

"LEARNING LOSS IN ONLINE LEARNING FOR SPEAKING CLASS"

THESIS

*Submitted as Partial Filfillment of the Replacements to Obtain Bachelor of
Education (B.Ed) in English Language Education*



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

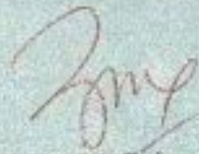
2022

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

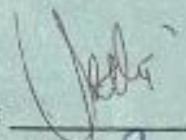
Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

"LEARNING LOSS IN ONLINE LEARNING FOR SPEAKING CLASS"

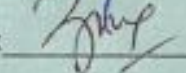
Nama : Eka Yulianti Sagita
NIM : 18018170
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Tim Penguji

1. Ketua : Dra. 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

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul "*Learning loss in online in online learning for speaking class*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

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*

ACKNOWLEDGMENT

Alhamdulillahirabbil'aalamiin, in the name of Allah, the most Gracious, the most Merciful and the Almighty who never stop blessing me so that I could finish this thesis. Shalawat is also deliver to our prophet Muhammad SAW who has brought us from the darkness to the brightness and delivered the truth to human being. In accomplishing the study, I realized that I never finish this thesis without the help from the other people around me. Therefore, I would like to express my gratitude and appreciation to:

1. The researcher's thesis was supervised by Prof. Dr. M.Zaim, M.Hum., who has been incredibly kind and considerate. Thank you very much for providing the inspiration, advice, correction, and guidance needed to complete the thesis.
2. The examiners, Dra. Yetti Zainil, M.A., Ph.D. and Dr. Muhd. Al Hafizh, S.S., M.A., who has been very kind. I sincerely appreciate your advice and correction, which allowed me to conclude this thesis.
3. Every English Language Education lecturer who has shared knowledge and information with the researcher in class and throughout the research phase of this paper
4. My beloved parents, Salgiono Tarigan and Suwanti, whom never stop motivate and always pray for me everytime, and support me to finish my study
5. My beloved friends, Farhan Muntazir, Alma Milenia, and Yulia Astika, for giving me more strength, for sharing the same struggle, for supporting each other to achieve our goals together.
6. Lastly, I want to thank myself for believing in myself, working very hard, surviving through difficult times, and never giving up. I honor the progress I have made, I know I am doing my best.

Padang, 21 November 2022

Eka Yulianti Sagita
NIM. 18018170

TABLE OF CONTENT

ABSTRACT.....	ii
TABLE OF CONTENT	iii
LIST OF TABLE	v
LIST OF APPENDIX.....	iv
CHAPTER I INTRODUCTION	1
A. Background of Problem.....	1
B. Identification of the Problem	6
C. Focus of the Problem	6
D. Formulation of the problem	6
E. Research Question	6
F. Purpose of the Research	7
G. Significance of the Study	8
H. Definition of Key Terms	8
CHAPTER II LITERATURE REVIEW	9
A. Review of Related Theories	
1. Online Learning	
a. Definition of Online Learning	9
b. Types of Online Learning	9
c. Platform that used in online learning.....	9
d. Advantages of Online Learning	10
e. Disadvantages of Online Learning	10
f. Characteristics of Online Learning.....	11
2. Concept of Speaking	
a. Definitions of Speaking	12
b. The Functions of Speaking	12
c. Components of Speaking Skill	13
d. Types of Speaking Skill	13
3. Learning Loss	
a. Defintion of Learning Loss	16
b. Learning loss in terms of second language acquisition	17

1. Constructive learning	17
2. Learning strategy.....	18
3. Learning environnement	19
Relevant Researc.....	19
Conceptual framework	20
CHAPTER III RESEARCH METHOD	21
A. Research Design	21
B. Population and Sample	21
1. Population	21
2. Sample	21
C. Instrumentation	22
D. Technique of Data Collection	23
E. Technique of Data Analysis	23
 CHAPTER IV RESEARCH FINDINGS & DISCUSSION	
A. Data Description & Data Analysis	
1. Platforms that used in online learning.....	28
2. The advantages and disadvantages of online learning.....	29
3. Learning Loss	32
B. Findings	
1.Platforms that used in online learnin.....	37
2.The advantages and disadvantages of online learning.....	38
3.Learning Loss.....	40
C. Discussion	
1.Platforms that used in online learning.....	40
2.The advantages and disadvantages of online learning.....	43
3.Learning Loss	47
 CHAPTER V	
CONCLUSION & SUGGESTIONS	
A. Conclusion	48
B. Suggestions	48
REFERENCES	

LIST OF TABLE

Table 3.1 Population of students	21
Table 3.2 Indicator of Instrument.....	22
Table 4.1 Platforms that used in online learning for the speaking class.....	28
Table 4.2 The advantages of online learning for the speaking.....	29
Table 4.3 The disadvantages of online learning for the speaking.....	32
Table 4.4 Learning Loss in online learning in terms of constructive learning....	37
Table 4.5 Learning Loss in online learning in terms of learning strategy.....	38
Table 4.6 Learning Loss in online learning in terms of learning environment...	39

LIST OF APPENDIX

Appendix 1 Indicator of instrument.....	57
Appendix 2 Questionnaire.....	61
Appendix 3 Questionnaire's Result	76

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, even though 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 able 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.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussion, it can be concluded from the problem statement, "What are the platforms that are used in online learning for the speaking class?", "What are the advantages and disadvantages of online learning for the speaking class" and "What are the learning losses in online learning for the speaking class ?"

1. The study's result shows that platforms often used in online learning are LMS/ E-Learning and Zoom Meeting. The students used LMS/E-learning in before learning speaking for informal interaction class. The LMS/E-learning was also used to deliver and collect the assignments, to do the mid-semester and the final semester examination. Meanwhile, zoom meeting used by students in the process of learning speaking for informal interaction class.
2. Online learning in addition to providing advantages for students, namely reduces student mobility, allows students to take classes from anywhere, saves operational costs such as transportation costs to campus, takes classes as scheduled and usually shorter, and makes it easier for students to deliver assignments given by lecturers. Also, the disadvantages include the internet network is often disrupted when it rains, online learning causes extra costs to buy internet data quota credit, online learning being constrained by the internet network which is often disconnected, online learning being constrained by the domicile/residence of students whose internet network access is weak, and students cannot concentrate, because the interaction tends to be one-way in online learning.
3. Students of international class in the academic year 2021/2022 experienced learning loss in speaking for informal interaction class during online learning.
 - a. Constructive learning, including Students who have difficulty studying for difficult material when online learning. Students have difficulty in learning

and collaborating with friends in understanding online speaking learning materials. Students have difficulty interacting with friends in online learning. Speaking learning materials is only limited to the material provided by the lecturer in online learning

- b. Learning strategy, including Students having difficulty finding people they can speak English. Students have difficulty paying attention to another person when speaking English in online learning. Students cannot ask friends or native speakers to correct their language mistakes .
- c. Learning environment, including Students having difficulty getting examples of how to use English naturally. Students do not have the opportunity to communicate in English speaking environment.

B. Suggestions

Based on the study's findings, the researcher would like to give suggestions to the students, lecturers, and the following researchers.

1. For Students

The students must try to interact with their friends. They should get used to discussing and sharing so that they will quickly find partners to discuss the difficult materials and practice English, who can help them correct their English mistakes, such as grammar and vocabulary. They must also be wise in using the internet; they can improve their knowledge from many sources on the internet. Not only depend on the lecturers. For the networks that were often disconnected, they can move to a place with a better network when online learning, or they can go back to their boarding house and learn online from there.

2. For the Lecturers

The lecturers should pay more attention to their students' English skills. They should tell their students to practice more and make conversations with each other in the online class so that their students will get used to interacting with their friends. Also, they should be a sample to use speaking English in the class, so their students get examples of how to use English well and naturally. The lecturers

should also help their students by applying for a free internet quota from campus per month, so the students do not need to spend more to buy an internet quota.

3. For the Next Researcher

The next researcher, especially in the field of English who also want to identify about learning loss on online learning peaking class, can use this research as a reference for conducting similar research.

REFERENCES

- Ahluwalia, S. (2020). There is really no other way to collaborate and communicate other than a great video conferencing solution, and we use Zoom. Retrieved from <https://zoom.us/customer/technology>
- Aithal, P. S. & Shubhrajyotsna, A. (2016). Impact of On-Line Education on Higher Education System. *International Journal of Engineering Research and Modern Education*
- Anderson, T. (2008). *The Theory and Practice of Online Learning*. Second Edition. AU Press Canada. Athabasca University
- Almaiah, MA, Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during the COVID-19 pandemic in Education and Information ... Springer. <https://doi.org/10.1007/s10639-020-10219-y>
- Almosa, A. (2002). *Use of computer in education*, (2nd ed). Riyadh: Future Education Library
- Alqahtani, AY, & Rajkhan, AA (2020). E-learning critical success factors during the covid-19 pandemic: A comprehensive analysis of e-learning managerial perspectives. *Education Sciences*. <https://www.mdpi.com/803244>
- Assiddiqi, D. R., & Soeryanto. (2021). Peluang Menurunnya Capaian Hasil Belajar (Learning Loss) dan Alternatif Solusinya: Kajian Kasus Pembelajaran Online di Era Pandemi Covid-19 di Jurusan Teknik Mesin UNESA. *JPTM*, 10(3), 47–54
- Axmedova, T. B., & Kenjayeva, N. D. (2021). Advantages and disadvantages of online learning. *Eurasian Journal of Humanities and Social Sciences*, 3, 48-50.

- Baguma, R., Bagarukayo, E., Namubiru, P., Brown, C., & Mayisela, T. (2019). Using WhatsApp in Teaching to Develop Higher Order Thinking Skills-a Literature Review Using the Activity Theory Lens. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 15(2), 98–116. <https://eric.ed.gov/?id=EJ1220764>
- Cameron, L. 2001. *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Carler, S. (2004). *Sekilas tentang pembelajaran online*. Amherst, MA: Pers Pengembangan Sumber Daya Manusia
- Cerelia, J. J., Sitepu, A. A., & Toharudin, T. (2021). Learning Loss Akibat Pembelajaran Jarak Jauh Selama Pandemi COVID-19 di Indonesia. In *Prosiding Seminar Nasional Statistika/ Departemen Statistika FMIPA Universitas Padjadjaran* (Vol. 10, pp. 27-27).
- Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating Quantitative and Qualitative research* (4th ed.). Pearson Education, Inc.
- E. Daroedono et al., "The impact of COVID-19 on medical education: our students perception on the practice of long distance learning," *Int. J. Community Med. Public Heal.*, vol. 7, no. 7, p. 2790, 2020, doi: 10.18203/2394-6040.ijcmph20202545.
- Huong, L.T., Na-Jatturas, T., Coronavirus, 2020 |, & Learning | 0. (2020, mayo 18). The COVID-19 induced learning loss – What is it and how it can be mitigated? The Education and Development Forum. (<https://www.ukfiet.org/2020/the-covid-19-induced-learning-loss-what-is-it-and-how-it-can-be-mitigated/>)

- Iskandar, S. Masthura, and C. Oktaviyana, "Penerapan Sistem Pembelajaran Daring pada Mahasiswa Keperawatan Universitas Abulyatama," *J. Dedik. Pendidik.*, vol. 8848, no. 2, pp. 323–332, 2020.
- Gomez-Rey, P. (2016). Measuring teachers and learners' perceptions of the quality of their online learning experience. *Distance Education*, 37(2), 146–163. <https://doi.org/https://doi.org/10.1080/01587919.2016.1184396>
- Kashyap, AM, Sailaja, SV, Srinivas, KVR, & Raju, SS (2021). Challenges in online teaching amidst covid crisis: Impact on engineering educators of different levels. *Journal of Engineering Education Transformations*, 34 (Special Issues). <https://doi.org/10.16920/jeet/2021/v34i0/157103> Kasiram.
- Li, A., Harries, M., & Ross, L. F. (2020). Reopening K-12 Schools in the Era of Coronavirus Disease 2019: Review of State-Level Guidance Addressing Equity Concerns. *Journal of Pediatrics*, 227. <https://doi.org/10.1016/j.jpeds.2020.08.069>
- Lismandasari, L., & Farhan, F. S. (2022). Risiko Terjadinya Learning loss Mahasiswa PSKD FKK UMJ dalam Pembelajaran Daring di Masa Pandemi COVID-19. *Jurnal Ilmiah Mandala Education*, 8(2).
- Lismardayani, R., & Oktavia, W. (2021). Students' Perceptions towards the Use of E-Learning UNP during Covid-19 Pandemic: A Case Study of English Department Students at Universitas Negeri Padang. *Journal of English Language Teaching*, 10(2), 272-284.
- LYNCH, M. (2020, September 24). The TECH EDVOCATE. Retrieved April 5, 2021, from The TECH EDVOCATE Web site: <https://www.thetechedvocate.org/5-advantages-and-5-disadvantages-of-elearning/>
- Mayer, R. E. (2019). Thirty years of research on online learning. *Applied Cognitive Psychology*, 33(2), 152-159.

- Mukhtar K, Javed K, Arooj M, Sethi A. Kelebihan, Keterbatasan dan Rekomendasi pembelajaran online di masa pandemi COVID-19. 2020;36(COVID19-S4):COVID19-S27-S31. doi: <https://doi.org/10.12669/pjms.36.COVID19-S4.2785>
- Nadzirotunnuha, Alvin. 2017. The Analysis of Students' Problem on Speaking Skill at SMP Islam Darussalam Dongko. Tulungagung
- Nirfayanti, N., & Nurbaeti, N. (2019). Pengaruh Media Pembelajaran Google Classroom Dalam Pembelajaran Analisis Real Terhadap Motivasi Belajar Mahasiswa. Proximal Jurnal Penelitian Matematika Dan Pendidikan Matematika, 2(1), 50–59. <https://ejournal.my.id/proximal/article/view/211>
- Nugroho, A., Zamzami, M. R. A., & Ukhrowiyah, N. F. (2020). Language input, learning environment, and motivation of a successful EFL learner. Journal on English as a Foreign Language, 10(1), 45-67. <https://doi.org/10.23971/jefl.v10i1.1511>
- Ozerem, A., & Akkoyunlu, B. (2015). Learning environments designed according to learning styles and its effects on mathematics achievement. Eurasian Journal of Educational Research, 61, 61-80. <http://dx.doi.org/10.14689/ejer.2015.61.4>
- Pier, L., Hough, H. J., Christian, M., Bookman, N., Wilkenfeld, B., & Miller, R. (2021). Covid-19 and the educational equity crisis: Evidence on learning loss from the CORE data collaborative. Policy Analysis for California Education. <https://edpolicyinca.org/newsroom/covid-19-and-educational-equity-crisis>
- Riduan, M. (2021). The students' perceptions of online learning during the covid-19 pandemic (Doctoral dissertation, IAIN Palangka Raya).
- Saifulloh, A. M., & Darwis, M. (2020). Manajemen Pembelajaran dalam Meningkatkan Efektivitas Proses Belajar Mengajar di Masa Pandemi

- Covid19. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 3(2).
<https://doi.org/10.36835/bidayatuna.v3i2.638>
- Saville-Troike, M., & Barto, K. (2012). Acquiring Knowledge for L2 use. *Introducing second language acquisition*, 133-170.
- Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306. <https://doi.org/10.1080/08923647.2019.1663082>
- Stern, J. (2018). Introduction to Online Teaching and Learning. *International Journal of Science Education*, 3, 1–10.
<https://doi.org/10.1002/9781118784235.eeltv06b6>
- Sovayunanto, R. (2022). LEARNING LOSS DAN FAKTOR-FAKTOR PENYEBAB DI SEKOLAH MENENGAH PERTAMA (SMP). *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 8(1), 12-17.
- Tillman, M., and Willings, A. (2020). What is Zoom and how does it work? Plus tips and tricks. Retrieved from <https://www.pocket-lint.com/apps/news/151426-what-is-zoom-and-how-does-it-work-plus-tips-and-tricks>
- Trisnani. (2017). Pemanfaatan Whatsapp Sebagai Media Komunikasi Dan Kepuasan Dalam Penyampaian Pesan Di Kalangan Tokoh Masyarakat. *Jurnal Komunika : Jurnal Komunikasi, Media Dan Informatika*, 6(3), 1–12. <https://doi.org/10.31504/komunika.v6i3.1227>
- Wahyudi, A. (2021). Learning Loss during Covid-19 Pandemic in Indonesia and the Strategies to Minimize It. *Journal of English Education and Linguistics*, 2(2), 18-25.
- Westherry, N. C., (2009). An activity theory analysis of social epistemologies within tertiary level e-Learning environments. University of Waikato,

Hamilton, New Zealand. Retrieved from
<http://researchcommons.waikato.ac.nz/bitstream/10289/4184/3/thesis.pdf>

Wiwin, A. (2021) "Learning loss dalam pembelajaran daring di masa pandemi corona." Seminar Nasional Teknologi Pembelajaran, Vol. 1, No. 1.