

“LEARNING LOSS IN ONLINE LEARNING FOR SPEAKING CLASS”

THESIS

*Submitted as Partial Filfillment of the Replacements to Obtain Bachelor of
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Written by:

Eka Yulianti Sagita

18018170

Advisor :

Prof. Dr. M. Zaim, M. Hum
NIP. 196103211986021001

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

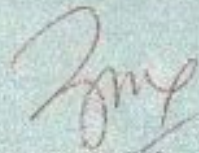
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HALAMAN PERSETUJUAN SKRIPSI

Judul : Learning Loss in Online Learning for Speaking Class
Nama : Eka Yulianti Sagita
NIM : 18018170
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 21 November 2022

Disetujui oleh,
Pembimbing



Prof. Dr. M. Zaim, M. Hum
NIP. 196103211986021001

Mengetahui,
Ketua Jurusan Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M. Hum., Ph.D
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

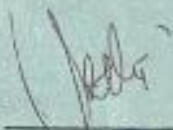
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Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul


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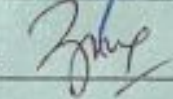
Nama : Eka Yulianti Sagita
NIM : 18018170
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Tim Penguji

1. Ketua : Dr. Yetti Zainil, M.A., Ph.D.
2. Sekretaris : Dr. Muhd. Al Hafizh, S.S., M.A
3. Anggota : Prof. Dr. M.Zaim, M.Hum









SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Eka Yulianti Sagita
NIM / TM : 18018170/ 2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum, Ph.D

NIP.19710525.1999802.2.002

Saya yang menyatakan,

Eka Yulianti Sagita

NIM. 18018170

ABSTRACT

Sagita, Eka Yulianti (2022). Learning Loss in Online Learning for Speaking Class. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

The spread of Covid-19 has a significant impact on various sectors of life, especially education in Indonesia. Teaching and learning at all levels of education will be done at home through online learning. Online learning as a whole is not perfect learning, even though technologies have supported it. There are still gaps that cause learning loss or reduced knowledge and skills academically, because not all learning can be transferred into online learning. This study aims to identify the learning loss in speaking for informal interaction class. The participants of this study were students of international class (K1- 2021), with a total of 22 students. In determining the participants, the researcher used purposive sampling technique. Descriptive was used in this study. Data were collected using questionnaires that were distributed online through Google form. The results of the study show that: (1) platforms that are often used in online learning are LMS/E-Learning and Zoom Meeting. (2) online learning in addition has advantages, namely reduces student mobility and flexibility of study place, also has disadvantages include: internet network access is often disconnected and students can not concentrate. (3) Students of international class in the academic year 2021/2022 experienced learning loss in speaking for informal interaction class during online learning, include: (a) constructive learning, Students have difficulty studying for difficult material and collaborating with friends in understanding online speaking learning materials when online learning. (b) Learning strategy, Students have difficulty finding people they can speak English with and paying attention to another person when speaking English. (c) Learning environment, Students have difficulty getting examples of how to use English naturally and students do not have the opportunity to communicate in English speaking environment.

Keywords : Speaking Class, Online Learning, Learning Loss

ABSTRACT

Sagita, Eka Yulianti (2022). Kerugian Belajar Dalam Pembelajaran Daring Untuk Kelas Berbicara. Tesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penyebaran Covid-19 berdampak signifikan terhadap berbagai sektor kehidupan, khususnya pendidikan di Indonesia. Pengajaran dan pembelajaran di Semua Tingkat pendidikan akan dilakukan di rumah melalui pembelajaran online. Pembelajaran Online secara keseluruhan bukanlah pembelajaran yang sempurna, meskipun teknologi telah mendukungnya. Masih ada kesenjangan yang menyebabkan hilangnya pembelajaran atau berkurangnya pengetahuan dan keterampilan secara akademis, karena tidak semua pembelajaran dapat ditransfer ke pembelajaran online . Penelitian ini bertujuan untuk mengidentifikasi kehilangan belajar dalam berbicara untuk kelas interaksi informal. Peserta penelitian ini adalah siswa kelas internasional (K1 - 2021), dengan total 22 siswa. Dalam menentukan peserta, peneliti menggunakan teknik purposive sampling. Deskriptif digunakan dalam penelitian ini. Data dikumpulkan menggunakan kuesioner yang didistribusikan secara online melalui Google form . Hasil penelitian menunjukkan bahwa: (1) platform yang sering digunakan dalam pembelajaran online adalah LMS/E-Learning dan Zoom Meeting. (2) pembelajaran online selain memiliki kelebihan, yaitu mengurangi mobilitas siswa dan fleksibilitas tempat belajar, juga memiliki kekurangan antara lain: akses jaringan internet sering terputus dan siswa tidak dapat berkonsentrasi. (3) siswa kelas internasional pada tahun ajaran 2021/2022 mengalami learning loss dalam berbicara untuk kelas interaksi informal selama pembelajaran online, antara lain: (a) pembelajaran konstruktif, siswa mengalami kesulitan belajar untuk materi yang sulit dan berkolaborasi dengan teman dalam memahami materi pembelajaran berbicara online saat pembelajaran online. (B) strategi belajar, siswa mengalami kesulitan menemukan orang-orang yang mereka dapat berbicara bahasa Inggris dengan dan memperhatikan orang lain ketika berbicara bahasa Inggris.(c) lingkungan belajar, siswa mengalami kesulitan mendapatkan contoh bagaimana menggunakan bahasa Inggris secara alami dan siswa tidak memiliki kesempatan untuk berkomunikasi dalam lingkungan berbahasa Inggris

Kata Kunci: *Kelas Berbicara, Belajar Online, Kehilangan Belajar*

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NIM. 18018170

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CHAPTER I

INTRODUCTION

A. Background of Problem

The 2019 coronavirus (Covid-19) outbreak has become an international concern since the first case occurred in Wuhan, Hubei Province, China, at the end of December 2019. Covid-19 is not a disease that can be ignored because the development of the virus's transmission is extremely significant. The number surpassed the SARS case in 2003. Therefore, the spread has become very global, and all countries worldwide feel the impact of the Covid-19 case, including Indonesia. The cases of Covid-19 in Indonesia were confirmed on March 2, 2020. At that time, President Joko Widodo announced that two Indonesians had contracted the coronavirus; both were 64 and 31 years old. Since then, until now, the Covid-19 outbreak is still occurring in Indonesia.

Recently, a new variant of Covid-19 has emerged, namely Omicron. On November 26, 2021, the World Health Organization (WHO) named the B.1.1.529 (Omicron) variant of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), first detected in South Africa as a variant of concern (VOC). VOC is the highest category for the Covid-19 virus variant related to transmission, disease symptoms, risk of re-infection, and vaccine effects (Madhi et al., 2022). Three days after the announcement by the WHO, cases of infection with the omicron variant had already been detected in many other countries, including Indonesia. The first case of the Omicron variant in Indonesia was entered on November 29, 2021. It was allegedly infected by an Indonesian citizen who had just returned from Nigeria. Furthermore, Epidemiologist from Australia's Griffith University, Dicky Budiman, said the Omicron variant had a 500% higher transmission rate than the SARS-CoV-2 coronavirus, which was first discovered in Wuhan in 2019.

Due to the rapid transmission of Covid-19, the World Health Organization (WHO), since March 11, 2020, defined the virus Covid-19 as a pandemic. This pandemic status indicates that the spread of the virus is swift, and none of the countries in the world can ensure that it can avoid the coronavirus (Herlina et al., 2020). According to Kashyap et al. (2021), to anticipate the transmission of the virus, the government in several countries issued various policies, such as isolation, vaccination, social and physical distancing to large-scale social restrictions (PSBB), as an effort to reduce the interaction of many people who can provide access to the spread of the coronavirus.

The spread of Corona Virus Disease (Covid-19) has a significant impact on various sectors of life, especially in education. According to UNESCO (2020), schools are closed in many countries due to a public health emergency. At the beginning of its appearance, UNESCO recorded at least 1.5 billion school-age children who could not attend school due to the impact of Covid-19 in 188 countries, including 60 million in Indonesia. This condition makes every country work hard to find solutions for students to keep learning and fulfill their educational rights. The Ministry of Education and Culture of Indonesia responds to educational policies mentioned in the Circular Letter of the Ministry of Education and Indonesia Number 4, 2020. One of the guidelines is that during the spread of coronavirus disease (Covid-19), teaching and learning at all levels of education will be done at home through online learning. This policy forces all of the teachers in Indonesia to make the transition the way they teach from face-to-face learning to online learning (Rahayu et al., 2020).

Online learning systems are web-based software for distributing, tracking, and managing courses over the internet. It involves the implementation of advancements in technology to direct, design, and deliver the learning content and to facilitate two-way communication between students and teachers (Mukhtar et al., 2020). According to Carliner (2003), online learning is access to learning experiences via some technology. The intention of online learning during the pandemic is that teachers and students do not need to go to school but can teach

and study from home using technology. The technology can be used like smartphones, laptops, i-pad, and tablets. Many platforms are offered for online learning that can be integrated with the technology.

Full online learning can be synchronous or asynchronous if reviewed based on the interaction time between educators and students (Alqahtani & Rajkhan, 2020). According to Rasmitadila et al. (2020), synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using online forms such as conferences, zoom meetings, and online chats. Meanwhile, asynchronous learning is a form of learning indirectly (at different times) using an independent learning approach. For example, some subject material is designed and displayed using video recordings, email systems, blogs, E-learning, articles, and other platforms. The feedback received between online synchronous is direct, while online asynchronous is indirect.

Furthermore, Anderson (2008) mentions some advantages of online learning for learners: Synchronous online learning provides students and teachers to connect in real-time. Therefore, students can use the internet to acquire up-to-date and relevant learning resources and communicate with experts on the topic they are studying. Meanwhile, in asynchronous online learning, students can access the online materials anytime. However, Almaiah (2020) stated that learning from a synchronous is detrimental in areas with minimal facilities because sometimes internet connections are unstable or infrastructure facilities are inadequate. Moreover, for learners in asynchronous online learning, it will be difficult for educators to provide feedback at that time also due to the time difference. Andriani et al. (2021) explained some disadvantages of online teaching. First, not all internet facilities are good in all places. Second, online learning is constrained by the internet network, which is often unstable. Third, students are more passive in online learning. Students do not have adequate equipment for online learning, limited credit quota for the internet, students cannot concentrate because the interactions tend to be one-way, and there is a lack of interactions between lecturers and students, and the students can feel isolated.

Learning carried out in the English Education Department, Faculty of Languages and Arts, Universitas Negeri Padang also used online learning. They conducted online learning in almost all courses, including speaking for informal interaction classes by students of the second semester of the 2021/2022 academic year. This distance learning integrates networks internet in the learning process. Students can interact with lecturers in learning through online platforms such as YouTube, WhatsApp, Zoom Meeting, LMS/ E-learning, Google Meet, and Google Classroom. However online learning as a whole is not perfect learning, eventhough various technologies have supported online learning. It cannot be denied that not all learning can be transferred into online learning environment (Pilkington, 2018). Learning speaking for informal interaction applied in the English Education Department has practical competence more than theory. In implementation, it is feared that many students will experience problems related to teaching materials, learning interactions, and learning environments. Therefore the learning process will not be optimal, so it will affect the occurrence of learning loss.

Li et al. (2020) stated that learning loss is a concept defined as the absence of the maximum learning process in schools. In other words, learning loss is a teacher's concern for students, a loss of cognitive learning, and terms of achieving abilities that should be completed but are only half completed. In addition, learning loss is defined by the Education and Development Forum (2020) as a condition in which student lose general or specific information and abilities, or academic deterioration, as a result of a long gap or discontinuity in the educational process. In addition, learning loss is a general loss of knowledge and abilities and a deterioration in academic progress caused by discontinuous gaps in student education, which impacts students' lack of information and influences the quality of human resources born during the pandemic years. The risk of learning loss was a huge thing to happen during online learning. Learning Loss made students do not master the required competencies because they do not unable to follow the material or loss of basic competence which should be studied. Learning loss had

an impact on decreasing achievement learning because of the lack of quality and facilities for students in online learning (April, 2021).

Several studies related have been done before to study this topic and support this research. The research explained the learning loss during online learning. The first research conducted by Andriani (2021), entitled "Learning Loss dalam Pembelajaran Daring di Masa Pandemi Corona ."This research shows that learning loss in online learning was less interaction between lecturers and students, between students and students, student learning time, less concentration, limited time duration, inability to explain the lecture material being taught entirely, and low student absorption of lecture material. The second research conducted by Lismandasari et al. (2022) entitled "Risiko Terjadinya Learning Loss Mahasiswa PSKD FKK UMJ Dalam Pembelajaran Daring Di Masa Pandemi Covid-19". The result showed PSKd FKK UMJ students feel a decrease in concentration, motivation, interaction with lecturers and students, duration of time, understanding of the material, and learning outcomes. Online learning due to the COVID-19 pandemic has the risk of causing learning loss for students. The third research conducted by Noviantri (2021), entitled "Analisis Learning Loss Kemampuan Literasi Statistis Mahasiswa". The results showed that learning loss occurs of statistical literacy ability of students in Mathematics Education Department especially on the ability to understand data and communicate data.

The previous studies revealed that most of the studies were conducted to identify learning loss in general, in other words learning loss that occurs in all courses during online learning. Moreover, the research conducted by Noviantri only talked about learning loss in Mathematics Education Department. While this study is about learning loss that occurs in speaking class for informal interaction during online learning. And studies related to this study are almost not found, usually the studies only discuss about learning loss that occurs during online learning in general. Therefore, the researcher are interested in conducting this research, about learning loss in online learning for speaking class.

B. Identification of the Problem

From the background of research, the researcher identifies several problems:

1. Due to COVID-19 Pandemic, the speaking class held in the classroom has changed to online learning
2. Speaking classes in online learning is challenging
3. Using some platforms during online learning
4. There is a concern about learning loss due to online learning in the long term, especially in speaking classes.

C. The Focus of the Problem

This research focuses on the platforms that used in online learning, the advantages and disadvantages of online learning and learning loss in online learning that happened in speaking classes by second- semester of English Education students at the Faculty of Languages and Arts, Universitas Negeri Padang in the academic year 2021/2022.

D. Formulation of the Problem

Related to the focus of the problem above, this research problem can be formulated as follows: The platforms that used in online learning for the speaking class, the advantages and disadvantages of online learning, the learning loss in online learning for speaking classes faced by second- semester of English Education students at the Faculty of Languages and Arts, Universitas Negeri Padang in the academic year 2021/2022..

E. Research Question

Based on the formulation of the problem above, the research formulated the problems as follows:

1. What are the platforms used in online learning for the Speaking for Informal Interaction Class ?
2. What are the advantages and disadvantages of online learning for Speaking for Informal Interaction Class?

3. What are the learning loss in online learning for the Speaking for Informal Interaction class?

F. Purpose of the Research

The purpose of the study is to know the platforms that are used and the advantages and disadvantages of online learning for the speaking class and to identify the learning loss, especially for second- semester of English Education students at the Faculty of Languages and Arts, Universitas Negeri Padang in the academic year 2021/2022.

G. Significance of the Study

The research expects that the finding of the research can be helpful for the following:

1. For the students

This research expected to give any advantages. By knowing the learning loss in speaking class during online learning, they can improve their knowledge and skill to avoid the learning loss in speaking class. They also try to have a good network, so that their learning process through well via platforms.

2. For the lecturers

This research expects that the lecturers can see whether platforms are effective or ineffective for lecturers' teaching and learning processes in online learning. Then from the result of the research, the lecturers can know how well students comprehend the material taught through online learning and can avoid the learning loss faced by the students during online learning.

3. For the other researcher

Hopefully, the result of this research can be used as a reference for other researchers related to this topic.

H. Definition of Key Terms

There are several terminologies the writer feels necessary to explain to avoid misunderstanding in this research. The key terms are as follows:

1. Online learning is a distance learning process between students and teachers/instructors not directly but using electronic media in the internet network simultaneously in different places
2. Speaking is communicating orally to express thoughts together between two or more people.
3. Learning loss is a situation where students lose general or specific knowledge and skills, which occurs due to a prolonged gap or discontinuity of the educational process.