



**THE IMPACT OF USING TECHNOLOGY ON
LEARNING SPEAKING ENGLISH AS A SECOND
LANGUAGE DURING COVID-19**

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MASTER THESIS
DEPARTMENT OF ENGLISH LANGUAGE AND
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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Haleemah ALMAHAMAD titled “THE IMPACT OF USING TECHNOLOGY ON LEARNING SPEAKING ENGLISH AS A SECOND LANGUAGE DURING COVID-19” is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karbük University.

Prof. Dr. Müslüm KUZU

Director of the Institute of Graduate Programs

DECLARATION

By signing this document, I certify that this thesis is entirely my own creation, and that all data was gathered and presented in compliance with the academic standards and ethical guidelines established by the institute. In addition, I affirm that any claims, findings, and materials that are not original to this thesis have been accurately cited and referenced.

I accept the moral and legal repercussions of any indiscretion opposed to the statement, without being constrained by a specific time.

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Signature:

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Thanks to Allah, I find myself standing on this stage, having successfully completed my thesis titled "The Impact of Using Technology on Learning Speaking English as a Second Language During COVID-19." This achievement would not have been possible without the invaluable help, guidance, advice, support, and motivation of my supervisor, Dr. Irfan TOSUNCUOĞLU.

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ABSTRACT

The study employed a quantitative research design to investigate the impact of technology on learning speaking English as a second language during COVID-19. The participants in this study were 50 students from department of English language and literature at Karabük University who had attended an online speaking lecture due to the pandemic. Data was collected through questionnaires administered via Google Forms to ascertain the students' opinions.

The results indicated that 70.29% of the English as a Foreign Language (EFL) students rated the online speaking lectures as "good enough." This suggests that the challenges associated with online speaking courses were minimal, and the availability of online resources positively contributed to the improvement of speaking skills among Karabük University students. Therefore, it can be concluded that utilizing technology during COVID-19 sufficiently enhances learners' English-speaking abilities.

The overall assessment of the three components of learning preparation, learning process, and learning evaluation resulted in a satisfactory percentage of 70.29%. This finding serves as the basis for the conclusion that the impact of employing technology on learning speaking English as a second language during COVID-19 is significant and can be deemed as a good enough rate of improvement.

Keywords: EFL Students' perceptions; Online learning; Speaking skills; COVID-19

ÖZ (ABSTRACT IN TURKISH)

Çalışma, COVID-19 sürecinde İngilizce konuşma öğrenimi üzerinde teknolojinin etkisini araştırmak için nicel araştırma tasarımını kullanmıştır. Çalışmanın katılımcıları, pandemi nedeniyle çevrimiçi bir konuşma dersine katılan Karabük Üniversitesi'nde İngiliz Dili ana dalı öğrencilerinden oluşmaktadır. Veriler, öğrencilerin görüşlerini belirlemek amacıyla Google Formlar aracılığıyla anketlerle toplanmıştır.

Sonuçlar, Yabancı Dil Olarak İngilizce (EFL) öğrencilerinin %70.29'inin çevrimiçi konuşma derslerini "yeterince iyi" olarak değerlendirdiğini göstermektedir. Bu, çevrimiçi konuşma kurslarıyla ilişkili zorlukların minimal olduğunu ve çevrimiçi kaynakların mevcudiyetinin Karabük Üniversitesi öğrencilerinin konuşma becerilerinin gelişimine olumlu katkıda bulunduğunu göstermektedir. Bu nedenle, COVID-19 sürecinde teknolojinin kullanılması, öğrencilerin İngilizce konuşma becerilerini yeterince geliştirdiği sonucuna varılabilir.

Öğrenme hazırlığı, öğrenme süreci ve öğrenme değerlendirmesi gibi üç bileşenin genel değerlendirmesi, %70,29'luk tatmin edici bir yüzde ile sonuçlanmıştır. Bu bulgu, teknolojinin COVID-19 sürecinde ikinci dil olarak İngilizce konuşma öğreniminde kullanımının etkisinin önemli olduğu ve iyileşme açısından yeterli bir oran olarak değerlendirilebileceği sonucunun temelini oluşturmaktadır.

Anahtar Kelimeler (Keywords in Turkish): EFL Öğrencilerinin algıları; Çevrimiçi öğrenme; Konuşma becerileri; COVID-19

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ARŞİV KAYIT BİLGİLERİ (in Turkish)

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SUBJECT OF THE RESEARCH

The current study aims to examine the Impact of using technology on learning speaking English as a second language during COVID-19 used by students of English language and literature department at Karbük University. The study also aims to determine the following questions:

1. What do EFL students believe about online speaking sessions being provided during the COVID 19 pandemic?
2. What challenges does the learning process in online speaking course encounter during the COVID 19 pandemic?

PURPOSE AND IMPORTANCE OF THE RESEARCH

The purpose of this study is to examine the purpose of this particular study is to determine:

1. To better understand how speaking classes' EFL students felt about online learning at the time of the COVID 19 outbreak

2. To talk about the challenges EFL undergraduate students of English language and literature department at Karabük University in Turkey had when enrolled in an online speaking course during the COVID 19 epidemic. This study focuses on how students feel about using technology to develop their speaking abilities during COVID 19. The research will be used by English teachers, Karabük University, and academic institutions to create technology-based learning methodologies and tools that will improve the learning outcomes of EFL learners. It will provide more information for academics and scholars who are interested in performing additional research in the area. Other researchers may use the findings as a guide when performing study of a similar nature but from different angles. The results of this study will help language instructors and English language skill developers better understand how employing technology affects acquiring English speaking skills during COVID19 at the university level.

METHOD OF THE RESEARCH

The study used a qualitative research design, including descriptive statistical analysis. English education students from Karabük university participated in this survey. In order to determine how the students felt about the online instruction for the speaking course and what is the impact of using technology on learning speaking skills, the researcher reviewed the questionnaire replies. The researcher then conducted the questioner with 50 students from the department of English language and literature at Karabük university to find out more about the challenges they had when incorporating online learning into the talking lectures.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

These are theoretical and practical advantages of this research:

1. The theoretical benefit

The knowledge gained from this research is anticipated to be used during the endeavor and to improve the integration of online speaking courses for learning. Give us your thoughts on how we can use online tools to supplement our time- and space-limited traditional learning approaches.

2. The practical benefit

a. University Teacher

Findings of this research can provide professors with knowledge on how students see online learning. The outcomes of student learning will be influenced by both positive and negative perceptions, as well as challenges students confront during the learning process. The proper execution of online learning activities is hoped to be possible.

b. Students

Students should be informed by the study's findings on the availability of possibilities for online education as a learning approach at the time of the COVID-19 pandemic. Even though the process of learning is not face-to-face, they can assist students in finishing their coursework.

c. Researcher

The results of this study are expected to serve as the basis for further research, particularly in areas connected to learners' impressions of online education

POPULATION AND SAMPLE

English education students from Karabük university participated in this survey. In order to determine how the students felt about the online instruction for the speaking course and what is the impact of using technology on learning speaking skills, the researcher reviewed the questionnaire replies. The researcher then conducted the questioner with 50 students from the department of English language and literature at Karabük university to find out more about the challenges they had when incorporating online learning into the talking lectures.

SCOPE AND LIMITATIONS / DIFFICULTIES

The impact of using technology on learning speaking English as a second Language during COVID-19 is the primary interest of the researcher at Karabük University with 50 students from the department of English language and literature through online speaking lectures and what is the perception of EFL students in the English education program.

1. CHAPTER ONE: Introduction

The background of the study, the research question, the research purpose, and the significance of the research are all included in this chapter.

1.1. Background of the Study

A world language, English has developed widely and used for communication around the globe because it was created as a medium for communication between native and non-native speakers. Despite linguistic and cultural differences, more than a billion people use English as a second language (additional language) in their daily interactions (Gunantar ,2014).

English has become a language that is extensively used throughout the world as a result of its development as a means of communication between native speakers and non-native speakers. Despite differences in culture and linguistics, more than a billion people speak and communicate in English as a second language (extra language) worldwide. (Rao ,2019).

The English Education Department's course offerings include speaking. These lessons are provided at various semester levels. To assist them apply basic speaking techniques in everyday conversation, speaking 1 students are taught greetings and introductions. Following that, speaking 2 students are exposed to a variety of themes and functions to aid with their ability to speak English more fluently in ordinary (Mason ,1994).

Given that one's speech is often used to judge one's English competency, this argument makes it abundantly clear that language lecturers' long-term goal in class is to assist students in communicating effectively and naturally in English. (Annury ,2013).

Online learning has a variety of benefits, but there are also some downsides, generally speaking. The phenomena that EFL learning, which takes a lot of experience for its application, confronts issues when the learning system is deployed was shown by Ahmad's research. Although there are many advantages to online learning, there are also some drawbacks. The phenomena that EFL learning, which takes a lot of experience for

its application, confronts issues when the learning system is applied was revealed by Ahmad's research (Ahmad, 2016).

1.2. Research Question

A number of topics can be taken into consideration in light of the aforementioned research background. Due to several accessibility, time, and availability issues, researchers explored the topic: The Impact of Using Technology on Learning Speaking English as a Second Language During COVID-19.

1. What do EFL students believe about online speaking sessions being provided during the COVID 19 pandemic?
2. What challenges does the learning process in online speaking course encounter during the COVID 19 pandemic?

1.3. Objective of the Study

According to the research statement, the purpose of this particular study is to determine:

1. To better understand how speaking classes' EFL students felt about online learning at the time of the COVID 19 outbreak
2. To discuss the difficulties encountered while enrolled in an online speaking course during the COVID 19 outbreak

1.4. Significance of the Study

These are theoretical and practical advantages of this research:

1. The theoretical benefit

The knowledge gained from this research is anticipated to be used during the endeavor and to improve the integration of online speaking courses for learning. Give us your thoughts on how we can use online tools to supplement our time- and space-limited traditional learning approaches.

2. The practical benefit

a. University Teacher

Findings of this research can provide professors with knowledge on how students see online learning. The outcomes of student learning will be influenced by both positive and negative perceptions, as well as challenges students confront during the learning process. The proper execution of online learning activities is hoped to be possible.

b. Students

Students should be informed by the study's findings on the availability of possibilities for online education as a learning approach at the time of the COVID-19 pandemic. Even though the process of learning is not face-to-face, they can assist students in finishing their coursework.

c. Researcher

The results of this study are expected to serve as the basis for further research , particularly in areas connected to learners' impressions of online education.

1.5. Limitations of the Research

The impact of using technology on learning speaking English as a second Language during COVID-19 is the primary interest of the researcher at Karabük University with 50 students from department English language and literature through online speaking lectures and what is the perception of EFL students in the English education program.

2. CHAPTER TWO: Review of Related Literature

The second chapter reviews earlier studies, theories, and conceptual frameworks, and also it provides a theory building process used as a foundation for research.

2.1. Perception

2.1.1. Definition of Perception

The arrangement, identification, and interpretation of sensory data to represent and comprehend the environment is referred to as conception, which is derived from the Latin word perception. According to Goldstein, all perceptions entail neurological system impulses that are initially brought on by acoustic or chemical stimulation of the sensory system. For instance, odor molecules mediate the sense of smell, light striking the retina of the eye causes vision, and pressure waves cause hearing.

According to Wiranto (2013), the environment constantly affects how people perceive things because it sends messages or information to the brain. This link is carried out by the five senses, specifically sight, taste, smell, and touch.

As a result, the method through which a person gets information from their senses is always considered to be the definition of perception. Incoming stimuli combine with the knowledge that has been memorized in the brain (memory) to create perception. By analyzing the numerous stimuli, they are exposed to, a person develops an understanding of the world through this process. The brain is in charge of controlling the sense organs as the skin, nose, mouth, ears, eyes, and ears through which stimulation is received. After then, it is then considered information. The brain of the individual uses its own reasoning, along with any prior memories and experiences, if any, to color and mark information (Wiranto, 2013).

2.1.2. Factors Affecting Conception

Verbeke asserts that the following elements have an impact on someone's perception:

An individual's thoughts, attitudes, and personality are a few examples of internal elements. Prejudices, wishes or expectations, focus (attention), learning processes, physical and mental health, needs and values, and motivation are some more factors.

A person's family history, knowledge gained, awareness of and demands in relation to their environment, External influences include things like force, size, opposites, repetition of motion, unfamiliar and new items, and intensity. These factors affect how an individual perceives an object or stimuli, even though the object itself is the same. They also lead individual perceptions of the same object to differ from one another. A person's or group's perspective might vary greatly from that of other people's even though the conditions are similar. Variations in perception would be related to personal variations, personality differences, attitude variations, or motivational variations. This perception is mostly internal, but it is also shaped by experience, education, and knowledge (Verbeke ,2003).

2.1.3. Conception Measurement

Conception, emotional life, and the propensity to act are all parts of attitude, according to Verbeke (1972). As a result, perception can be measured using the attitude measuring scale. A Likert scale can be used to assess the attitude scale. To assess attitudes that are fundamental to the normal response, the Likert scale employs a number of statements or questions. Several metrics, such as highly agree, agree, disagree, and strongly disagree, were used to gauge respondents' levels of agreement or disagreement with each statement or question (Verbeke, 1972). The table below provides an explanation of the Likert Scale Rating:

Table 1: Scale Rating- Likert

Answers	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Positive and negative perceptions are the two groups into which the parameters for measuring perception are separated (Thamhain, 2014). Thamhain asserts that there are two distinct sorts of perception outcomes that can be distinguished once the individual interacts with the observed objects:

1. Positive Conception

Any knowledge, whether one is aware of it or not, as well as the steps taken to put it to use.

2. Negative Conception

Whether we are conscious of it or not, all knowledge is perceived, and actions that contradict the viewed object are perceived. A person's behavior will always be influenced by his or her perceptions, and whether a good or not good conception depends entirely on how the person defines most of the information he or she knows about the thing being observed (Stern, 1938).

2.2. Teaching speaking

2.2.1. Meaning of Teaching Speaking

In its most main definition, teaching is an imparting activity of knowledge for learners. When a teacher engages in teaching activities, the students are receiving knowledge, concepts, or skills. Since there was also a process of interaction going on among the instructors and the learners at the time, a lot of experienced learners defined the word "teach" variously. Regarding to Annury, the main goal of speaking training is to develop speaking fluency, which is being able to communicate or speak plainly, spontaneously, unquestionably, and precisely. At the point where they are only imitating patterns or responding to cues, students will start utilizing language to explain their ideas in order to do this. In order to address the six linguistic building blocks, two more levels of practice are required. These levels include experience using grammatical structures and vocabulary words as well as practice expressing concepts. The use of written texts as the foundation for speaking practice prevents teachers from achieving this. When there are no written language resources available, audiovisual multimedia are a potent tool for enhancing and activating oral abilities at all levels (Annury, 2013).

According to Pakula (2019), there are two main views about how people learn languages: the more credible cognitive psycholinguistic theories and the more modern sociocultural theories. The sociocultural perspective, which emphasizes social interaction more, contrasts with the psycholinguistic approach, which focuses more emphasis on the individual's internal cognitive and psycholinguistic processes in language learning.

2.2.2. Strategy of Teaching Speaking

Different speaking education tactics have been applied in the classroom for a range of circumstances. Simulation, communication games, drilling, and discussion are a few of the speaking teaching techniques that are frequently used in educational settings. Simulating circumstances and diverse social roles is referred to as simulation in an exercise that asks students to do so. If students are engaged in activities where their entire concentration is on generating something rather than the language itself, they will develop fluency well (Thornbury, 2005).

Additionally, it's crucial to bear in mind the following guidelines when creating speaking-related activities:

1. Language output needs to be maximized for speaking activities to produce the best effects.
2. Students must participate in interactive tasks. These exercises should include a competitive component where students cooperate to achieve specified objectives while demonstrating excitement, comprehension, and questioning.
3. To encourage the use of actual language in authentic contexts, teachers should keep in mind the requirements of their students and shift from a message-based emphasis on accuracy to a message-based emphasis on engagement, meaning, and fluency.

2.3. Online Learning

2.3.1. Definition of Online Learning

As educational content is distributed globally, e-learning has become more important. Online learning or electronic learning are common names for it. However, where it is used and to what amount differs (Harandi, 2015). Today, the vast majority of colleges around the world use email for communication and e-books for instruction (Harandi, 2015). However, modern teaching methods still rely on a teacher, a classroom, and students.

Saudi Arabian universities have taken the lead in creating institutions and colleges to work on revamping the educational system, and the Saudi Ministry of Education has concentrated on implementing online learning since 2005 (Al-Asmari & Khan, 2014). Numerous research has looked at how successful online education is and if students prefer it to in-person instruction.

In order to better understand how students felt about online learning versus in-person learning, Paechter and Maier conducted their study in 2010. They recruited 2196 Austrian college students, whose opinions were acquired through a survey. Participants thought online learning was more organised and evident, according to their findings. They also preferred direct teaching when communication was required.

In 2016, Gorra and Bhati investigated the effects of online learning on Filipino university students. 221 study participants were selected as a sample, and they were asked to respond to a questionnaire about the significance of online learning. They discovered that students' attitudes toward using technology for learning were favorable and that the educational process was positively affected. Learners' views toward utilizing social media for studying, however, were unfavorable since they might use it for games, music, or chatting, all of which could hinder their ability to learn.

In a recent study, Fansury et al. (2020) examined how the COVID-19 pandemic affected education. Information was acquired in Indonesia using questionnaires that were also needed to be filled out by 20 teachers and 50 students. According to the findings, social isolation and school closings are problems that can be solved through online education. They also discovered that pupils preferred online learning to

conventional classroom learning. However, professors and learners raised technological concerns, such as internet disconnections and excessive internet data charges.

Online learning, according to Collins, is the expansion and spread of personal computers, the globalization of ideas and other human efforts, and the application of technology to increase access and foster the free flow of ideas. A variety of instructional delivery systems are frequently created by fusing computer, networking, audio, and video technology. The essential approach for establishing a connection between professors and students engaged in distant learning is networking (Collins, 2002).

2.3.2. Advantage of Online Learning

According to studies, one advantage of e-learning is its capacity to concentrate on the needs of specific learners. In contrast to the demands of teachers or educational institutions, Marc (2000) noted that one benefit of e-learning in education is its focus on the needs of specific students as a critical component of the educational process. In his book review on e-learning methodologies for imparting knowledge in the digital age, he emphasized this advantage. Following a review of the literature, the following benefits of e-learning adoption in education have been identified:

1. When location and scheduling considerations are taken into account, it is flexible. Every student value the opportunity to select the location and time that work best for them. According to Smedley (2010), the use of e-learning gives businesses and their students or learners a lot of freedom in terms of the timing and location of information transmission or receipt for educational purposes.

2. E-learning makes it simple to access a wide number of contents, which boosts the effectiveness of knowledge and credentials.

3. It can assist kids in developing relationships by utilising discussion forums. E-learning accomplishes this by assisting in the removal of participation barriers like the reluctance to interact with other students. Students are encouraged to engage with one another, share ideas, and respect various points of view through e-learning. E-learning improves the connections that encourage learning and improves communication. E-learning, according to Wagner et al. (2008), offers more chances for teacher-student interaction while delivering content.

4. Since there are no travel costs for students or learners, e-learning is more affordable. Additionally, it saves money because fewer structures are required to host the most students for educational possibilities.

5. In e-learning, the individual peculiarities of each learner are constantly taken into account. While some students are anxious to review the entire course, others choose to focus on particular course topics.

6. The absence of academic staff members like instructors or teachers, facilitators, lab technicians, etc. is partially made up for via e-learning.

2.3.3. Disadvantage of Online Learning

Despite the benefits, there are also drawbacks to e-learning in the classroom. Collins et al. (1997), Klein and Ware (2003), Hameed et al. (2008), Almosa (2002), Akkoyuklu and Soylu (2006), Lewis (2000), Scott et al. (1999), Marc (2002), Dowling et al. (2003), and Mayes (2002) are a few studies that illustrate the drawbacks of e-learning. For instance, Dowling et al. (2003) assert that making learning materials available online only enhances learning for specific types of collective assessment, despite assertions that E-learning might increase educational quality. E-learning's role as anything other than a complement to traditional teaching methods was similarly questioned by Mayes (2002). The main criticism of e-learning is that it lacks the necessary interpersonal contacts between students and instructors as well as among them (Young, 1997; Burdman, 1998). Despite all of its limitations, e-learning offers a number of advantages, according to Almosa (2002), that stimulate adoption of the technology and efforts to lessen those drawbacks. Several research have identified the following issues with e-learning:

1. Reflection, distance, and a lack of engagement or relationship are all effects of using e-learning as a teaching strategy. In order to lessen these impacts, it is crucial to have a very strong sense of motivation and great time management abilities.

2. The e-learning method could be less effective than conventional learning methods in terms of clarifications, explanations, and interpretations. Face-to-face interaction with teachers or tutors dramatically streamlines the learning process.

3. Improving a learner's communication skills might not be the best course of action with e-learning. Despite having exceptional intellectual talent, some students lack the communication abilities necessary to effectively impart their knowledge to others.

4. Because e-learning examinations and evaluations are occasionally handled by proxies, it may be challenging, if not impossible, to monitor or control activities like cheating.

5. Piracy, plagiarism, cheating, incorrect copying and pasting, and poor selection practices are other threats to e-learning.

6. E-learning may limit teachers' ability to serve as program organizers and have a negative impact on social skills.

7. Not every academic field can successfully implement e-learning in the classroom. For instance, studying scientific topics online could be more challenging if students need to get practical experience. E-learning, according to researchers, is more suited for social science and humanities courses than for careers that need the development of practical skills, like engineering and medical.

2.3.4. Conceptual Framework

All information connected to the occurrence that occurs that is obtained by the five senses will result in perception. The understanding of events that take place to create a mindset inside oneself is also a part of perception. Additionally, perception is developed via observations of an occurrence to create a favorable or unfavorable perspective.

An essential component of perception is judgment. A lesson can be considered successful if the majority of the pupils rate it as good. In other words, the perception of pupils who actually experience learning is what determines whether a lesson is successful. Evaluation of a lesson is also done depending on how all learning actors feel about the available teaching resources.

The study employed a quantitative research design to investigate the impact of technology on learning speaking English as a second language during COVID-19. The participants in this study were 50 English Language major students at Karbük University

who had attended an online speaking lecture due to the pandemic. Data was collected through questionnaires administered via Google Forms to ascertain the students' opinions.

The results indicated that 70% of the English as a Foreign Language (EFL) students rated the online speaking lectures as "good enough." This suggests that the challenges associated with online speaking courses were minimal, and the availability of online resources positively contributed to the improvement of speaking skills among Karbük University students. Therefore, it can be concluded that utilizing technology during COVID-19 sufficiently enhances learners' English-speaking abilities.

2.4. Related Studies

This section examines the empirical study on how using technology impacts learning English as a second language during COVID-19 as well as reviews of the pertinent literature.

At Muhammadiyah University of Surabaya, Hamsia et al. (2021) sought to analyze the English language learners' online learning experiences during the COVID-19 epidemic. In an inquiry, a descriptive quantitative methodology was employed. The development of this theory-based research design involves the gathering, examination, and presenting of data. By employing an extensive research approach like this, the researchers can provide insights into the methodology and approach of the study. Participants in the study were 80 first-semester medical students from Muhammadiyah University in Surabaya. The results of this study showed how many independent English learning activities might be made available at anytime, anyplace by using an online learning strategy. The online English language courses were quite engaging to the students. Thus, the motivation of students to practice their English might be increased. A number of steps are being taken by Muhammadiyah University in Surabaya to combat the spread of Covid-19 on its campus, including the implementation of online learning policies. By enabling independent learning, online education can boost student motivation. Because it is based on activities that students carry out on a regular basis, it can provide a variety of chances for learning using online information technology. Therefore, by doing this, you might make the campus appear less crowded, just as it

does in face-to-face lectures, which could maintain a buffer and halt the spread of Covid-19.

In another study, the impact of the COVID-19 epidemic and online learning on students' perceptions of speaking courses was examined. The study employed a mixed-methods approach and distributed questionnaires to 83 randomly selected non-English department students in order to gather quantitative data. The statistical techniques used in the study revealed that 14 items were in disagreement and 6 were in agreement. As a result, the vast majority of students disagreed. It's because their online education did not have a positive impact on their speaking ability. The internet connection, the available technology, the data of the students, and some of them' desire to openly communicate their opinions in class (in a face-to-face environment) are some of the problems. In contrast, students believe that offline classes are more conducive to studying. It is a result of a learning environment that is more interesting. In this case, the setting and learning tools are created by the lecturer in a certain way. It has been demonstrated that six of the things concur. Because their lecturer phoned them individually during speaking class via video conference so that they wouldn't feel uneasy discussing their ideas, it suggests that some of them are timid students who prefer to take online lectures. As a result, people like the learning process and get better at speaking. It is a result of a learning environment that is more interesting. According to Fitriani et al. (2020), the lecturer should consider the circumstances of the students in this way, taking into account the internet connection, the devices that are available, the students' data (credit unit), and the employment of an acceptable technique.

Altunel (2021) examined the motivation of EFL students to communicate in online English classrooms during the COVID-19 pandemic using a case study from Turkey. The Covid-19 epidemic is the focal point of this case study, which looks into the underlying factors affecting Turkish EFL learners' readiness to communicate in English. Twelve university students from a public university in Turkey who are currently enrolled in the English Preparatory School have just begun their one-year, required English study via distance learning. Using a qualitative research methodology, semi-structured interviews were used to collect the study's data. Thematic content analysis was used to review the data that had been gathered. The results demonstrated that personality, the nature of online learning, and a lack of self-confidence in speaking abilities all contributed to the Covid-19 outbreak's negative impact on EFL learners'

WTC in second language (L2) in online English sessions. This study has some educational ramifications for encouraging students to use English in their online class communications. To develop, support, and enhance students' speaking abilities and opportunities in online classrooms, institutions must first be more meticulous and careful when selecting their online platforms. To put it another way, these platforms must be appropriate for enabling students to communicate adequately and equally. Teachers should also be aware of the various learning styles. As an illustration, one student might be excessively self-conscious and anxious when speaking English, whilst another student might be quite confident. Therefore, instructors must encourage a more joyful and relaxed learning atmosphere, particularly for students who experience anxiety and discomfort when speaking in their second language.

The difficulty of learning English in the twenty-first century: online vs. traditional during COVID-19 was explored by Krishnan et al. (2020) to see how students felt about using traditional learning methods and free internet resources. Both quantitative and qualitative approaches were applied in the current investigation. The study involved 25 international pre-elementary English-intensive students from various nations. It was found that students believed free online resources were useful for encouraging free learning norms in the study of the English language as well as for the development of reading, conversation, and vocabulary. Additionally, the pupils had favorable opinions of the free online resources. Free online tools consistently provide an engaging learning environment, enhance students' analytical and critical thinking skills, and encourage social interaction between students, peers, and other users. In light of their findings, it is advocated that teachers develop the skills necessary to inspire and assist students' creative learning. They must put their skills, training, and technology to work for the kids. Teachers should also plan, create, and assess reliable learning experiences and assessments in order to properly utilize content learning to aid students in developing skills, knowledge, and attitudes pertinent to the requirements of the classroom. As ESL students think about how genuine web resources like business websites and online dictionaries may be included into an ESL curriculum, it is advantageous to encourage them to build their own websites. Researchers should carry out studies to determine whether online learning leads to the necessary level of language competency through blended learning, particularly for ESL/EFL learners. It's also

essential to include a variety of websites to give students access to more online resources for improving their English language skills.

As a result of COVID-19 in English classrooms, researcher Famularsih (2021) looked into a study about students' experiences utilizing online learning resources. English learners frequently employ online learning application stages in this situation for teaching and learning. Online learning environments are used to support and encourage independent study is also common. The usage of online learning apps in English as a Foreign Language (EFL) classes is the main topic of this study. 35 second semester English Department students from a university in Salatiga, Indonesia participated in this study. Semi-structured interviews and questionnaires were used to collect data. Additionally, a descriptive qualitative approach was used to explain it. The majority of students, according to this study, believed that under this pressing situation, using an online learning tool to learn English was effective and beneficial. The adoption of online learning apps in English classrooms was hindered by bad internet connections, a ton of activities, and a lack of interaction between the lecturer and students, even though not all instructional content can be taught using this method. Because WhatsApp Group consumes a minimal amount of internet data, it is the most often used online learning tool among students in this epidemic. Therefore, under these conditions, students can limit their Internet usage. Students can learn four new English skills and a new vocabulary by utilizing technology in online learning. Because there were no hurdles in the learning activities, the students in this case claimed that their reading and writing skills had increased more than their listening and speaking capabilities. The professors should take into account the students' situation and circumstances, as well as their internet connection and preference for useful and effective online learning resources. Future studies on the effectiveness of online learning in English schools will likely involve more participants or focus on a variety of subjects in order to accommodate the new standard.

Ariani and Tawali (2021) conducted a study about difficulties with the COVID-19 outbreak in their speaking for the professional context class using online learning. This study employed a descriptive qualitative methodological approach. During the second semester at Indonesia's Universitas Pendidikan Mandalika is located in Mataram, West Nusa Tenggara, 45 English Department students enrolled in a speaking for professional context course were interviewed as well as through an online survey.

According to the current study's findings, pupils face a variety of issues. When studying the Speaking for Professional class online, a total of 5 problems were encountered. First, there was the matter of YouTube videos as a source of educational material. The second problem was that during an online course, the students were unable to build on the lecturer's points. The students' approach to accomplishing the task or project that the professor had set was the third problem. How to get the students access to Zoom Meetings was the fourth issue. The last issue students had to deal with when taking online classes during the COVID-19 outbreak was the availability of learning resources and facilities. The findings provide information for ongoing studies and the improvement of methods for online instruction and learning. It is suggested that further research be done on how pupils adapt and overcome challenges. Online education makes sense as a learning alternative in the COVID-19 pandemic situation, even for students of English as a Foreign Language. It presents a variety of challenges for both teachers and students, but everyone involved must be ready to put it into practice. This study investigates potential solutions to the problems with online learning that EFL students encountered during the COVID-19 epidemic. The researchers anticipate that educators, students, organizations, parents, and the government will utilize the study's findings as knowledge and a resource to establish regulations governing online learning.

In the paper "Digital content for millennial generations: teaching the English foreign language learner on COVID-19 Pandemic," a teaching strategy for English is described while the COVID-19 pandemic is still in effect. To properly instruct kids, teachers are expected to use digital content media that may be found on Facebook, YouTube, TV broadcasts, and other sources. for students to learn properly. Unrelated to teaching, the research data were evaluated utilizing a hybrid strategy that included a quant-qual approach. They interview people and fill out questionnaires to gauge how Makassar's pupils and educators are responding. The effectiveness of using digital content and its ability to inspire and spark students' interest in the course material are assessed using these tools. According to the findings of data analysis, using digital resources to teach English is highly helpful for students in understanding material throughout the curriculum, especially for the millennial generation. Utilizing digital content makes learning simpler because it can be easily included into numerous programs like WhatsApp groups, Zoom, Google Meet, and more. Additionally, adopting digital content in the learning process during the pandemic is one tactic to avoid direct

contact (physical distance) with other students because it is more adaptive and available without constraints. Utilizing digital content increases student motivation to learn because it was designed to catch their interest. However, there are several disadvantages to this type of education. Due to its limitations in terms of network and data packages, the internet may not be accessible to all students (Fansury et al., 2020).

The research, "Influence of social media on EFL Yemeni learners in Indian Universities during Covid-19 Pandemic," seeks to determine how well social media use has affected EFL Yemeni students in Indian universities during the COVID-19 pandemic. This study investigated Facebook, Twitter, YouTube, and WhatsApp, the four most popular social media networks. This study uses an online questionnaire as its primary research tool and a quantitative design. The survey was conducted online and employed a closed-ended questionnaire. Google forms were employed as a resource in this investigation. According to study, kids spend more time learning English through social media, and hearing is the skill that gains the most from this use. The results also demonstrated that using social media motivates students to pick up new terms and use them, which also lowers the number of misspelled words they use. Last but not least, YouTube is the most popular social media channel for studying English. Further study is required to determine how other social media sites like Wechat, Snapchat, and Instagram affect EFL students. It is also suggested to perform additional research to look at how social media impacts various skills independently (Altam, 2020).

Schools in the Kingdom of Saudi Arabia were shut down in March 2020. Traditional in-person instruction has been supplanted with online instruction. This study looks at how this change has affected the opinions of English-majoring Saudi university students who are attending a hearing and talking lessons. The research looked at how learners felt about topics like the value of speaking English, how teachers provide feedback to students via email on their English-speaking assignments, how to speak English online, and how to study English online. A 21-item questionnaire served as the data collection tool. 18 Saudi male English majors in their second year from a Saudi institution participated in the study. The results revealed that the participants a) had favorable ideas about how important it is to speak English and b) were aware of the advantages of online learning but thought it couldn't take the place of in-person instruction.

The aim of this research was to determine the speaking instruction methods employed through an English lecturer during the COVID-19 pandemic and to gauge student perceptions toward those strategies. This study, which employed a qualitative approach and a case study technique, involved five students from Kuningan University's English education department and an English professor who teaches speaking classes. The data was gathered using an observation checklist and an interview. The research's conclusions show that the lecturer instructs speaking utilizing a variety of seven strategies. Voice Memo Among the alternatives are WhatsApp, Video Conferences, Learning Videos, Podcasts, Video Assignments, Structure Tasks and Structure Projects, and the ELSA Talk Application. According to Wilany et al. (2021), just a few of the seven strategies are seen to be highly effective.

In 2021, Sari and Iswahyuni conducted research. Several researches have examined the use of Zoom for Covivirus 19 outbreak-related EFL speaking practice. There aren't many studies, though, that contrast speaking practice conducted using Zoom with speaking practice conducted in person. This study compared the two approaches to speaking practice in order to determine whether students preferred face-to-face speaking practice versus Zoom-assisted speaking practice and to offer recommendations on how to establish the perfect speaking practice environment when the Covid-19 outbreak was still going on. The descriptive qualitative research approach used in this study included the use of open-ended questionnaires to gather data. According to the study, face-to-face speaking practice was preferred by 61% of students over other types of speaking practice due to the social interactions, the more relaxed setting, the practicality (there was no time constraint or internet connection issue), and the support for self-improvement (increased knowledge, improved confidence, and easier to understand). Another recommendation was to shorten, arrive on time, and provide more variety in the topics presented for Zoom-assisted speaking practice. In conclusion, honing your speaking skills in person is superior to doing it via Zoom. During the COVID-19 pandemic, Zoom with specific class rules that can save more internet data and make it more entertaining are advised for the finest speaking practice.

In this project, YouTube videos are used to teach speaking skills to English as a Foreign Language (EFL) students in Jordan. 80 students in the English Language and Literature Department's Oral Skills courses at a private Jordanian university made up the study sample. The experimental group had 40 students, whereas the control group

had 40. The experimental group received lessons in speaking skills via YouTube videos, whereas the control group received teaching using conventional techniques. The two groups were given a pre-test and a post-test. Using the IELTS speaking band descriptors, which are divided into four primary categories including fluency & coherence, lexical resource, grammatical range & accuracy, and pronunciation, four TEFL specialists were asked to assess the participants' performance. The results revealed that both groups' performance had improved. The experimental group, however, did a little bit better than the control group. The outcomes also showed a noticeable improvement in the pupils who participated in the YouTube experiment's speaking skills. Pronunciation, fluency, and coherence—two of the four research constructs—were significantly improved in the YouTube experimental group's performance. According to Saed et al. (2021), using YouTube videos in EFL classes will help students speak more fluently.

Pustaka (2020) did research to determine how future English instructors felt about using e-learning amid the Covid-19 pandemic. There was a total of 60 participants in this study. The survey method was used in this investigation. Data for this study were mostly gathered through sending out a questionnaire. This questionnaire was developed after taking into account both the benefits and drawbacks of e-learning implementation. Data from this study were examined using a descriptive methodology. The statistics from the study were transformed into percentages. The findings of this research demonstrated that benefits of e-learning aspirant English teachers, there are still certain issues that need to be resolved. The study's participants also advise Indonesia's stakeholders to advance technology development to facilitate the implementation of e-learning because they are aware of the preparations that must be made before conducting e-learning.

Table 2: Review of previous studies

Writer/s	The Study Design & Theory/theories	The Sampling	The Data collection & Data analysis methods	Results	Suggestions & Limitations
Hamsia et al. (2021)	Descriptive qualitative	80 students from Muhammadiyah University of Surabaya's first	Observation and interview	In always-available virtual classes, learning and	Participants in the study were 80 first-semester medical

	Theory-based research design	semester of medical school	Statistical analyses	engagement were successfully addressed by online education. They can improve their English since they have time to practice it, especially speaking.	students from Muhammadiyah University in Surabaya. The study suggested that COVID-19 epidemic can be controlled via online education.
Fitriani et al. (2020)	Mixed method research The sociocultural theory	Random selection of participants among students in the departments other than English	Questionnaire and Interview Data were analyzed descriptively	The study's findings show that while the remaining elements are in accord with the online learning process, 14 of the 20 items related to online speaking skill improvement are in conflict.	Only students from departments other than English who were randomly selected to take part in the study are eligible. The study suggests that the instructor should take into account the students' circumstances, including their internet access, gadget availability, data (credit unit) accessibility, and teaching style.
Altunel (2021)	A qualitative research design	12 university students from different departments who attended the English Preparatory School at a state university in Turkey in the fall of 2020–2021 participated in the current study. There were six males	Semi-structured interviews. thematic content analysis was utilized.	The core causes of WTC in L2 were broken down into three major themes: personality, the structure of online learning, and a lack of speaking assurance.	Twelve university students who are presently enrolled in an English prep course at a public institution in Turkey are the sole participants in the study. Institutions must be more selective when choosing their online

		and six women contestants.			platforms, and professors must be aware of the differences in learners in order to enhance and broaden students' speaking talents.
Krishnan et al. (2020)	Quantitative and qualitative methods The sociocultural theory	25 international preschoolers who take English-intensive classes	Questionnaire and interviews. Data were analyzed descriptively	It was discovered that students thought the free internet materials were helpful for learning English for conversation and reading.	The only participants in the study are 25 foreign students enrolled in the pre-elementary intensive English program at Kuala Lumpur College. In light of their findings, it is advocated that teachers develop the skills necessary to inspire and assist students' creative learning.
Famularsi h (2020)	Quantitative and qualitative methods	In this investigation, 35 second-semester English Department students from a Salatiga, Indonesian university took part.	Questionnaire and interviews. Statistical analyses	The results demonstrate that the majority of students thought using online learning applications to study English was successful.	The investigation's focus is on 35 second-semester students. Students from a university in Salatiga, Indonesia's English Department took part in this study. Future studies will examine the effectiveness of online education in English schools and include more participants or

					concentrate on various topics in order to adapt to the new normal.
Ariani and Tawali (2021)	Quantitative and qualitative methods	45 students from the English Department at Universitas Pendidikan Mandalika in Mataram, West Nusa Tenggara, Indonesia, who were enrolled in the second semester's speaking for professional settings course took part in the study.	Questionnaire and interviews. Data were analyzed descriptively	The results offer guidance for strengthening and improving online instruction and learning strategies in the future.	The only participants in the study are 45 English Department students from Mataram, West Nusa Tenggara, Indonesia's Universitas Pendidikan Mandalika, who are enrolled in the Speaking for Professional Setting course during the second semester. It suggests that additional research be done on how students overcome challenges and adapt.
Fansury et al. (2020)	Mixed method with quan-qual Approach	The sample consisted of 50 students and 20 teachers from different schools in Makassar, South Sulawesi, Indonesia.	Questionnaire and interviews.	When learning English during the pandemic, students gain a lot from using digital resources.	The study is limited to Makassar students and teachers.
Altam (2020)	Quantitative design	120 Yemeni students from various Indian universities participated.	Online questionnaire Statistical analyses	According to study, students use social media more frequently to practice their English, and that skill that benefits the most from social media use is hearing.	The only participants in the study during COVID-19 are 120 Yemeni EFL students studying at Indian colleges. More research should be done to understand how social media impacts

					each skill separately.
Alzamil(2021)	Quantitative design	The participants were 18 Saudi male English majors in their second year who were students at a Saudi institution.	Online questionnaire Statistical analyses	The survey revealed that the participants had good opinions regarding the value of speaking English and that they were aware of the advantages of online learning but did not believe it could completely replace in-person instruction.	The inquiry is limited to 18 Saudi male second-year English majors who were enrolled in a Saudi institution made up the participants. A bigger examination is necessary to see whether the results can be reliably replicated.
Wilany et al. (2021)	qualitative design The sociocultural theory	five students from the English education program at Kuningan University.	observation checklist and interview Data were analyzed descriptively	The research's conclusions show that the lecturer instructs speaking utilizing a variety of seven strategies. A few of the possibilities include Voice Note WhatsApp, Video Conference, Learning Videos, Podcasts, Video Assignments, Structure Task / Structure Projects, and ELSASpeak Application. Only a couple of the seven	The study will involve five students from Kuningan University's English education program. The study's findings indicate that the lecturers' strategies are typically quite successful.

				strategies are thought to be particularly successful.	
Sari and Iswahyuni (2021)	descriptive qualitative research The sociocultural theory	82 Sanata Dharma University students from Yogyakarta who could not speak English took part in this study.	open-ended questionnaires	Due to the social connection and the more laid-back environment, 61 percent of the pupils preferred to practice speaking in person.	The only accounting majors who had taken a first-semester General English course were students from three distinct courses were included in the study. The students, whose ages ranged from 18 to 21, were equally divided between 33 men and 49 women. The pupils speak English as their chosen foreign language and Bahasa Indonesia as their mother tongue. It was suggested that the Zoom-assisted speaking practice be condensed, kept on schedule, and provide more varied conversation subjects.
Saed et al. (2021)	Quantitative design	80 students who were enrolled in Oral Skills classes offered by the English Language and Literature Department at a private university in Jordan made up	Pre- and post-testing ANOVA was used to examine the data.	The results show that students think YouTube might considerably enhance their speaking skills.	At a private university in Jordan, this study only includes 80 students who are enrolled in oral skills courses offered by the English Language and Literature Department. It

		the study sample.			employs an ANOVA for data analysis with a qualitative design. YouTube videos should be used in EFL lessons to enhance students' speaking abilities.
Pustaka (2021)	quantitative design	This study had 60 people.	online questionnaire Statistical analyses	The study's findings showed that while aspiring English teachers agree that e-learning aids them, there are still certain issues that need to be fixed.	The investigation is only There were 60 participants in Indonesia. utilizing an online survey They advise Indonesian stakeholders to advance technological development to facilitate the use of e-learning.

The study of earlier studies, as shown in Table 1, illustrates the various sample designs, hypotheses, methods for acquiring and analyzing data, results, and suggestions put out by different researchers. The majority of research utilized the simple strategy as a purposive sample from several department universities, which was discovered in the review. This is in contrast to other studies, such as those that used cluster, systematic, stratified, and random selection. The majority of the studies that use purposive sampling are the ones that follow. It enables the researcher to purposefully choose participants for a particular survey (Ariani and Tawali, 2021; Alzamil, 2021; Famularsih, 2020; Altam, 2020), among others. The purposive sampling method, which is widely used in qualitative research to make the most of limited resources (Patton, 2002), is used to identify and select instances that are information-rich. When a study tends to find a balance in equal responses to questions that commonly influence both genders (males

and females), this technique is most frequently employed. The balanced sampling strategy has a tendency to produce an equal number of responsive survey participants for the authors. On the other hand, random sampling was utilized in other studies within a given population (Wilany et al., 2021; Fitriani et al., 2020). The majority of studies used hybrid qualitative and quantitative data collection approaches, with a minority number of studies using quantitative data collection methods. A quantitative research strategy was used for the remaining tests. The several studies that were looked at as a result used the following tools to gather data, including questionnaires and interviews, which are the most typical techniques. Survey questionnaires, motivational questionnaires, structured and unstructured questionnaires, and in-depth interviews are only a few of the several kinds of questionnaires and interviews that are available, as detailed in the studies. The majority of studies included qualitative and quantitative data gathering methods; only a tiny fraction of studies employed only quantitative data collection methods. The remaining experiments were conducted using a quantitative research methodology. As a result, the many studies that were examined used the following instruments to collect data, including questionnaires and interviews, which are the most common methods. As described in the studies, there are many different kinds of questionnaires and interviews that can be used, including survey questionnaires, motivational questionnaires, structured and unstructured questionnaires, and in-depth interviews.

3. CHAPTER THREE: Research Method

The study design, the research setting, the participants, the data source, the research focus, the data collection techniques and tools, the data analysis techniques, and the data validity test are all covered in this chapter.

3.1. Study Design

Quantitative research was employed in this study to examine how EFL students perceived their participation in learning to talk online. This method is employed to explain actual facts or phenomena.

Quantitative research uses a range of methods to methodically examine social issues using statistical or numerical data. Because of this, quantitative research necessitates measurement and assumes that the phenomena under study can be measured. Data collection through measurement, trend and connection analysis, and measurement validation are the three main objectives of quantitative research.

It is easy to measure some things, like height and weight, but it is more difficult to measure other things, like what people think or feel. Quantitative research includes this entire spectrum. The same standards are used to the calculation, verification, and interpretation of data for all measurement techniques. Quantitative research can be viewed as a way of viewing the world. Deductive reasoning essentially entails taking measurements, doing analysis, and coming to conclusions. The debate over whether quantitative or qualitative research is superior is pointless. The researcher may also choose to combine both quantitative and qualitative methodologies in his or her research design when using a combination or mixed-way approach (Andrew and Halcomb 2009).

3.2. Research Setting

On May 15th, 2023, this study was carried out at Karabük University in Turkey. Since the majority of Karabük University students from the department of English language and literature had to return to their various homes in various parts of Turkey

when they use online learning, the research was conducted remotely utilizing online media.

3.3. Participants

Students from the department of English language and literature at Karabük university participated in this survey. In order to determine how the students felt about the online instruction for the speaking course and what is the impact of using technology on learning speaking skills, the researcher reviewed the questionnaire replies. The researcher then conducted the questioner with 50 students from department of English language and literature at Karabük university to find out more about the challenges they had when incorporating online learning into the talking lectures.

3.4. Data Source

The subject matter from which the data were collected is known as the data source. The respondents' comments or statements and environmental behaviors serve as the study's main data sources that serves as the research object (Hennink, 2020).

1.Primary Data

Information that is collected or acquired by the researcher or by someone who is interested in and needs and this information is known as primary data. Original data are frequently used to describe primary data. Researcher in this study was able to acquire firsthand information regarding student attitudes and Through surveys and interviews with English education department students who had participated in online speaking course learning, we were able to identify barriers to online speaking course learning.

2. Secondary Data

Information obtained from pre-existing sources is referred to as secondary data. This data is typically obtained from libraries or through the publications of earlier academics. To support the primary data from the first source, the researcher in this study gathered secondary data from dictionaries. Regarding original sources of information about student perceptions and difficulties with online learning, such as books and journals.

3.5. Research Focus

The research focus is helpful in choosing the area of examination in quantitative research. The main focus of qualitative research is on the researcher's experience or information obtained from reading scientific literature. The primary focus of this study's investigation is on the viewpoints and limitations of students as online learning is used in the speaking course. In order to determine this, the researcher split them into three categories: learning process, learning evaluation, and learning preparation. The researcher gained greater insight into how EFL students have difficulties when taking speaking courses online during the COVID 19 epidemic from these three areas (Hennink, 2020).

3.6. The Data Collection Techniques and Tools

The most crucial step in the process is the data collection method because collecting data is the main purpose of research. Many different places, resources, and methods can be used to collect data. Situations that are regarded as natural can be used to collect data. Depending on the data source, primary and secondary sources can both be used in data collection . Another option for gathering data is to use surveys, observation, interviews, and documentation (Hennink, 2020). The researcher used questionnaires to gather data for this study.

3.6.1. Questionnaire

Applying a series of questions or written remarks, participants are asked to respond to a survey in order to gather information. Surveys can be distributed in person, by mail, or online and can include closed- or open-ended statements or questions. Two different types of questionnaires exist:

1. Closed Questionnaires

Including queries or statements with a variety of potential replies. Participants looked over the answers that most accurately represented their viewpoint.

2. Open Questionnaire

The respondent has a wide variety of alternatives in this inquiry to provide the details they see necessary. Just a few questions about the study problem are posed by the researcher, and the respondent is then given the option of expanding on his or her point of view or attitude. The study used a closed-ended questionnaire to collect information on how EFL students felt about online speaking teaching. Each question included multiple viable answers, but respondents could only choose one. A few of the responders who made up the sample were sent a written questionnaire by the researcher using a google form. Data gathering process: a. The questionnaire's instructions were written by the researcher. b. The researcher used a Google Form to create a survey. b. The researcher forwarded the survey link to each class' WhatsApp group. d. The researcher created a table of the findings when the students finished filling out the questionnaire. e. The data is prepared for analysis after the results table for the questionnaire is finished.

3.6.2. Instrument

Observed social and environmental phenomena are measured using the research instrument. The study applied questionnaires and interviews as its main data collection tools. 1. Survey inquiries The three-part questionnaire, learning preparation, learning implementation, and learning evaluation, aims to discover what students think about and what obstacles they face when taking speaking courses online during the COVID 19 pandemic. A closed questionnaire with 30 questions was provided by using a Google form, the researcher allows individuals to complete the survey online. In addition, before distributing the questionnaire, the researcher initially constructed the grid of questions below:

Table 3: Guidelines for a survey asking EFL students how they feel about taking speaking classes online throughout the COVID 19 epidemic.

Variable	Aspect	Indicator	Instrument	Instrument NO
EFL students' opinions of speaking lessons learned online	Learning preparation	learning how students see learning preparation	Questionnaire	1- 6

during the COVID 19 epidemic	Learning process	1. Understanding how students feel about the learning strategies and models being employed 2. Understanding how students view interactions in learning activities 3. Understanding how students view the resources and infrastructure required for learning	7 – 25
	Learning evaluation	understanding how students see learning outcomes	26 – 30

Source: Regulation of the Minister of National Education (Permendiknas) Number 41 of 2007

3.7. Method of Analyzing Data

Data analysis follows the compilation of the data collection methods. Data analysis is the middle stage of several in-depth stages of a study that has a significant objective. The four stages of the interactive analytical paradigm created by Miles and Herberman are data reduction, data display, conclusion drawing, and conclusion drawing. (Miles,1984)

1. Data Reduction

Selection, simplification, and abstraction are the stages of data reduction. Data reduction entails selecting, summarizing or briefly describing information, classifying it into patterns using transcripts, conducting research to identify key points, compressing, concentrating, removing unnecessary areas, and drawing conclusions. From the interview data, the researcher selected the information she required. The researcher chose the primary participant responses that were consistent with the study questions after categorizing the participant responses in accordance with the research questions. The researcher then used all of the responses provided by the respondents to create the survey's data. The data set will be selected and divided into useful data and raw data categories. The raw data is once more selected, and pertinent data is generated for the data presentation procedure in accordance with the objectives of the study and the problem description.

2. Data Display

The systematic gathering of information known as data presentation enables consumers to choose what to do and how to do it. A matrix, graph, network, or chart can be used to present the data in order to provide information about what is happening while staying on topic. Based on what has been found, the information is provided. The researcher presents all of the participant responses that were grouped together in the interview data appearance, and the researcher draws conclusions about the data based on participant responses at the conclusion of each paragraph on a particular topic. Researcher displays all of the data in tabular fashion, which corresponds to how the survey findings appear. The researcher determined the percentage and overall score for each question, which are displayed in the table. The category for which each aspect was attained was then determined using the average% for each question. Percentages are calculated using the formula shown below (Ngalim, 2002):

Highest score count = 4 × total of all respondents

Lowest score count = 1 × total of all respondents

$$\text{Percentage} = \frac{\text{Total Score of each statements}}{\text{Highest score count}} \times 100 \%$$

3.8. Drawing a conclusion

To recognize or comprehend the significance, regularity of explanatory patterns, causal linkages, or proportions is the goal when drawing conclusions. The results are quickly confirmed by observing and asking questions again while reading the field notes in order to obtain a deeper knowledge. Additionally, communication can be used to achieve it. This is done to guarantee the accuracy of the data gathered, the data's interpretation, and the conclusions generated from the data. Moreover, the information that has been investigated, clarified, and translated into words in order to describe actual facts, i.e., to address research questions that are afterwards deduced from the core.

In this study, researchers looked for the most common responses given by questionnaire subjects, and from these most common responses, researchers were able

to determine the outline, enabling them to draw inferences from survey responses provided by subjects regarding students' challenges in speaking course online learning. The researcher categorizes the final average percentage results in accordance with the questionnaire rating category to draw a conclusion regarding how the students felt about online instruction in speaking classes during the COVID 19 epidemic. In the meantime, the researcher calculates the average percentage of each component to produce a final average.

Table 4 Questionnaire rating category

Percentage Interval	Category
86% - 100%	Very Good
85% - 70%	Good
69% - 54%	Not good enough
53% - 38%	Not good

1	4	2	31	13	153	76.50%	72.83%
2	4	8	33	5	139	69.50%	
3	6	10	23	11	139	69.50%	
4	4	11	23	12	143	71.50%	
5	3	8	25	14	150	75.00%	
6	6	3	26	15	150	75.00%	
Learning Process							
7	8	12	24	6	128	64.00%	69.34%
8	6	10	20	14	142	71.00%	
9	5	6	29	10	144	72.00%	
10	3	10	31	6	140	70.00%	
11	5	18	19	8	130	65.00%	
12	4	13	23	10	139	69.50%	
13	3	15	28	4	133	66.50%	
14	3	6	31	10	148	74.00%	
15	4	7	30	9	144	72.00%	
16	4	16	21	9	135	67.50%	
17	5	11	27	7	136	68.00%	
18	6	11	28	5	132	66.00%	
19	5	13	24	8	135	67.50%	
20	3	11	31	5	138	69.00%	
21	1	14	25	10	144	72.00%	
22	5	8	26	11	143	71.50%	
23	3	10	28	9	143	71.50%	
24	4	10	25	11	143	71.50%	
25	5	8	31	6	138	69.00%	
Learning Evaluation							
26	3	14	27	6	136	68.00%	68.70%
27	2	11	33	4	139	69.50%	

28	6	11	26	7	134	67.00%
29	5	16	21	8	132	66.00%
30	8	6	18	18	146	73.00%

4.3. Questionnaire Result Diagram

In order to ascertain students' perceptions of online learning in speaking courses during the COVID 19 pandemic, the researcher divided the statements into three categories.

4.3.1. Learning Preparation

The researcher divided the first component, learning preparation, into 6 assertions, which are demonstrated as figures:

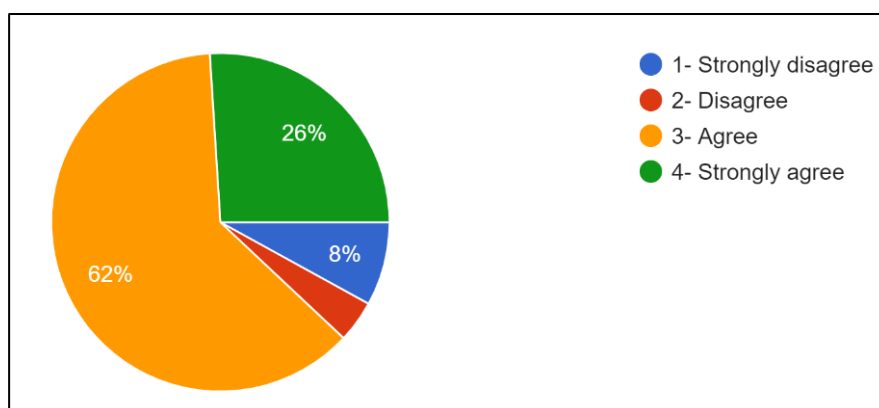


Figure 1: The subject of this research can help students in online learning

In addition to supporting teaching and activities for learning in the classroom, the issue encompasses the information, resources, and texts needed to plan and evaluate how learning is put into practice. They are properly arranged to display the entire spectrum of competencies that students will pick up throughout the learning process. As a result, learning resources are essential to the learning process. The instructional materials have also undergone numerous adjustments as a result of the Covid 19 epidemic in conformity with the long-distance learning policy. Results of respondents' responses according to the first statement are, 13 strongly agree, 31 agree, 2 disagree, 4

strongly disagree and the percent outcome of learning preparation is 76.50%. The findings enable us to give the initial assessment of the problem a good quality rating. It can be argued that students have a favorable perspective of the topic matter after using online education while giving lectures. This is true because the course that is now being taught corresponds with the learning process's topic matter.

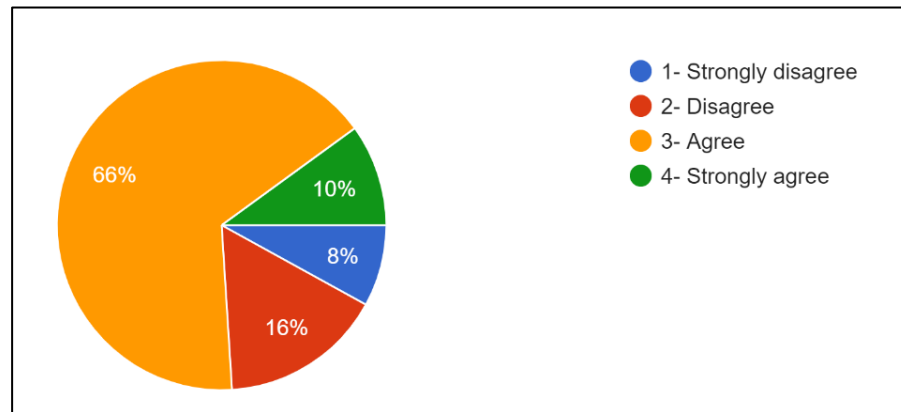


Figure 2: The material delivered online is in accordance with the lecture

These findings allow us to rate the initial analysis of the issue as being of not good quality. One may say that after using online learning in speaking lectures, students have a negative outlook on the subject. This is accurate since the subject matter of the course that is currently being taught aligns with the learning process. As a result of how respondents responded to the second statement, 5 strongly agree, 33 agree, 8 disagree, 4 strongly disagree and the results in a percentage is 69.50% and it shows as not good enough. Due to these findings, we may say that the second claim regarding the learning materials' suitability for the lecture contract is unacceptable. It is obvious that the connection between the learning resources and the lecture schedule is not properly understood by the students.

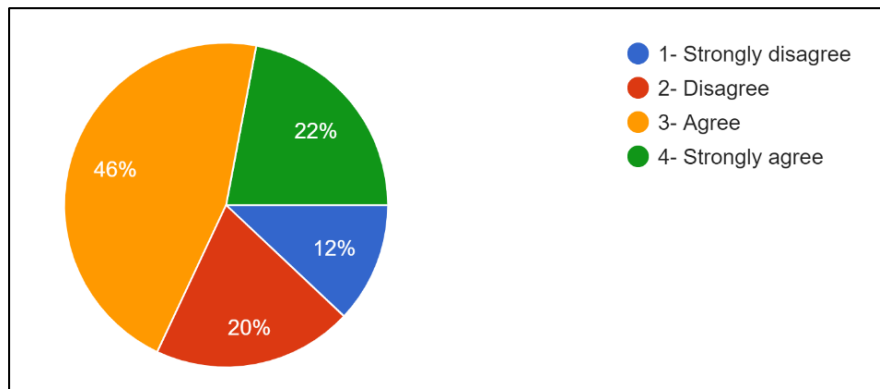


Figure 3: Implementation of appropriate online learning time with the schedule

Students can take advantage of downtime and engage in their studies. Even if it is adaptable and neither location- or time-bound, it occasionally results in an unpredictable schedule for implementing online learning. As a result, managing their schedule will be challenging for students. The responses of the respondents to the third statement's results are listed below: 11 strongly agree, 23 agree, 10 disagree, 6 strongly disagree and the outcome in percentage is 69.20% as it is not good enough. These results enable us to categorize the third claim about the implementation time of online learning as unsatisfactory. One could argue that students' estimates of how long it takes to adopt online learning are not precise enough.

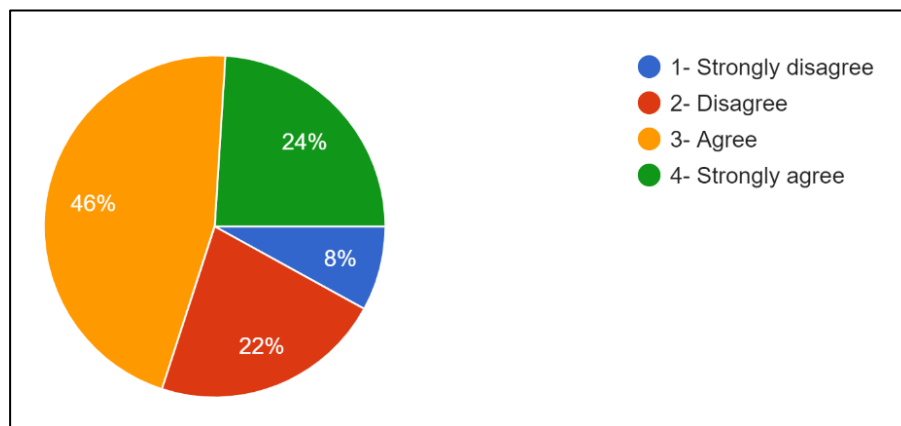


Figure 4: The online learning method makes it very easy for me in accepting speaking courses

The finding of respondents' responses to the fourth statement, in particular, 12 strongly agree, 23 agree, 11 disagree, 4 strongly disagree and the outcome in percentage is 71.50%. Regarding to these data, the fourth claim that learning a speaking course is

easy because of the teaching strategy is deemed to be of high quality. The students' perception of how easy it is to learn speaking has likely improved as a result of the teaching strategy.

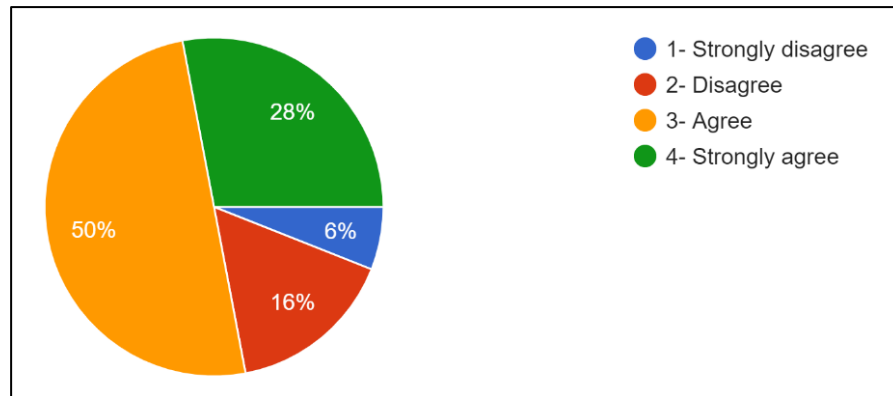


Figure 5: The study material can be easily accessed

Following are findings from the responses of respondents to the fifth statement, 15 strongly agree, 25 agree, 8 disagree, 3 strongly disagree and the outcome in percentage is 75%. These results enable us to give the fifth claim that access to educational materials is good rating. It can be concluded that students feel positively about having access to educational resources.

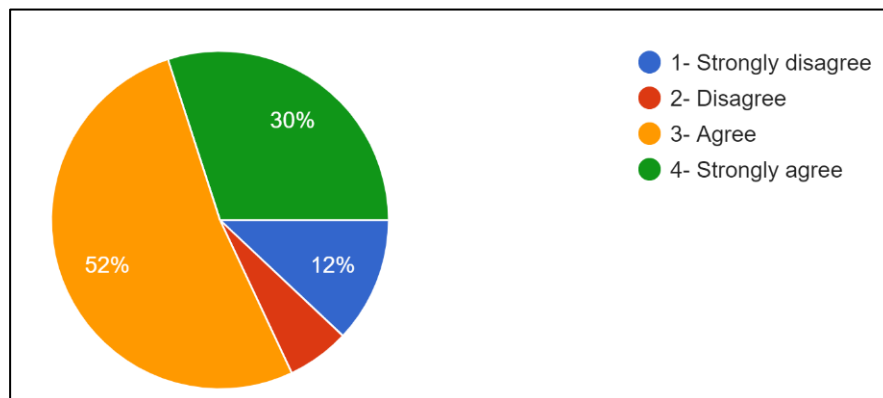


Figure 6: I feel ready for the implementation of on line lectures

A person must be "e-ready," which refers to their capacity to use technology and internet networks mentally, physically, and material in order to take part in online education. In response to the sixth statement, the conclusions of the respondents are as

follows: 15 strongly agree, 26 agree, 3 disagree, 6 strongly disagree and the outcome is 75%. These findings allow us to rate the sixth assertion as having a good rating.

In the findings of statements 1-6 that include aspects of learning preparation with outcome 72.83% which falls within the category of being good enough. These results demonstrate that the online material is supplied in accordance with the lecture, but that the implementation of suitable online learning time with the schedule is still insufficient, while the rest of result such as the subject of this research can help students in online learning, and the study material can be easily accessed are still good enough.

4.3.2. Learning Process

The researcher divided the second factor the learning process into 19 statements, including:

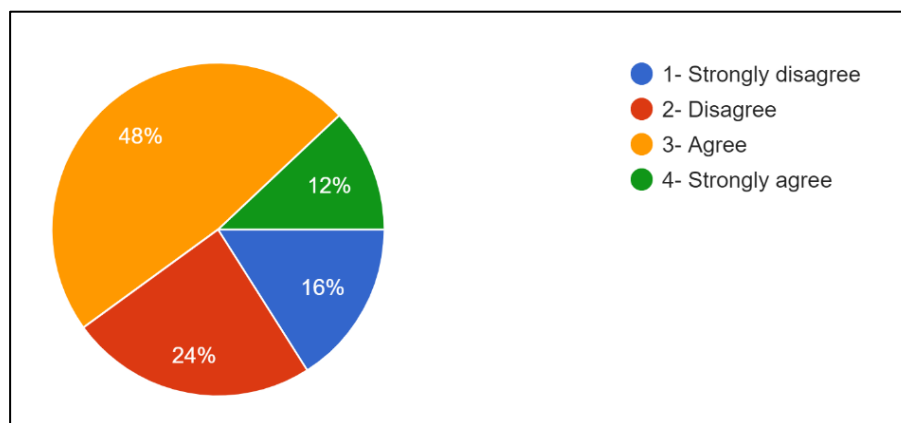


Figure 7: The on line learning method makes it easier for me to understand the material in speaking courses

Results of respondents' responses to the seventh statement are as follows: 6 strongly agree, 24 agree, 12 strongly disagree, 8 strongly disagree with outcome 64%. These conclusions allow us to conclude that the seventh assertion is insufficient. Students' views of how easy it is to learn the material are inaccurate because education is only supplied through reading. It's difficult to understand as a result.

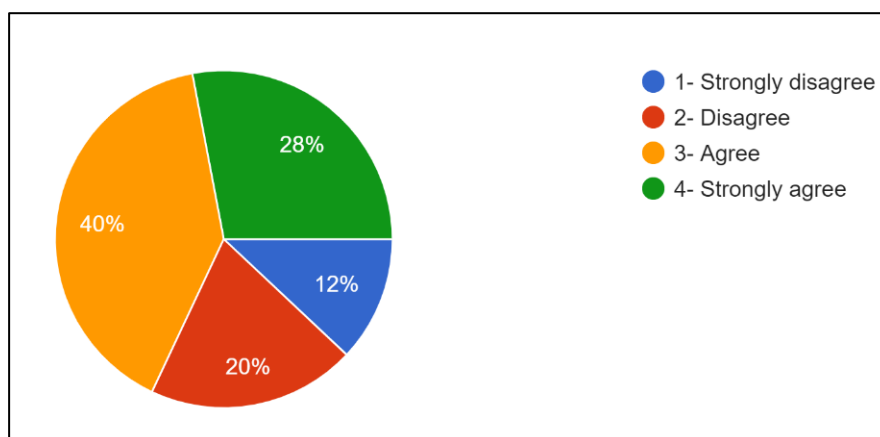


Figure 8: The method or way of teaching makes it easy for students to carry out speaking courses

Findings of responses to the eighth statement from respondents are 14 strongly agree, 20 agree, 10 disagree, 6 strongly disagree and the percentage is 71%. These findings indicate that the seventh and eighth are sufficient. One may argue that the utilization of online learning is sufficient based on students' perceptions of how straightforward it is to study in various methods. These conclusions show that employing the learning procedures has produced a satisfactory perception. Students are given particularly thorough explanations of lessons related to practicum.

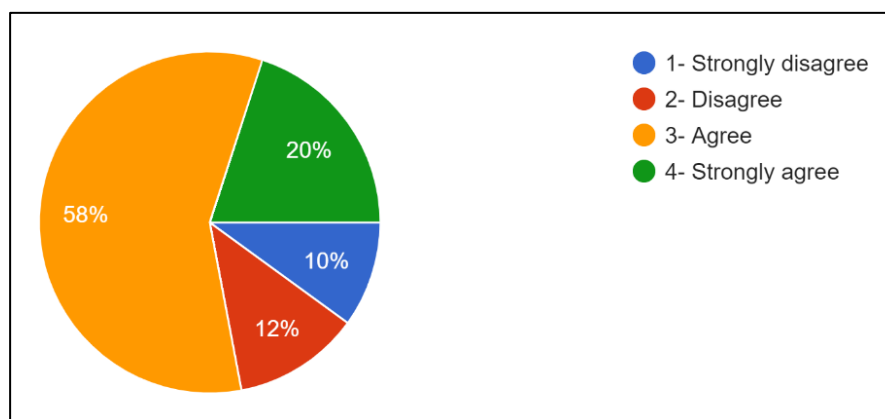


Figure 9: The speaking course material taught online is well available so I can easily understand it

Following are the outcomes of the respondents' responses to the ninth statement. 10 strongly agree, 29 agree, 6 disagree, 5 strongly with outcome 72%. These facts allow us to classify the ninth assertion as adequate. In an online speaking course, the perceptions of the students regarding the materials' accessibility might be drawn as being

accurate. The findings support the eighth assertion's findings, which state that using the learning procedures has produced an appropriate perception. Students receive in-depth explanations of the lessons relating to their practicum.

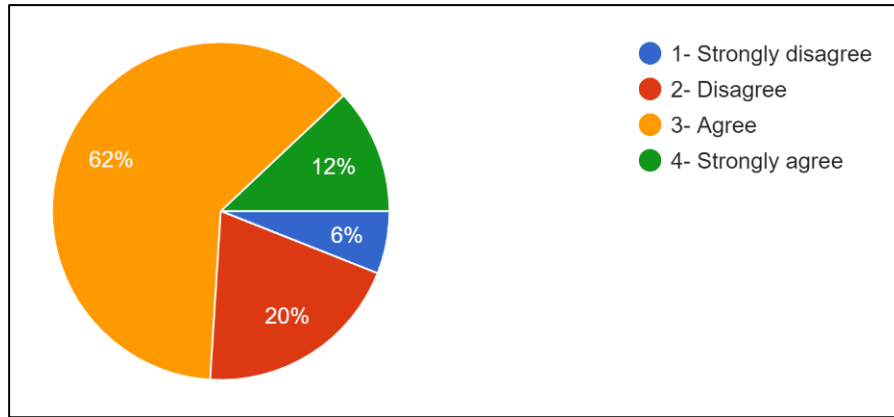


Figure 10: Lecturers always guide me to study on line so that I understand the material provided

The outcomes of the respondents' responses to the tenth assertion are 6 strongly agree, 31 agree, 10 disagree, 3 strongly disagree with outcome 70%. We can deem the tenth assertion to be adequate based on these findings. Conclusion: Students' perceptions of learning guidance need to be enhanced in order for online learning aid to work well with teachers and other students.

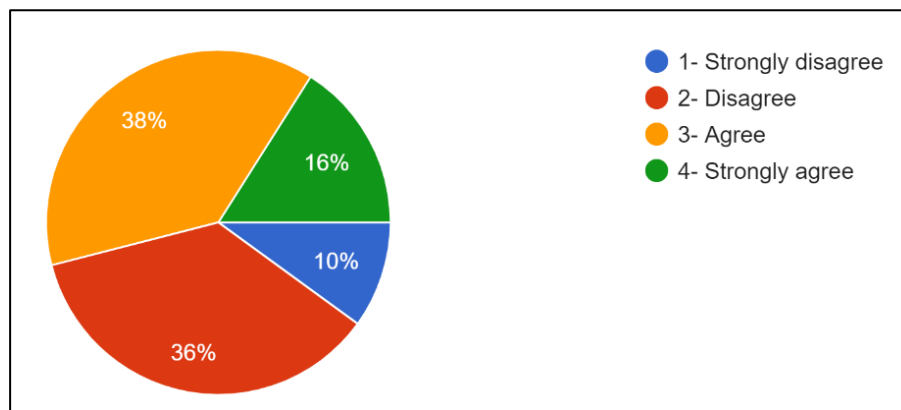


Figure 11: The process of learning activities sounds interesting and not boring

Results of respondents' responses to the eleventh statement are as follows: 8 strongly agree, 19 agree, 18 disagree, 5 strongly disagree with outcome 65%. We can categorize the eleventh statement as unsatisfactory based on these facts. We can infer

that students' perceptions of how engaging the learning process is are not correct. Overstudying might make it challenging to concentrate and thoroughly absorb the material being provided. Because the constant push to learn causes the brain and emotions to reach a point of saturation. On the other hand, online learning is frequently uninteresting in practice. Results are similar to situation in the practice-intensive speaking course, adequate media support is required to boost students' motivation for learning. Additionally, using online learning methodology has a reputation for being drawn-out and chaotic.

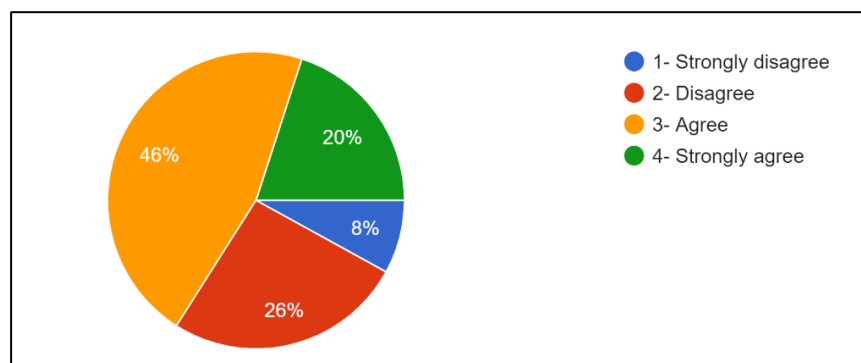


Figure 12: I am enthusiastic about carrying out online learning

The responses of respondents to the twelfth statement's results are 10 strongly agree, 23 agree, 13 disagree, 4 strongly disagree with outcome 69.50%. Based on these results, the twelve statements can be categorized as being insufficient. It is clear that learners have lack motivation to use online learning. How effectively the method of online education is going to be determined by proportion of learners who are passionate about engaging in the learning process. How well students understand how to participate in the learning process is greatly impacted by the minimum level of student passion.

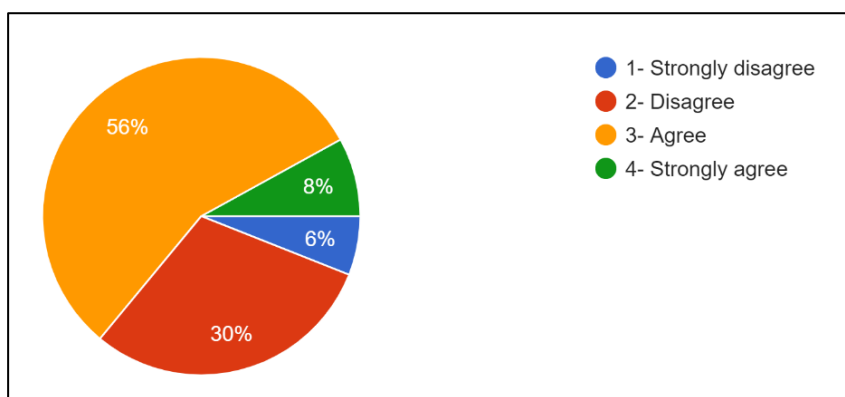


Figure 13: There are many speaking practices in the online learning process

Findings from responses to the thirteenth statement from responders are 4 strongly agree, 28 agree, 15 disagree, 3 strongly disagree with outcome 66.50%. We can classify the thirteenth statement as unsatisfactory based on these observations. According to reports, students don't like doing speaking exercises while using online learning. These results are a result of passive participation in educational activities, which provides little room for speaking practice.

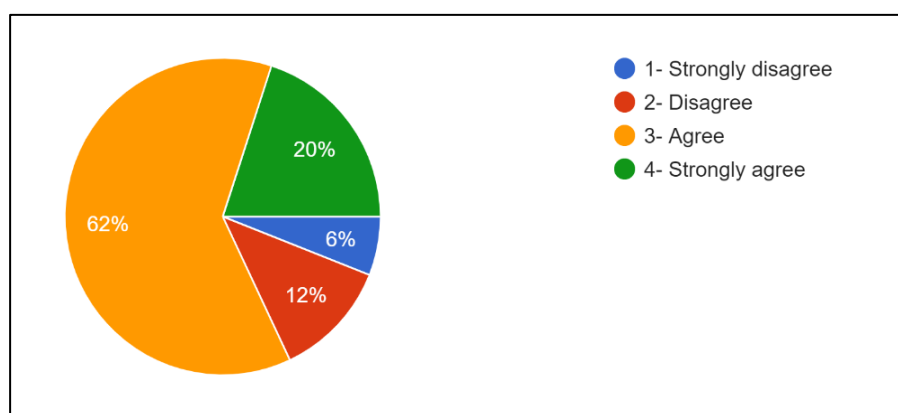


Figure 14: The assignments given are in accordance with the material

A chore is something that must be done, an instruction that must be followed, work that is delegated to someone, work that is compensated, and something that must be finished in accordance with everyone's obligations. As part of learning activities, teachers frequently offer their students homework to help them grow and understand the material they have been taught. 50 The responses of respondents to the fourteenth statement's results are as follows: 10 strongly agree, 31 agree, 6 disagree, 3 strongly disagree with outcome 74%. Findings allow us to declare the fourteenth statement to be

insufficient. It may be said that the students believe their employment complements the lessons they are learning well. Students will learn more about the subject if assignments are offered that are related to the lecture topic.

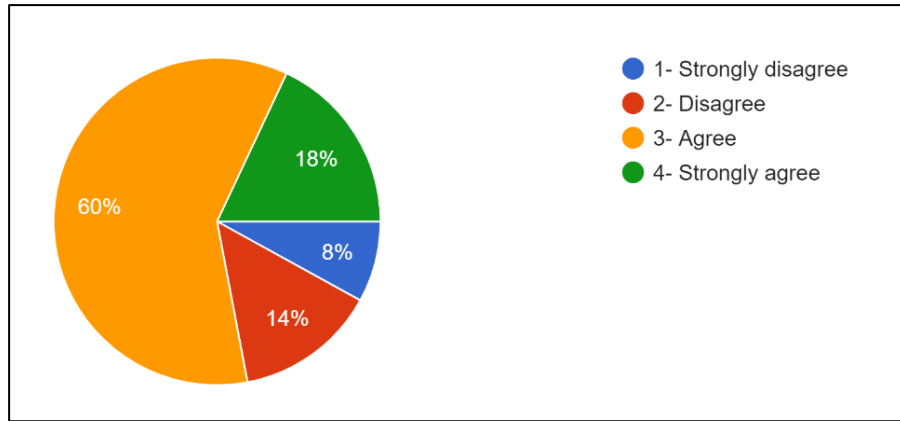


Figure 15: The assignments given are still within my abilities and not burdensome

Results of respondents' responses to the fifteenth statement are as follows: 9 strongly agree, 30 agree, 7 disagree, 4 strongly disagree with outcome 72%. Findings enable us to give the sixteenth claim a high-quality rating. The workload associated with getting assignments during the transition to online learning is perceived favorably by the students. This shows that the assignments that are still available are burden-free and suitable for the students' abilities.

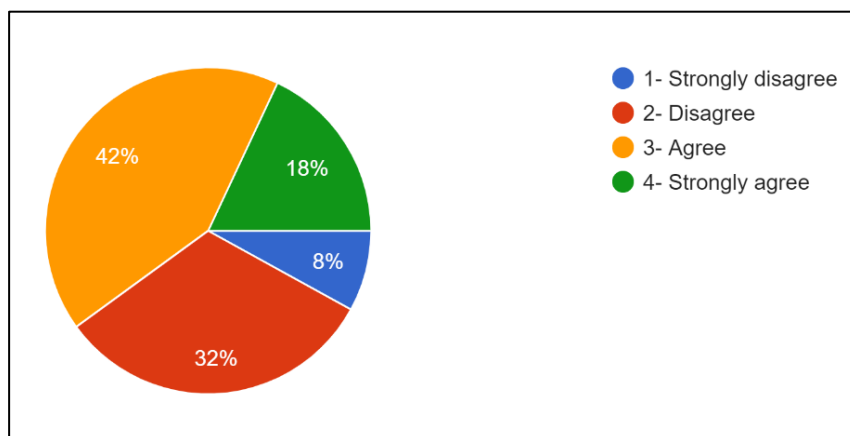


Figure 16: Communication between lecturers and students can run well

Communication is key in the educational area. It is used to communicate with pupils during the learning process such as lessons about morality and knowledge. In the

classroom, the teacher converses one-on-one or in pairs with the students. The information will be easier for teachers to explain. It will be easier for students to comprehend, and they can ask questions right away if they do. The responses of the respondents to the sixteenth statement are shown in the results below:

9 strongly agree, 21 agree, 16 disagree, 4 strongly disagree with outcome 67.50%. These results enable us to label the sixteenth statement as inadequate. In conclusion, students have a negative perception of the level of communication between professors and students during the transition to online education.

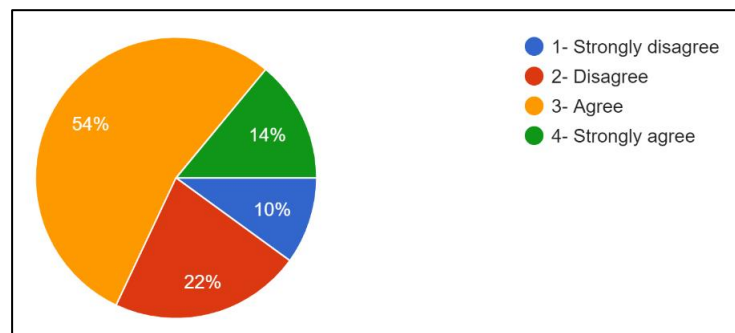


Figure 17: I am active in learning activities

Results of respondents' responses to the seventeenth statement are as follows: 7 strongly agree, 27 agree, 11 disagree, 5 strongly disagree with outcome 68 %. These conclusions enable us to declare the seventeenth claim to be untrue. It is clear that students' perspectives on their participation in online learning are lacking. This implies that fewer students must be actively participating in online education.

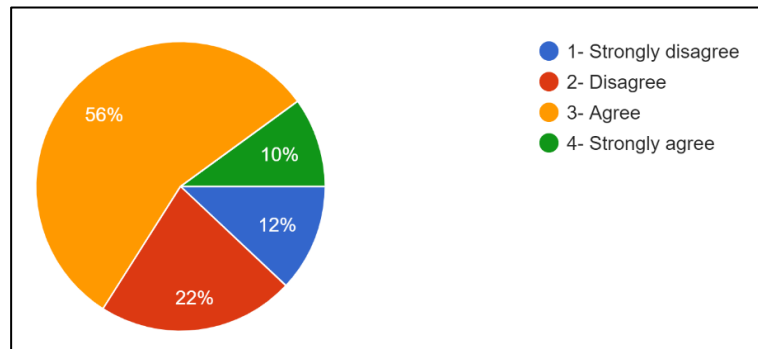


Figure 18: The interactions that occurred during the learning process increased my speaking ability

The outcomes of respondents' responses in relation to the eighteenth question are 5 strongly agree, 28 agree, 11 disagree, 6 strongly disagree with outcome 66%. We can classify the eighteenth statement as unsatisfactory in light of these facts. It is clear that students' perceptions of speaking skill-improving interactions throughout the deployment of online learning are subpar. This may suggest that people who learn online, their conversations do not go smoothly, which hinders the interaction from being able to improve their speaking abilities.

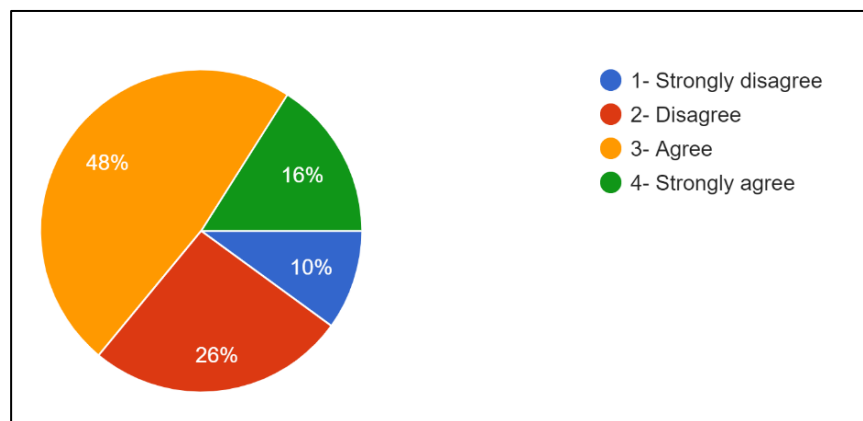


Figure 19: During on line learning activities I can still have discussions with other friends

Results of respondents' responses to the nineteenth statement are as follows: 8 strongly agree, 24 agree, 13 disagree, 5 strongly disagree with outcome 67.50%. These findings imply that the nineteenth assertion is weaker than required. It has become clear from the start of online learning that students do not think highly of speaking practice. These results show that even if learning takes place online, students are unable to participate in discussions.

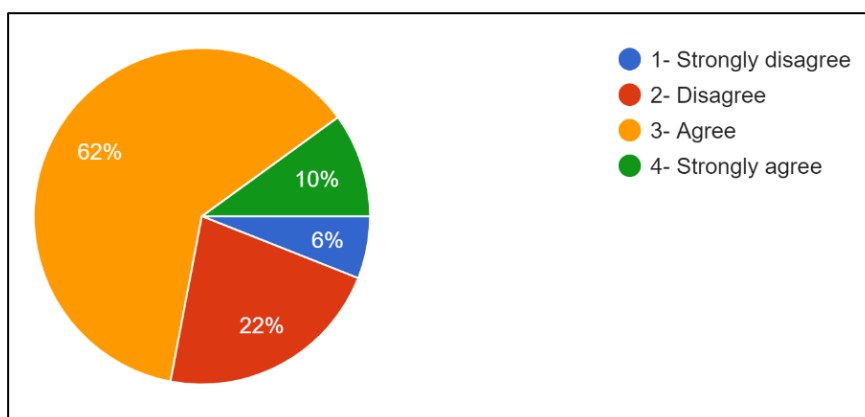


Figure 20: I feel confident when I want to speak in on line learning activities

The responses of respondents to the twentieth statement's results are 5 strongly agree, 31 agree, 11 disagree, 3 strongly disagree with outcome 69%. We can classify the twentieth statement as unsatisfactory based on these facts. When using online learning, it becomes clear that students' assessments of how comfortable they are speaking are inadequate. These results imply that students don't talk with enough self-assurance.

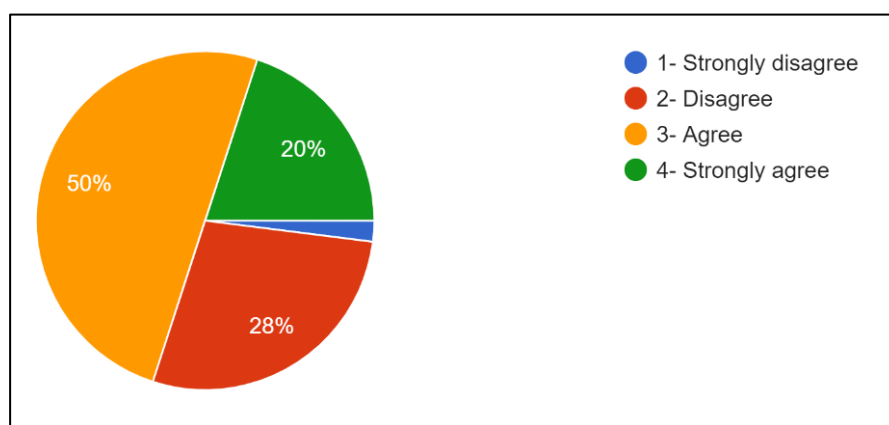


Figure 21: I have already adequate devices to carry out online learning

The outcomes of respondents' responses to the twenty-first claim are 10 strongly agree, 25 agree, 14 disagree, 1 strongly disagree with result 72%. These findings imply that the nine bell twenty-one statements meet the criteria for being considered "good." We can infer that students have positive opinions about how well the technology works for delivering online instruction.

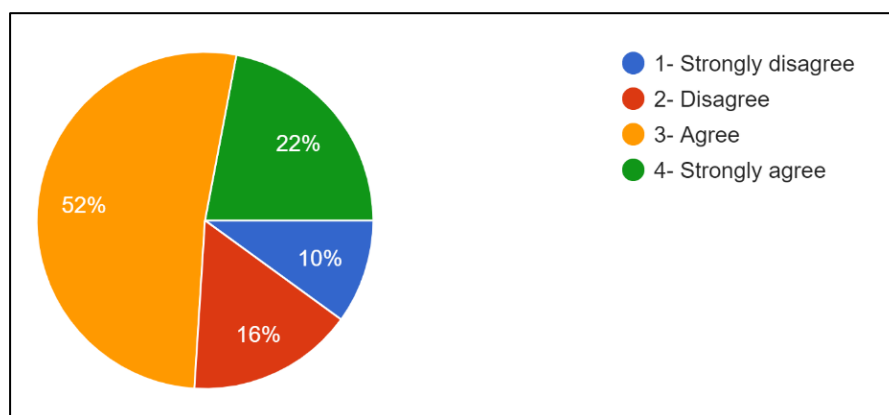


Figure 22: The media used for online learning effectively improves my speaking skills

In response to the twenty-second statement, respondents' responses yielded the following results: 11 strongly agree, 26 agree, 8 disagree, 5 strongly disagree with outcome 71.50%. We can categorize the twenty-second statement as adequate based on these facts. We can infer that students' evaluations of the usefulness of the media used to carry out online learning are adequate. This shows that the instructional materials continue to function well enough to enhance learners' communication abilities.

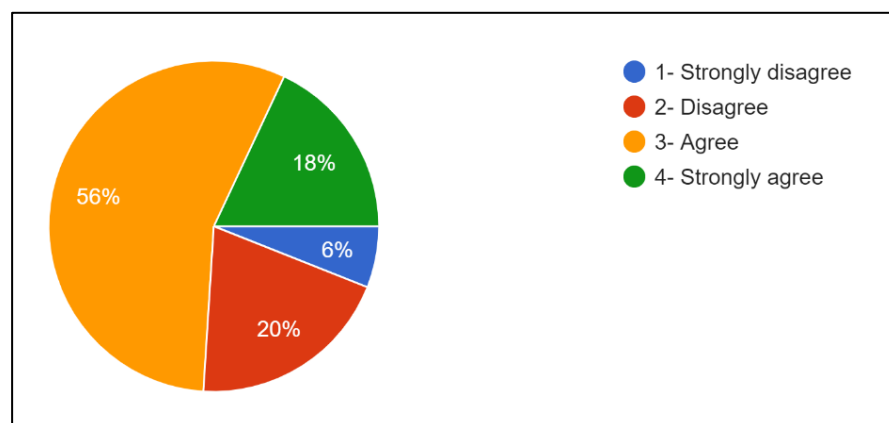


Figure 23: I have no significant problems when carrying out online learning

The outcomes of the respondents' responses to the twenty-third assertion are 9 strongly agree, 28 agree, 10 disagree, 3 strongly disagree with outcome 71.50%. These results enable us to consider the twenty-third statement to be sufficient. Conclusion: The perceptions of students on the difficulties posed by the use of online learning are adequate. These results imply that the students found learning to be enjoyable. The recently introduced Covid-19 online learning system effectively gave students a new perspective, particularly in the form of pro and con opinions. Some students must make

sacrifices and exert effort to support their knowledge and education in order to accept the learning system, which causes barriers.

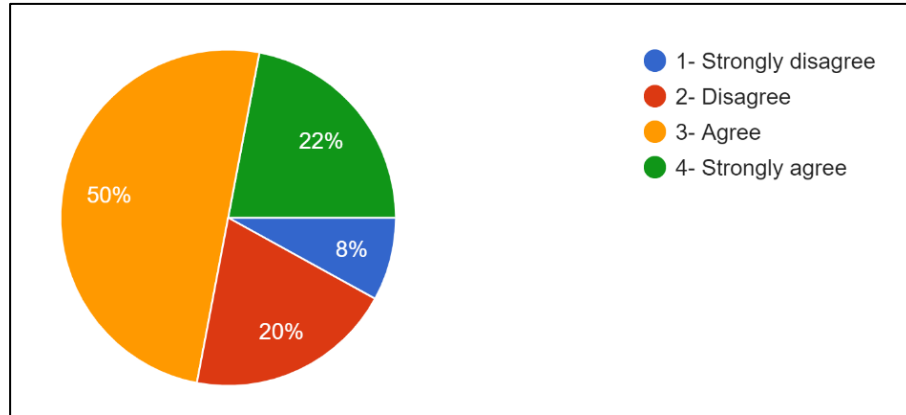


Figure 24: I don't mind using the media

Regarding the twenty-fourth statement, the findings of respondents' responses are 11 strongly agree, 25 agree, 10 disagree, 4 strongly disagree with outcome 71.50%. Findings enable us to give the twenty-fourth claim a high-quality rating. It is evident that students have no objections to the usage of media in online education.

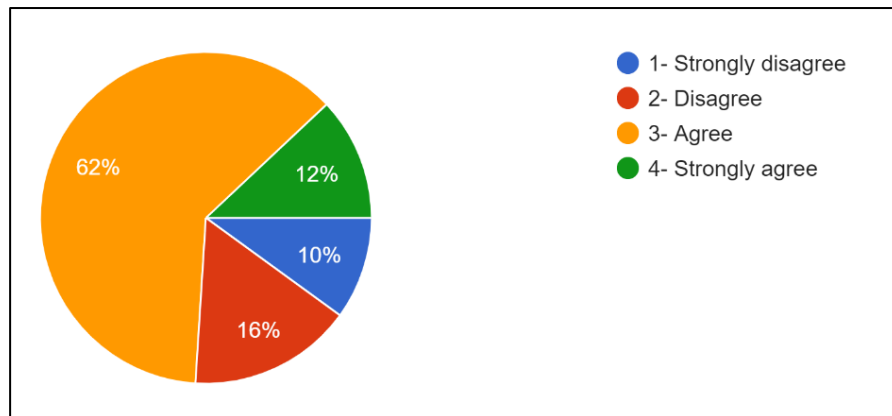


Figure 25: In general, I am satisfied with the online learning that is being done

In response to the twenty-fifth statement, the responses of respondents yielded the following results: 6 strongly agree, 31 agree, 8 disagree, 5 strongly disagree with outcome 69%. We can conclude from these results that the twenty-fifth statement is insufficient. The students' dissatisfaction with the offered online training is evident.

This occurs as a result of the challenges individuals encounter while putting online learning into practice, like the poor internet connection and outdated equipment that affects its effectiveness. The researcher makes a claim about how learning is applied in this second section. Because learning is done to accomplish specific goals that have been established before learning is performed, interactions have direct educational value. The teacher completes several steps in the learning implementation process, such as beginning lessons, distributing instructional materials, and concluding lessons.

The result of the 19 statements in this second aspect statement, which range from statements 7 to 25, is 69.34% overall. It fits the definition of inadequate. It is clear that students have false assumptions about how online learning is used in speaking lessons. This is because a number of learning implementation strategies are still considered by students to be too unsuccessful to be used in speaking classes when learning online.

4.3.3. Learning Evaluation

The learning evaluation of the third component was split up by the researcher into five statements, including:

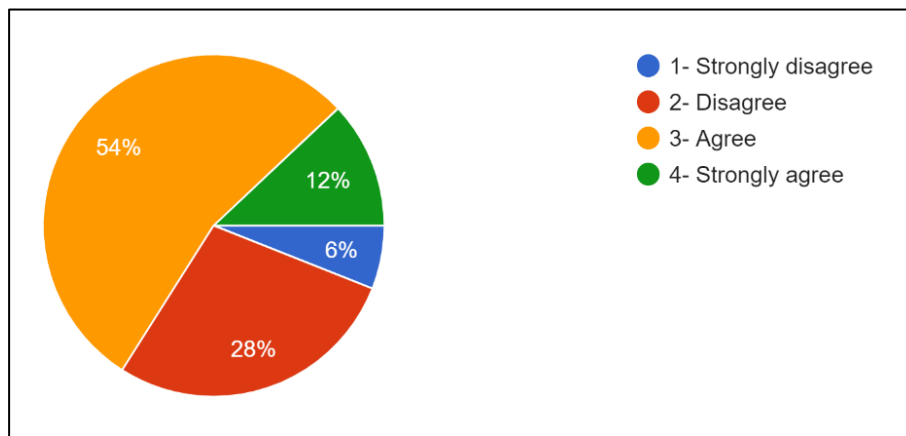


Figure 26: I feel confident in my speaking skills after taking on line speaking classes

The responses of respondents to the twenty-sixth statement's results are as follows: 6 strongly agree, 27 agree, 14 disagree, 3 strongly disagree with outcome 68 %. Findings allow us to classify the twenty-sixth statement as being insufficient. It might be said that after taking a speaking course, pupils lack sufficient confidence in their speaking abilities.

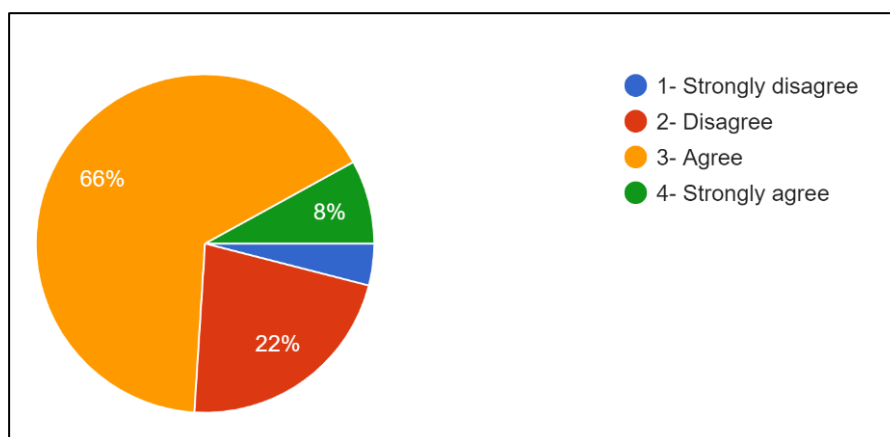


Figure 27: Online lecture activities can still improve students' speaking skills

The responses of the respondents to the 27th statement's findings are as follows: 4 strongly agree, 33 agree, 11 disagree, 2 strongly disagree with outcome 69.50 %. Findings enable us to declare the twenty-seventh statement to be insufficient. One could argue that the speaking requirements of students are not sufficiently met by online lecture activities.

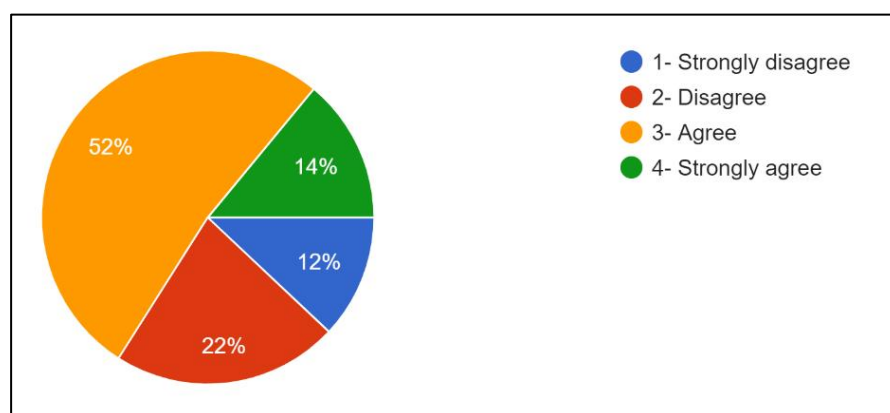


Figure 28: The value I got was in accordance with my understanding when studying online speaking courses

Following are the results of respondents' responses to the twenty-eighth statement.: 7 strongly agree, 26 agree, 11 disagree, 6 strongly disagree with outcome 67%. Findings enable us to declare the twenty-eighth statement to be untrue. Results show that students' grades on the online speaking course do not truly reflect their comprehension.

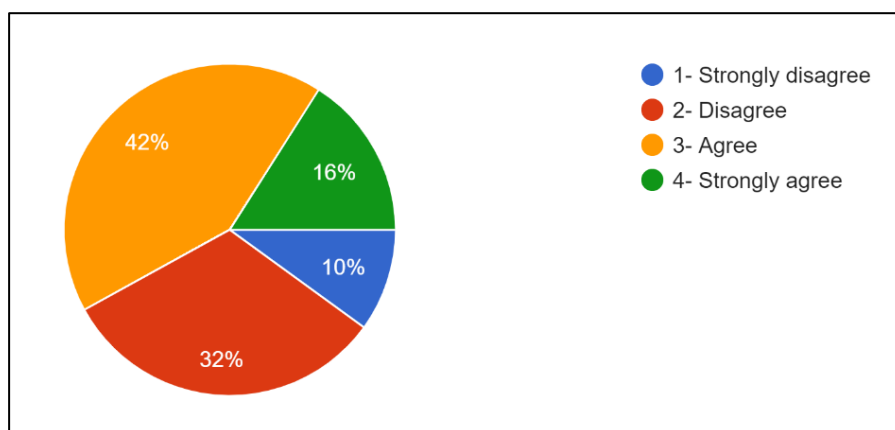


Figure 29: I feel there is no difficulty learning with the application of online methods

Responses from respondents to the twenty-ninth statement's results are as follows: 8 strongly agree, 21 agree, 16 disagree, 5 strongly disagree with outcome 66 %. These facts allow us to conclude that the twenty-ninth statement is not enough. As a result, the assessments of the difficulty of online learning by students are insufficient. Learners who learn online undoubtedly face difficulties.

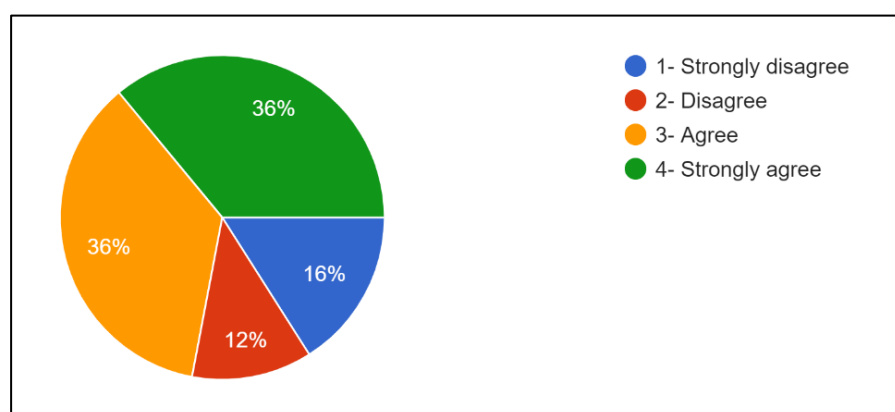


Figure 30: In my opinion, online learning is very helpful in replacing conventional learning during the Covid-19 pandemic

The findings of respondents' responses to the thirty statements are as follows: 18 strongly agree, 18 agree, 6 disagree, 8 strongly disagree with outcome 73%. The thirty-first statement can be rated as good based on these findings. Conclusion: In the opinion of students, online learning is highly beneficial in supplanting traditional schooling during the epidemic.

Learning evaluation is the practice of systematically assessing how well predefined learning objectives have been met. The goal of learning evaluation is to

gather data that may be used to gauge students' degree of development, learning attainment, and progress, as well as the efficiency of teachers. The primary tasks involved in learning evaluation are measurement and assessment.

In the third area, the researcher described how the use of online learning in the speaking course affected the students' impressions of the outcomes. The third aspect's outcome, which includes 5 assertions from statements 25 through 30, is 68.70%. which falls under the category of inadequate. It is evident that the results of the process of incorporating online learning in speaking courses are not seen favorably by students. This is due to the fact that students feel their speaking abilities need improvement after completing an online speaking course.

Based on all statements that were made to ascertain how students felt about online learning in the speaking course, which has three components, namely learning preparation, learning process, and learning evaluation, the results show that 68.47% of students believe that online learning is not up to par. Conclusion: During the COVID 19 epidemic, students' perceptions of speaking course online learning are subpar. This is due to the fact that there are roadblocks in the way of the learning process, and these roadblocks might skew students' perceptions.

The data in table 5 indicate that the average has been divided into three aspects, and that the three aspects have also been averaged to determine the final average. The findings of the data collection from the questionnaire can be simply categorized. Table 6 displays the findings for the % category.

Table 6: EFL students' opinions of online instruction in speaking classes during the COVID 19 epidemic as a whole

Aspect	% Average	Category
Learning preparation	72.83%	Good
Learning process	69.34%	Not good enough
Learning evaluation	68.70%	Not good enough
Overall average	70.29%	Good

According to table 6, the average rating for speaking courses, which contain three components, is well known, among EFL students is 70.29%, falling into the "good enough" category. On the questionnaire about how EFL students perceive online learning in speaking courses, the two aspects of learning process with an average score of 69.34% and learning evaluation with a score of 68.70% are not good enough, but the first aspect of learning preparation is thought to be adequate with a score of 72.83%.

4.4. Barriers to online learning for students taking a speaking course during the COVID 19 epidemic

According to the poll, the following are the challenges faced students from the department of English language and literature at Karabük University have when attempting to acquire material online:

1. In terms of the learning preparation component, the online material is not in line with the lecture and the percentage is 69.50% as well. The implementation of appropriate online learning time is not in line with the schedule of lectures and the percentage is 69.50%, which is not enough.
2. According to learning process component, there is lack in understanding the online learning method makes in speaking courses with score 64 %. With a score of 67%, communication between professors and students is ineffective, while the process of learning activities seems uninteresting. Interactions that occurred during the learning process did not increase the speaking ability during the lecture with score 66 % there is no enough discussions with other students and during online learning activities with score 67 %.

Regarding to Learning Evaluation, the students feel unconfident after taking online speaking lecture with score 68 %. the benefit gained from taking online speaking courses in accordance with comprehension is not enough with score 67 %, and there is no difficulty learning with the application of online methods with score 66 %.

CONCLUSION

The researcher summarizes and presents conclusion and suggestion in this chapter based on what was covered in the earlier research.

Conclusion

Based on research findings and discussions with Karbük University students studying English language and literature during COVID-19, the impact of using technology on learning speaking English as a second language during COVID-19 is good enough. The proportion that results from adding up the three elements of learning preparation, learning process, and learning evaluation is 70.29%. Even while obstacles in speaking classes resulted in a majority of students receiving a score of 70.29% higher after completing speaking courses, students' opinions are influenced by the access they have to information during the learning process.

There are a number of challenges in the online learning process for the speaking course, including:

1. Regarding the learning preparation component, the online material is not in line with the lecture and the percentage is 69.50% as well as the implementation of appropriate online learning time is not with the schedule of lecture and the percentage is 69.50% considered to be insufficient.
2. According to learning process component, there is lack in understanding the online education method of speaking courses with score 64 %. The effectiveness of instructors' communication with their students, which received a score of 67%, is low, and the learning activities themselves look uninteresting. Interactions that occurred during the learning process did not increase the speaking ability during the lecture with score 66 % there is no enough discussions with other students and during online learning activities with score 67 %.
3. Regarding to Learning Evaluation, the students feel unconfident after taking online speaking lecture with score 68 %. the benefit gained from taking online speaking courses in accordance with comprehension is not enough

with score 67 %, and there is no difficulty learning with the application of online methods with score 66 %.

Recommendation and Suggestion

Following the findings of the study, the following recommendations are made:

1. Following a study of students from department of English language and literature at Karabük University, it was concluded that universities should pay closer attention to the challenges that students face when implementing online learning in order to find solutions that will enable students to learn more effectively even when they continue to use the system.
2. This researcher's focus is solely on how students see online instruction in English language courses, which is limited for other researchers. It is envisaged that further researchers would carry out study using a more detailed issue formulation associated with the online learning procedure.
3. In order for online learning to function as well as possible, students should arm themselves with knowledge about it and make the necessary preparations.

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APPENDIX I

Questionnaire

I am an MA student who is about to finish my thesis in the field of English Language and Literature. For my research topic I am conducting an online survey to measure The Impact of Using Technology on Learning Speaking English as a Second Language During COVID-19 among students in Karabük university.

Filling out this questionnaire constitutes your consent to use your answers for research purposes without revealing your identity or personal data. There are no right or wrong answers and your responses will remain confidential. This survey will take around 10 minutes and it would be very appreciated to fill this survey.

Answer Choices: 1- Strongly disagree 2- Disagree 3- Agree 4- Strongly agree

NO	Question	Alternative Answers			
		4	3	2	1
1	The subject of this research can help students in online learning				
2	The material delivered online is in accordance with the lecture				
3	Implementation of appropriate online learning time with the schedule				
4	The online learning method makes it very easy for me in accepting speaking courses				
5	The study material can be easily accessed				
6	I feel ready for the implementation of online lectures				
7	The online learning method makes it easier for me to understand the material in speaking courses				
8	The method or way of teaching makes it easy for students to carry out speaking courses				

9	The speaking course material taught online is well available so I can easily understand it				
10	Lecturers always guide me to study online so that I understand the material provided				
11	The process of learning activities sounds interesting and not boring				
12	I am enthusiastic about carrying out online learning				
13	There are many speaking practices in the online learning process				
14	The assignments given are in accordance with the material				
15	The assignments given are still within my abilities and not burdensome				
16	Communication between lecturers and students can run well				
17	I am active in learning activities				
18	The interactions that occurred during the learning process increased my speaking ability				
19	During online learning activities I can still have discussions with other friends				
20	I feel confident when I want to speak in online learning activities				
21	I have already adequate devices to carry out online learning				
22	The media used for online learning effectively improves my speaking skills				
23	I have no significant problems when carrying out online learning				
24	I don't mind using the media				
25	In general, I am satisfied with the online learning that is being done				
26	I feel confident in my speaking skills after taking online speaking classes				
27	Online lecture activities can still improve students' speaking skills				
28	The value I got was in accordance with my understanding when studying online speaking courses				
29	I feel there is no difficulty learning with the application of online methods				
30	In my opinion, online learning is very helpful in replacing conventional learning during the Covid-19 pandemic				

Answer Choices	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Percentage Interval	Category
86% - 100%	Very Good
85% - 70%	Good
69% - 54%	Not good enough
53% - 38%	Not good

CURRICULUM VITAE

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Throughout her career, Haleemah has accumulated a wealth of experience in teaching. She has worked at various Language Centers and schools, where she honed her skills and passion for education. Additionally, she has made significant contributions to humanitarian efforts by joining aid organizations, dedicating her time and efforts to support refugees worldwide.