

LEARNING LOSS IN SPEAKING SKILL FROM PSYCHOLOGY POINT OF VIEW

THESIS

*Submitted as a Partial Fulfillment of the requirements to Obtain Bachelor
of Education (B.Ed) in English Language Education*



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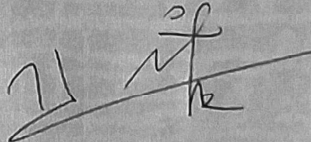
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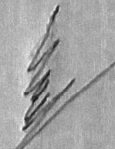


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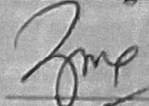
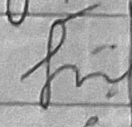
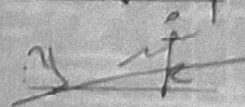
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ABSTRACT

Aisyah, Siti (2023). Learning Loss in Speaking Skill from Psychology Point of View. Thesis. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

The implementation of online learning poses various challenges and obstacles, especially for students. Some of the obstacles faced by students are a lack of technological devices, unstable internet connections, financial problems, and psychological disorders, such as anxiety, depression, stress, and others. The purpose of this study is to describe the impact of learning loss on the psychological condition of students in the speaking class of the Department of English Education, Faculty of Language and Arts, Universitas Negeri Padang during the Corona Pandemic. The design of this research is descriptive research. The population for this study was all first-year students of the 2021 academic year of the Department of English Education, Faculty of Languages and Arts, Universitas Negeri Padang and the sample was 22 students from the international class. This study used an online questionnaire and the questionnaire was made of close-ended questions. The most used platforms by students and lecturers are LMS/E-Learning and Zoom Meeting. Students do not experience learning loss in terms of student psychology because students can master learning and reflect on it during online learning, and students can adapt to learning changes that occur due to the pandemic, students master the knowledge and can reflect on the learning process, and students can associate new information with relevant concepts in their cognitive structure. Learning loss has no impact on students' psychological conditions. Learning loss does not have an impact on students because students have ways to overcome the psychological stress that arises during online learning and students who have a high level of resilience in dealing with their problems have a smaller risk of experiencing depression. Students with a high level of resilience will recover faster from pressure and cope with their problems more actively.

Keywords: learning loss, psychology, speaking skill

ABSTRAK

Aisyah, Siti (2023). Learning Loss in Speaking Skill from Psychology Point of View. Thesis. Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

Penerapan pembelajaran secara daring menimbulkan berbagai tantangan dan kendala, terutama bagi mahasiswa. Beberapa kendala yang dihadapi oleh mahasiswa adalah kurangnya perangkat teknologi, koneksi internet yang tidak stabil, masalah keuangan, gangguan psikologi, seperti kecemasan, depresi, stres, dan lain-lain. Tujuan dari penelitian ini adalah untuk mendeskripsikan dampak learning loss terhadap kondisi psikologis mahasiswa di kelas speaking Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang selama Masa Pandemi Corona. Desain penelitian ini adalah penelitian deskriptif. Populasi untuk penelitian ini adalah seluruh mahasiswa tahun pertama tahun ajaran 2021 Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang dan sampelnya adalah 22 mahasiswa dari kelas internasional. Penelitian ini menggunakan kuesioner online dan kuesioner dibuat dari *close-ended question*. Platform yang paling banyak digunakan oleh mahasiswa dan dosen adalah LMS/E-Learning dan Zoom Meeting. Mahasiswa tidak mengalami learning loss ditinjau dari segi psikologis mahasiswa karena mahasiswa dapat menguasai pembelajaran dan merefleksikannya selama pembelajaran daring, serta mahasiswa dapat beradaptasi dengan perubahan pembelajaran yang terjadi akibat pandemi, mahasiswa menguasai pengetahuan dan mampu merefleksikannya pada proses pembelajaran, dan mahasiswa mampu mengaitkan informasi baru dengan konsep-konsep yang relevan dalam struktur kognitifnya. Learning loss tidak berdampak pada kondisi psikologis siswa. Learning loss tidak berdampak pada mahasiswa karena mahasiswa memiliki cara tersendiri untuk mengatasi tekanan psikologis yang muncul selama pembelajaran daring dan mahasiswa yang memiliki tingkat resiliensi yang tinggi dalam menghadapi permasalahannya memiliki risiko yang lebih kecil untuk mengalami depresi. Mahasiswa dengan tingkat resiliensi yang tinggi akan lebih cepat pulih dari tekanan dan mengatasi masalahnya dengan lebih aktif.

Keywords: kehilangan pembelajaran, psikologi, kemampuan berbicara.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Pandemic Covid-19 which has hit the world since 2020 has caused school closures in various parts of the world. As a result, all levels of education are carried out online, where teachers, students, and all learning activities are carried out remotely. The implementation of online learning causes a variety of challenges for students and teachers. Heng & Sol (2020) stated that distance learning causes various challenges from various sources including variations in online learning modes and technology mastery competence. Based on the small conversation that researcher has done with the participants, it was found that there are many obstacles that must be faced by students during distance learning. The two main obstacles are an unstable internet connection and inadequate gadgets. In addition, many areas in Indonesia still not covered by an internet connection, so students have to go to other area that has stable internet connection.

Several results showed various problems faced by students during distance learning. Based on research conducted by Yuzulia (2021) related to student perception of online learning in 54 high school students, most students have low motivation, are easily distracted, and prone to stress caused by the large number of assignments given by the teacher. Based on the result of the conversation, when students received an assignment from the lecturer,

students felt unable to complete the assignment and sometimes got panic. Then, the worse moment is when students purposely did not do the assignment and preferred to hang out with their friends. Students reasoned that the assignment given was too heavy and difficult to understand and distance learning is less effective for them. This is in line with Irawan et al. (2020) statement that online learning also impacts students' psychological well-being, such as increasing emotions of anger, anxiety, boredom, and drastic mood swings.

Moreover, based on the conversation with some students, apart from the above problems students also have to face various other problems when they study at home. The first challenge was students cannot access adequate study materials. Second, some students cannot study well because they have to work to earn money. Third, when studying at home, parents put more burden on female students with homework. As a result, the learning process is hampered. The existence of these difficulties in the learning process will result in the emergence of learning loss.

Engzell et al. (2021) stated that various challenges faced by students in online learning caused students to experience learning loss. The term learning loss refers to the loss of specific or general knowledge and skills or a decrease in academic progress, most commonly due to extended gaps or discontinuities in student education (Great School Partnership). The extension of the gap and

the absence of student involvement are currently happening since the pandemic caused school closure, and students have to study at home.

Munawaroh et al. (2021) explained the phenomenon of learning loss in online learning is brought on by the lack of direct interaction between students and teachers, the restricted communication with friends and peers, the constrained student learning time, the challenges of conducting discussions, and the constrained assessment process. Blagg (2021) stated that learning loss has a negative effect on students, lowering academic achievement, causing friction between peers and parents, and increasing the risk of juvenile criminality.

Online learning that lasts long enough caused learning loss. Learning loss is defined as the loss of the ability to absorb and recall the learning that has been and will be done. Loss of ability here means that it is difficult for students to refocus on learning and adapting to school activities. Learning loss is caused due to extended gaps between effective learning and situations where students do not learn at all or the learning system is ineffective so that students are complacent and comfortable with the situations where they do not need to study to achieve their goals.

Learning loss is also influenced by students' psychology during online learning. The psychological impact cannot be avoided from the implementation of learning at home. Previous research conducted by Turmaud (2020) has noted the various mental health consequences experienced during

COVID-19, including stress, depression, anxiety, feelings of panic, feelings of hopelessness, frustration, struggles with suicidal thoughts and behaviors, insomnia, ease, offense, emotional exhaustion, sadness, and symptoms of traumatic stress. Another result of the study conducted by Maia & Dias (2020) found that students who were evaluated during the pandemic period showed that the pandemic had a negative psychological effect on students in the form of significantly higher levels of anxiety, depression, and stress, compared to students in previous normal times.

During online learning, students have faced many obstacles, including studying certain topics, especially for English Department Students who have problems learning English online in studying English. Students must study 4 main skills of English, such as listening, reading, writing, and speaking. These skills are divided into two groups there are productive skills and receptive skills. Productive skills consist of speaking and writing and receptive skills consist of reading and listening. According to Golkova & Hubackova (2014) productive skills - also called active skills – mean the transmission of information that a language user produces in either spoken or writing form.

One of the productive skills is speaking. Chaney & Burk (1998) explained that speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in various contexts. According to Brown & Yule (1983) speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by accuracy

and fluency. Moreover, Irsyad & Narius (2012) explained that speaking is verbal communication that is utilized by individuals in their social relations. Through speaking, the individual can express their opinions, thoughts, and emotions to other people.

According to Indrianty (2016) other English language skills can be improved independently, however for speaking, students cannot speak by themselves, and they have to find someone who speaks to them to achieve their speaking skills. Since school was closed, and students studied at home, students have difficulty learning to speak. Students can practice speaking on their own or ask their parents to be the interlocutor, but without the direct help of the teacher, the success rate of students speaking English well will be very low. Speaking has several main elements that affect the process. According to Rubin, (1994) there are five factors of speaking processes elements; the first factor is pronunciation, the second factor is interlocutor, the third factor is the environment, the fourth factor is confidence, and the last is process characteristic. While studying and practicing at home, students miss these 5 main factors and it caused learning loss in learning speaking.

To support this research, there are several studies with related topics that have been done before. The result of study conducted by Besele (2021) found that the challenges that students experience in online learning include the lack of technological tools for the learning process, uneven access to the internet, financial issues, technical difficulties during the learning process, etc. The

difficulties during online learning will cause students experience learning loss. This statement is supported by Suvayunanto (2022) in the result of his study which found the factors that cause learning loss include unstable internet networks, students feeling bored in online learning, students finding it difficult to concentrate on understanding the material delivered by the teacher, teachers who do not play an active role during the learning process, and laziness experienced by students in learning.

However, the learning loss experienced by students will also has impact on the students' psychological condition. According to the result of study conducted by Alomyan (2021) found that online learning make students feel anxious, restless, nervous, feel confused, depressed, anxiety, distress, frustrated, feeling bored, etc. Furthermore, he stated that the results of study showed students in the first year had higher negative psychological effects and higher level of psychological distress than students in year three or four. Another study that also shows that learning loss has an impact on students' psychological conditions is a study conducted by Irawan et al. (2020). Based on result of the study, students felt saturated with online learning, students also got anxiety about their parents' earnings and students got emotional disorders due to online learning.

Based on the background above, the researcher wants to identify the impact of learning loss on students' psychological condition, especially in the speaking class of the English Education Department, Faculty of Languages

and Arts, Universitas Negeri Padang during the Corona Pandemic Period. The researchers are interested to take the title "Learning Loss in Speaking Skills from Psychology Point of View".

B. Identification of Research

From the background of research, the researchers identified several problems:

1. Students faced many obstacles during online learning.
2. Students experienced learning loss due to extended gaps or discontinuities in students' education.
3. Learning loss has impact on students' psychological disruption in learning.

C. The focus of the Problem

This research focuses on learning loss that occur in speaking class and its impacts to students psychological on students in the first-year students of the 2021 academic year of the English Education Department, Faculty of Languages and Arts, Universitas Negeri Padang during online learning.

D. Formulation of the Problem

Related to the focus of the problem above, this research problem can be formulated as follows: How does the learning loss occur in speaking class and what are the impacts of learning loss on students psychological during online learning.

E. Research Questions

Considered the formulation of the problem above, the researcher formulated the research questions as follows:

1. What are the platforms used in speaking class?
2. What are learning loss experienced by students in speaking class?
3. What are the impacts of learning loss on the psychological condition of students during online learning in speaking class?

F. Purpose of the Research

This research is conducted to describe the learning loss that occurs in speaking class during online learning and the impact of learning loss experienced by students during online learning on students' psychological conditions.

G. Significance of the Study

1. To students, the research is expected to provide information about the obstacles faced by students during online learning and the effects of these obstacles including their psychological effects on students.
2. To lecturers, the research is expected to provide information about factors that caused learning loss, especially from a psychological Point of View.

H. Definitions of Key Terms

In this study, there are three key terms. The writer wants to present the meaning briefly.

1. Online learning is a distance learning process carried out between teachers and students using electronic media.
2. Learning loss is defined as the loss of ability to absorb and recall the learning that has been and will be done, this is because there is too much distance between effective and ineffective learning processes.
3. Speaking is verbal communication that expresses what an individual sees and feels.