vocabulary	7-12	
	c. Nice	Sometimes many students use unclear and inaccurate terms about language because of inadequate vocabulary, so their speaking results are also not good due to the lack of vocabulary	13-18	
	d. Excellent	Problems rarely occur, because students' vocabulary can be understood. Students have good vocabulary, listeners can also understand what students are talking about or saying	19-25	
2.	Pronunciation			
	a. Not Satisfactory	Students must understand sounds, accents, pitch, difficulty, stressing in order to be understood by listeners.	1-6	
	b. Sufficient	Basic pronunciation errors. Pronunciation is very important, so that the listener can easily understand what the students are saying	7-12	
	c. Nice	The mistakes that students make are only visible, there are not many mistakes students make in their pronunciation when speaking, which allows the listener to be a little easier to understand what the students are talking about	13-18	
	d. Excellent	Students' pronunciation can be understood and can be accepted well by listeners. because students understand the pronunciation of vocabulary well	19-25	
3.	Accuracy			
	a. Not Satisfactory	Its use is clearly unsatisfactory, students need to rearrange clarity or limit themselves to basic structures	1-6	
	b. Sufficient	students' basic structural errors, which are sometimes obscured by grammatical errors or unclear pronunciation of the word when students speak .	7-12	

c. Nice	occasional grammatical mistakes made by students that do not obscure the meaning or what students say even though it is not clear, but can still be accepted and understood by the listener .	13-18
d. Excellent	Students make no more than two mistakes, the pronunciation of the vocabulary is accurate and the listener understands what the student is saying .	19-25
4	Fluency	
a. Not Satisfactory	Fluency in students' speaking is below normal, too long pause when speaking affects fluency.	1-6
b. Sufficient	Some students definitely stumble while talking, some are because they are nervous or they lack a lot of vocabulary, but the therapy students manage to repeat it well. And listeners can also accept these mistakes .	7-12
c. Nice	Students speak must be natural, pronunciation errors are rarely found, because students already understand a lot of vocabulary, the accuracy of pronunciation is also good and the pause when speaking is also a little .	13-18
d. Excellent	Speaking students can be understood and accepted well, because of fluency and obscurity when speaking. pause when speaking is appropriate. tone and emphasis are also good and can be understood by the listener .	19-25
Total Result		100

The criteria are successful if > 75 . The formula used to calculate the criteria points discussed above, then these points will prove how the students' speaking ability during the e-learning process is increasing or decreasing, if < 75 , then the student's points or score does not meet the criteria for success,

The formula used is:

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

Where :

X = Mean of students' result

$\sum X$ = Total of the result
N = The number of students

In order to categories the member of master students, the writer used the following formula :

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

Where :

P = Percentage students get 75 result
R = The number of students get 75result
T = Total of students get the best result

Table 2. *Classification percentage*

Classification	Average Percentage %
Vocabulary	25
Pronunciation	25
Accuracy	25
Fluency	25
Total	100 %

Form for count students score: $\frac{TotalScore}{40} \times 100$

Table 3. *Criteria of score*

Percentage	Predicate
Excellent	75-100
Nice	69-74
Sufficient	59-68

RESULT AND DISCUSSIONTable 4. *The students' speaking skill score table (before pandemic)*

No	Name	Score	Percentage
1	Bernike	78	Excellent
2	Cut Cahaya	75	Excellent
3	Dosma	70	Nice
4	Gery	72	Nice
5	Ichi Gita Sembiring	70	Nice
6	Rizky	70	Nice
7	Ivan Santo	72	Nice
8	Syakira	75	Excellent
9	Rafika Sembiring	72	Nice
10	Yotam	76	Excellent
11	Dimas	72	Nice
12	Josua	75	Excellent
13	Mery	75	Excellent
14	Steven	80	Excellent
15	M.Faisal	72	Nice
16	Bethania	72	Nice
17	Sindy	72	Nice
18	Reyhan	72	Nice
19	Pangeran	72	Nice
20	Devika	72	Nice

Table 5. *The students' speaking skill score table (pandemic period)*

No	Name	Score	Percentage
1	Bernike	82,5	Excellent
2	Cut Cahaya	75	Excellent
3	Dosma	65	Sufficient
4	Gery	25	Not satisfactory
5	Ichi Gita Sembiring	47,5	Not satisfactory
6	Rizky	20	Not satisfactory
7	Ivan Santo	52,5	Not satisfactory
8	Syakira	52,5	Not satisfactory
9	Rafika Sembiring	42,5	Not satisfactory
10	Yotam	67,5	Sufficient
11	Dimas	65	Sufficient
12	Josua	60	Sufficient
13	Mery	60	Sufficient
14	Steven	65	Sufficient
15	M.Faisal	60	Sufficient
16	Bethania	60	Sufficient
17	Sindy	52	Not satisfactory
18	Reyhan	32	Not satisfactory
19	Pangeran	45	Not satisfactory
20	Devika	22	Not satisfactory

From the table 1, showing that values during the pandemic, there were 2 students with excellent category, no students with nice category, 8 students with the sufficient category and 10 students with the not satisfactory category. While from the table 2 before the pandemic and the table during the pandemic, there are two significant differences which indicate that the table during the pandemic has a lower speaking skill score than the table before the pandemic.

From the research data conducted by researchers, researchers get many striking differences between students' speaking skill progress before pandemic and pandemic during the period.

From the data above, it concludes that E-learning does not produce a good effect and is not asked to be used in learning media for speaking skills. This happens because there are several difficulties found in students where students cannot do the practice directly to hone the speaking.

The difficulties experienced by students are the lack of pre-media facilities to support the process of implementing E-learning-based learning, such as students who do not have gadgets to be able to carry out E-learning, besides that many students have not mastered electronic media or lack knowledge of ICT (Information Communication Technology) where it can affect performance in online-based learning. Apart from technology, the difficulties that can be found in the E-learning process are due to the lack of seriousness of students in participating in learning in the E-learning system because many students feel bored and bored in taking E-learning by sitting and paying attention to their cellphones or laptops to follow. learning. In addition, what makes students difficult to improve speaking skills is the absence of direct practice in the learning process of speaking which requires interlocutors to interact between students and other students, so that students are more interested and not easily bored in the learning process.

So, it is clear that learning using E-learning is very efficient to improve students' speaking skills because through electronic media there are so many obstacles that can hinder the teaching and learning process. In this study, researchers not only found problems with students, but E-learning also had a negative impact on teachers who taught at that time, where many of the teachers were less proficient in electronic media, because in general the teacher did the learning normally face to face only. In addition, the provision of less targeted

material to students can make students less understanding and less interested in practicing and learning these speaking skills.

E-learning affect the progress of students' speaking skills

Yes, E-learning has a huge effect on students' speaking ability. This is because there is a difference in the scores listed in one table and another which makes a significant difference and shows the difference between the two tables. In the table, it is quite clear that learning using E-learning makes students have a decrease in the quality of speaking compared to students who do face-to-face speaking learning. Therefore this hampers the progress of students' speaking skills. Because it should be, making a student able to improve speaking skills, in the interaction of two or more people, the speaker can be immediately evaluated and returned if there is an error in pronunciation (Yulia, 2020) said that "In interactive learning, technology mediates human interaction both synchronous and asynchronous; learning arises through interaction with other students and technology". However, it is difficult to do in learning using E-learning. The limited communication space for A is free from each other between students which makes it difficult for students to directly practice their speaking skills.

No process of the progress of student speaking skills

There is no process that occurs in students' speaking skills because the students' speaking ability has decreased significantly. Improving student speaking should students continue to hone speaking skills by continuing to speak and practice, but with a productive system students cannot continue to hone their speaking skills due to limited space and time. (Barron, 2020) stated that "Student interaction plays an important role in the classroom because students are able to improve their speaking skills in the classroom.

Mardiah (2020) also conducted research on the effects of e-learning on students' speaking skills. He realized that teacher-student interactive talk is not as effective as in normal classes. This is the basis that e-learning is not the right choice in learning, especially in training students' speaking skills. From the results of research that conducted by researchers, researchers found several factors that caused students' speaking progress decreasing. Student difficulties and student scores decreased after doing e-learning, some of the factors that influence this are in pronunciation, we

can see that in the language before the pandemic, students pronunciation are good, but during the pandemic student pronunciation has decreased greatly, many words are lacking. Pronunciation is not right and makes the listener confused in interpreting it, then another factor is in vocabulary, the vocabulary of students before the pandemic good, but after the pandemic has greatly decreased, because students become lazy to practice at home, because practicing speaking is usually done by practice directly in the classroom, students will be more interested in learning vocabulary. It's mean that there is a decreasing in students' skill in vocabulary during e-learning compared with face-to-face learning in the classroom. Therefore using a suitable is one of the ways to improve students speaking skill and it is important to apply and alternative strategy in teaching (Novita T , 2017). These factors are things that make it difficult for students to practice speaking skills, make a significant decrease and make them have a higher speaking quality than usual. For this reason, the only thing that can make students improve their speaking ability is by doing speaking exercises or the learning process face-to-face with other people. This is what really helps students' speaking develop to get good results.

CONCLUSION

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