

## **THE ANALYSIS OF STUDENTS' UNDERSTANDING TOWARD ENGLISH SPEAKING LEARNING MATERIAL DURING THE PANDEMIC ERA IN 8TH GRADE OF JUNIOR HIGH SCHOOL 3 NGADIROJO IN THE ACADEMIC YEAR 2020/2021**

**Noni Agus Tina, Dwi Rahayu, Agung Budi Kurniawan**  
**STKIP PGRI Pacitan**

**noniagustina115@gmail.com, dwirahayu6537@gmail.com, agungbudi403@yahoo.com**

### **Abstract**

This research aims to know the students' understanding of English-speaking learning material during the pandemic era in the 8<sup>th</sup> grade of Junior High School 3 Ngadirojo. It is case study research that focused on the students' understanding of speaking learning material. The research used a descriptive qualitative approach. The research subject is students in the 8<sup>th</sup> grade of SMPN 3 Ngadirojo. The research was conducted from March-May 2021 in an online way. The data collecting techniques used in this research are tests and interviews. The research instruments used to collect the data are material sheets and cell phones. Techniques that are used to analyze data are data reduction, data display, and conclusion. The result showed that most of the students in the 8<sup>th</sup> grade of Junior High School 3 Ngadirojo can understand the speaking learning material well during online learning in the pandemic era. But not all students could understand the material caused by problems such as internet network connection, learning communication tools, teacher learning techniques, students' ability to understand the material, and other issues. Online learning is one of the most used learning strategies during the pandemic era, even though it could not reach the curriculum target.

**Keywords:** *Speaking Learning, Pandemic Era, Online Speaking Learning*

### **INTRODUCTION**

Nowadays, the world is shaken by a virus named covid-19 (Coronavirus disease-2019). According to WHO, Coronavirus disease is an infectious disease caused by a newly discovered Coronavirus. This virus has been spread in the world and attack the respiratory system. Covid-19 is a dangerous virus because it can infect people through the air. Now, positive Corona cases are still increasing. People must obey the health protocol to prevent virus transmission.

A pandemic is defined as an epidemic occurring worldwide or over a vast area, crossing international boundaries and affecting many people. The covid-19 pandemic is known as the coronavirus 2019 (covid-19); it is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The pandemic era caused by the Coronavirus impacted some sectors. Education has become one of the sectors affected by this virus. Many schools in the world must do the learning process from home. Almost all the schools closed and changed with online learning. This way becomes one of the choices that done in the learning process during the pandemic era. Besides preventing Coronavirus transmission, it also supports the learning process will continue safely.

In the English learning process, a study from home becomes a challenge for teachers and especially students. Learning English needs a good understanding so that the learning materials can accept easily by students. Learning tools, communication media, area, and signal become the factors that obstructed the English learning process. It is why teachers and students must work hard to prevent the problem in the English learning process. Some obstacles in the learning process become factors that disturb the learning process, such as signal problems and communication tools which not supported.

The Corona pandemic hampered the English learning process, but students' understanding of English material became the main topic. Any obstructed factors hamper the process of understanding English material. Teachers must be creative in applying and developing learning methods in the English learning process, especially in the pandemic. Also, students must be creative in understanding material or finding other materials to support the knowledge of English learning material. In this

pandemic era, the quality of the English learning process must improve to make students understand English learning material.

Learning from home caused some problems in English language learning, such as the low ability of students to study with the teacher directly, the use of time learning uncontrolled, the low of the communication process between students and teacher, students spent the learning time to another activity. Students understand English language learning material, such as in English speaking learning material. Those problems caused by the problematic situation forced the learning process to always go on without face-to-face learning. The pandemic situation makes the learning process limited. It also happened to students' understanding of English learning material.

Speaking is one of the learning skills in English material. This skill is essential and becomes a must to be mastered by students. Speaking becomes the critical material to learn. Besides output skills, speaking also becomes the best way to communicate and deliver information. It is why speaking learning material is essential to be learned, especially for students.

In the pandemic era, learning English is one of the materials that must learn, and speaking material becomes essential. Students must understand the speaking material without face-to-face learning. It is a difficult way to learn English-speaking material with online learning. Online learning forces the students' selves to understand English-speaking material. But in fact, still many students who have difficulties in understanding English speaking learning material. In a normal situation, some students still do not understand or comprehend the English-speaking learning material taught. The English-speaking learning process had been obstructed more in a pandemic era like now. Many students have less understanding of English-speaking learning material in online learning.

Online learning impacts students' understanding of English-speaking learning material and the quality of the learning process. It is essential to make sure that English speaking learning process is running smoothly. Teachers must create a strategy in the speaking learning process. So, it may cause students to understand English speaking material during online learning easily.

Based on the explanation above, some problems caused by the coronavirus pandemic in the English-speaking learning process can be identified. It consists of the students' ability to understand speaking learning material during the pandemic era, the difficulties experienced by students in understanding English speaking learning material, and less communication between teacher and students in the teaching-learning process. The researcher focused on the students' understanding of English-speaking learning material during the pandemic era. This research aims to know the students' understanding of English-speaking learning material during the pandemic era in 8<sup>th</sup> grade of Junior High School 3 Ngadirojo in 2020/2021.

In this research, there are some theories related to the research. It consists of English language learning, English speaking skill, and online English learning in the pandemic era. In language learning, it is about learning and teaching language. Language learning education becomes the important one because it will make the communication process fluent. The English language is the universal language that people in the world almost use. The emergence of English as a global language has brought many changes to how the English language is perceived and used (Nunan, David, 2015). In language learning, English teaching-learning is the activity of teaching and learning English as a foreign language. It is a teaching-learning activity where English is being taught as a second language. Teaching English needed to make sure that students understood the English learning material.

English basic skill is based on English skills, which control the language created. There are four basic skills in English; those are reading, listening, speaking, and writing. Speaking is one of the basic skills that students need to improve their speaking ability—speaking is also required to communicate with other people from various countries or different places. It also can be defined as the skill which allows people to communicate effectively. Cameron (2001) in Pratiwi, Ira (2013) states that "speaking is the active use of language to express meaning so that other people can make sense of them to speak in the foreign language to share understanding with other people requires attention to precise details of the language." So, speaking is the direct implementation of language used to express meaning to make people understand what they say.

A pandemic is defined as an epidemic occurring worldwide or in an extensive area, crossing international boundaries and affecting many people. The covid-19 pandemic is known as the coronavirus disease 2019 caused by severe acute respiratory syndrome coronavirus 2. The pandemic era impacted some sectors; one of them is education. The learning process was conducted with online

way. Online learning is learning that takes place over the internet. It is one type of distance learning caused by the pandemic era. Online English learning is an English learning activity withonline way. It means that English learning activities do without face-to-face or direct way.

**METHOD**

In this research, the researcher used the qualitative research method. This method can explore and know the students' understanding of English-speaking learning material in the pandemic era. This research was conducted on Junior High School 3 Ngadirojo from March-May 2021. The research subject is the students in 8<sup>th</sup> grade of Junior High School 3 Ngadirojo. In this research, tests and interviews were used to collect the data. The research was conducted in an online way. The research was conducted by using online media such as WhatsApp application to collect the data. The instruments of this research are material sheets and cell phones. The material sheets contain simple text to do the test with students to know about the students' understanding of English-speaking learning material during the pandemic era. The cell phone was used to deliver the material test and used to do interviews with the students. The data collecting was done in an indirect way or online without face-to-face with the students. The material test was delivered to the students by using WhatsApp. Then, students record their answers by using WhatsApp. In the interview, it was done by using WhatsApp. The researcher sends the question, and students give the answers by WhatsApp. To analyze the data, the researcher used data reduction, data display, and conclusion. In the data reduction, the researcher selected, identified, and classified the data that was considered necessary. Then, the researcher made the data display to simplify the data and ensure that the reader could understand the data. The last way is to conclude the data result. The researcher concludes the data discussed.

**FINDING AND DISCUSSION****Data Finding**

A test was used to collect the data from students to know about students' understanding of English-speaking learning material during the pandemic. The test was given to the students in the 8<sup>th</sup> grade of Junior High School 3 Ngadirojo. The test was given to the students by using the WhatsApp application. It consists of some simple paragraphs of narrative text. Students were asked to read the text by recording audio and sending it by the WhatsApp application. It was done because the researcher could not meet the students directly caused by the covid-19 pandemic. So, it was hoped can prevent the spread of the covid-19 virus.

The text for the speaking test delivers to the students by using the WhatsApp group. Then, students record their speaking test and send it by WhatsApp application. The researcher takes 10 (ten) respondents from two classes to analyze. The respondents are taken randomly in each class, so the ability of students to speak can be seen overall evenly in each category. The ability to speak can be seen from the result of the test.

**Table 1.1 Speaking Scoring**

Aspects	Score				
	1	2	3	4	5
Grammar			√		
Vocabulary			√		11
Fluency		√			
Pronunciation				√	

Based on the speaking assessment table above, the respondent often makes a mistake on grammar aspects that can impact the meaning. It can be seen from the score above. In vocabulary aspects, students get a score of 3. It means that students often use incorrect vocabulary. Then, in the fluency aspect, the student often doubts and stops when speaking. But the student has a good pronunciation. It can be understood even though with a different accent. From this test, known that the respondent has good pronunciation even though in fluency aspect is still not smooth.

**Table 1.2 Speaking Scoring**

Aspects	Score				
	1	2	3	4	5
Grammar			√		
Vocabulary			√		12
Fluency			√		

Pronunciation

√

Based on the speaking assessment table above, it can be seen that in all aspects of speaking, respondents get a total score of 12. Each element gets a 3 (three) score. Student often makes a mistake in grammar, and it can impact meaning. While the vocabulary used is less precise. In the fluency aspect, fluency of speech is bothered by language problems. The student has a pronounced problem, so the listener must concentrate on knowing the meaning.

**Table 1.3 Speaking Scoring**

Aspects	Score					
	1	2	3	4	5	
Grammar			√			11
Vocabulary		√				
Fluency			√			
Pronunciation			√			

Based on the speaking assessment table above, the student gets a total score of 11. In the grammar aspect, the respondent receives 3 points, which means that the respondent often makes mistakes in grammar that can affect the meaning. In vocabulary, the respondent gets 2 points. It means that respondents use the wrong vocabulary, so it is difficult to understand. In the fluency aspect, the respondent gets 3 points. It means that the speaking still bothered by language problems. The respondent has a pronounced problem, so the listener must concentrate on knowing the meaning.

**Table 1.4 Speaking Scoring**

Aspects	Score					
	1	2	3	4	5	
Grammar				√		13
Vocabulary			√			
Fluency			√			
Pronunciation			√			

Based on the speaking assessment table above, the student gets a total score of 13. In the grammar aspect, the respondent gets 4 points, which means that the respondent sometimes makes mistakes in grammar that can affect the meaning. In vocabulary, the respondent gets 2 points. It means that respondents use the wrong vocabulary, so it is difficult to understand. In the fluency aspect, the respondent gets 3 points. It means that the speaking still bothered by language problems. The respondent has a pronounced problem, so the listener must concentrate on knowing the meaning.

**Table 1.5: Speaking Scoring**

Aspects	Score					
	1	2	3	4	5	
Grammar				√		14
Vocabulary			√			
Fluency				√		
Pronunciation			√			

Based on the speaking assessment table above, the student gets a total score of 14. In the grammar aspect, the respondent gets 4 points which means that the respondent sometimes makes grammar mistakes but does not affect the meaning. In vocabulary, the respondent gets 3 points. It means that respondents often use incorrect vocabulary when speaking. In the fluency aspect, the respondent gets 4 points. It means that the student has good fluency in speaking even though still bothered by language problems. The respondent has a pronounced problem, so the listener must understand the meaning and avoid misunderstanding.

The interview was used to collect the data from the students. Interview with students was done to find out about students' understanding of English-speaking learning material and the students' problems in speaking online learning during the pandemic era. Interview done by using WhatsApp application considers the pandemic situation that forced to keep social distancing. Interview with students done with 10 (ten) respondents at random and consisted of 10 questions.

Based on the interview done with respondents, it can be known that English learning in the pandemic era is complex. Students are challenging to understand and even cannot understand the English learning material when online learning. The student says that English learning material explained by face-to-face learning or directly will be easy to understand. The obstacles experienced when online learning is complicated in understanding learning material to be challenging. The student's understanding of English speaking in the pandemic era is not smooth yet. The student's understanding of English-speaking material given by the teacher is pretty good in the pandemic era. It means that student has a good understanding of learning material although learning from home. If a student does not understand the material, the student will ask to friend or reread the material. When English is learned from home, the student does not often use English. Usually, the student uses a bilingual language when English is learning from home. The student has little understood of what the teacher speaks in English. The student does not often answer or respond to the teacher's question in English. The student said that the speaking task that was given was quite difficult. The student hopes that the online learning process can be better. From the interview with respondents, it can be concluded that speaking learning with online learning is quite difficult. Students are challenged to understand the speaking material, and the task is quite hard.

### **Discussion**

Based on the data exposure above, it could be seen that students' understanding of English-speaking learning material during the pandemic era in 8<sup>th</sup> grade of Junior High School 3 Ngadirojo are different for each student. The test was done to know the students' understanding of English-speaking learning material during the pandemic era, according to the test done with the students, knowing that students speaking skills are good enough. It can be seen from the speaking score, between 8-14 points which have an average of 11. It means that students have average speaking skills, although in the pandemic era. Some of the students have good grammar, but less in another aspect. It shows that the student has an excellent grammatical understanding. Besides that, the test result shows that student speaking skills during online learning in the pandemic era are varied. The result shows that there is some student who has good speaking skill or not.

The learning system caused it during the pandemic era forced learning process do with online way. Other than that, inside factors from the student itself become the cause of speaking ability. Internet network, learning style, environment, and other factors become the factor of whether students' speaking skills can be reached.

Besides the test above, the researcher also interviews students. It was done to support the test results about students understanding of English-speaking material during the pandemic. Based on the interview with the students, knowing that some of the students do not understand the speaking material. It was caused by the pandemic situation that forced the learning process done from home. Students cannot easily understand speaking material because the learning process is run online, and they cannot meet the teacher directly. Students feel that English speaking learning in the pandemic era is complex. Students are not understanding, and even difficult to understand the speaking learning material given. Some students can understand the speaking material, but not all of the material can be accepted. Students feel that speaking material is challenging to understand. Students speaking abilities are not fluent, even though some of them more increase. Students do some ways when not understand the speaking material, such as asking the teacher, asking a friend, repeating the material, using google translate, reading in another source, and asking someone who masters it. When speaking learning process, some students give a response or answer the teacher's question. But not all students give reactions caused by internet connection and other obstacles. Besides that, students can understand what the teacher says in English, but not all can be understood. From this explanation, know that most students understand the speaking material given in online learning. But students cannot understand all the material and respond to the teacher. For that reason, some students said that speaking material and speaking tasks are pretty hard.

### **CONCLUSION**

The student's understanding of English-speaking learning material when online learning during the pandemic was varied for each student. Students who learn from home may understand the speaking material given by the teacher well. But not all students can realize speaking material when online learning from home. Some aspects caused students difficulty understanding the speaking material, such as internet connection network, learning communication tool, learning style, teacher explanation, learning method, learning media, environment, and student's ability to understand

speaking material. In English-speaking online learning, most students can understand the material. But there are still some things that students cannot understand well, such as speaking material, speaking tasks, pronunciation, spelling, intonation, and what the teacher meant in English. So, it can be concluded that students' understanding of English-speaking learning material during the pandemic era was good enough. Although, there are still some materials learning that could not be understood caused by some problems.

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