AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE USE E-LEARNING IN TEACHING SPEAKING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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AN ANALYSIS OF THE USE E-LEARNING IN TEACHING SPEAKING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN METRO

Presented as a Partial Fulfillment of the Requirements
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In English Education Department

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APPROVAL PAGE

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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr. Wb

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami, atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

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An undergraduate thesis entitled: **AN ANALYSIS OF THE USE E-LEARNING IN TEACHING SPEAKING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN METRO,** written by: NOVIA UMI ASTARI, Student Number :1801071039, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, 12 October 2022 at 11.00–12.30 WIB.

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AN ANALYSIS OF THE USE E-LEARNING IN TEACHING SPEAKING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN METRO

ABSTRACT

By: Novia Umi Astari

The purpose of this study is to find out how the use of media in the form of e-learning in teaching speaking among the third students majoring in English at IAIN Metro, to find out what obstacles were experienced when using e-learning, and to find solutions to the obstacles that occurred when using e-learning. using e-learning. This type of research is descriptive qualitative research. The main sources of this research are 10 students majoring in English education in the third semester and 1 lecturer in speaking courses at IAIN Metro.

The method used in this research is the method of data analysis with interview and documentation techniques. The technique validity of the data used is source triangulation and technical triangulation. Data analysis techniques used in this research are data reduction, data presentation, conclusion drawing, and verification.

The results of this study indicate that the use of e-learning in teaching the speaking of students majoring in English education IAIN Metro, has been carried out well. Starting from providing learning media, providing material through e-learning, and providing useful feedback to develop students' speaking skills. However, obstacles were found in the form of lack of adequate internet access so that the learning process was hampered and students' interest in learning decreased.

In solving the signal problems, students try to find WiFi or an adequate internet access place in the surrounding environment. In addition, providing feedback in the form of criticism and suggestions from lecturer and familiy is enough to help increase students' interest in learning to speak.

Keywords: *E-learning, Speaking, IAIN Metro, Learning Media*

ANALISIS PENGGUNAAN E-LEARNING DALAM MENGAJAR BERBICARA DI KALANGAN MAHASISWA SEMESTER III JURUSAN TADRIS BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh:
NOVIA UMI ASTARI

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan media berupa e-learning dalam mata kuliah berbicara di kalangan mahasiswa semester III jurusan Tadris Bahasa Inggris di IAIN Metro, untuk mengetahui kendala apa saja yang dialami saat menggunakan e-learning, serta untuk menemukan solusi dari kendala yang terjadi saat menggunakan e-learning. Jenis penelitian ini adalah penelitian kualitatif deskriptif. Sumber utama dari penelitian ini adalah 10 mahasiswa jurusan Pendidikan Bahasa Inggris semester III dan 1 dosen mata kuliah Speaking di IAIN Metro.

Metode yang digunakan dalam penelitian ini adalah metode analisis data dengan teknik wawancara dan dokumentasi. Teknik penjamin keabsahan data yang digunakan adalah triangulasi sumber dan triangulasi teknik. Teknik analisis data yang digunakan dalam penelitian ini adalah reduksi data, penyajian data, pengambilan kesimpulan, dan verifikasi.

Hasil penelitian ini menunjukkan bahwa penggunaan e-learning dalam mengajar berbicara mahasiswa jurusan Tadris Bahasa Inggris IAIN Metro, sudah dilakukan dengan baik. Mulai dari penyediaan media pembelajaran, pemberian materi melalui e-learning, dan memberikan umpan balik yang bermanfaat untuk mengembangkan keterampilan berbicara mahasiswa. Namun, ditemukan kendala berupa kurangnya akses internet yang memadai sehingga proses pembelajaran terhambat dan turunnya minat belajar mahasiswa.

Penyelesaian terhadap kendala sinyal mahasiswa berupaya mencari WiFi atau tempat akses internet yang memadai di lingkungan sekitarnya. Selain itu, pemberian umpan balik berupa kritik dan saran dari dosen dan keluarga cukup membantu menaikkan minat belajar berbicara mahasiswa.

Kata kunci: *E-learning, Berbicara, Media Pembelajaran, IAIN Metro*

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the research done by the researcher, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, September 25th 2022
The Researcher

Novia Umi Astari
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 25 September 2022
Peneliti

Novia Umi Astari
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MOTTO

مَنْ صَبَرَ ظَفِرَ

Whom be patient, will be get lucky

DEDICATION PAGE

The piece of work is dedicated to:

1. My beloved parents, (Alm) Mr. Amad Asfil and Mrs. Indrawati, who always support, pray, and guidance to be successful in my study, thank you for your endless love.
2. My sponsor, Aisyah Sunarwan, M.Pd, thank you for always guide, support and motivating me during the writing process of my undergraduate thesis.
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5. My almamater of State Islamic Institute of Metro.

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2. Dr. Hj. Siti Nurjanah, M.Ag, PIA, as the Rector of IAIN Metro Lampung.
3. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
4. Andianto, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
5. Aisyah Sunarwan, M.Pd, as the guide provided valuable knowledge and support in finishing this a undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this a undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researchers in particular, for our college and every reader in generic.

Metro, September 25th 2022
The Researcher

Novia Umi Astari
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CHAPTER I

INTRODUCTION

A. Background of the Study

In the current era of globalization, the development of information and communication technology has had a great impact on Indonesia's progress in almost all sectors, including the education sector. Development technology in education now affects learning media, which initially only using the whiteboard, now using the projector, even using the internet. The internet has now become an unavoidable part of everyday life, especially in the world of education which is closely related to the need for technology-based teaching and learning concepts and mechanisms. Technology can be used to not only store and deliver content but allow quick access to resources via the internet. In addition, it can provide opportunities for interaction between tutors and learners and between groups of learners.[1]

As a result of the Corona virus pandemic that occurred in mid-March 2020, it was quite disturbing the entire world of education in Indonesia. Corona virus or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is a virus that attacks the respiratory system. If humans are infected, it can cause mild disorders of the respiratory system, severe lung infections, and even death.[2] In order to break the chain of spread of the virus, the Indonesian

[1] John Sandars, Mayur Lakhani, and Dr. Ian Banks, *E-Learning for GP Educators*, 0 edn (CRC Press, 2018), 1.

[2] Saira Baloch and others, 'The Coronavirus Disease 2019 (COVID-19) Pandemic', *The Tohoku Journal of Experimental Medicine*, 250.4 (2020), 271.

government has set a policy of temporarily closing the teaching and learning process in schools and universities. That way, the government urges students and teachers to replace it with online learning.

Online learning is needed because can help schools in continuing these teaching and learning activities. The technology used by schools, both teachers and students, is supported by a set of electronic devices, such as smartphones, gadgets, laptops, and even computers. In addition to the electronic tools mentioned above, the e-learning applications contained in these tools also support the online learning process and can be used to carry out the process. E-learning applications that are often used for the learning process are Google Meet, Zoom, and WhatsApp. Almost all public schools and universities have switched to using e-learning applications, including the IAIN Metro Lampung.

Waterhouse defined e-learning it as a medium of computer technology that could be utilized to develop the application of learning and teaching. Moreover, The European Commission defines e-learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration”. Using a narrower concept, Rosenberg stated that e-learning permits data saving, sharing and up-dating while Horton believes that e-

learning allows the building up of learning experiences of information and computer technology.[3]

E-learning has several benefits, it can save students' expenses so there is no need to pay for transportation because all teaching and learning activities are carried out at home online. The e-learning system also makes it possible for students to skip their course material, so that with this students can download and save learning materials for future purposes. Then, the benefits of using e-learning are very efficient as well as practical and make students more sensitive to technological advances.

Referring to the discussion above, IAIN Metro is one of the state universities that adapted online learning. From the pre-survey data obtained through an interview with one of the speaking lecturer, Mrs. NSW, during the pandemic, she more often uses Google Meet to teach speaking courses.

> "I always use Google Meet, because in Google Meet it's familiar for the student to use the application, and we can perform by using the camera, and all the student or all participant can see it each other, by using the camera."[4]

In the process of learning speaking, Mrs. NSW often uses a presentation strategy, because according to her, students should practice in presentations when they have topics and materials to prepare for the seminar. In the implemention of learning through e-learning during the pandemic

[3] Nagwa A. Soliman, "Using E-Learning to Develop EFL Students' Language Skills and Activate Their Independent Learning, " *Creative Education* 05, no. 10 (2014): 753.

[4] The Results of the Interview with Mrs. NSW, Friday, March 18, 2022.

through Google Meet, students still had problems with their pronunciation, and how to make good sentences according to grammar.[5]

Then from the pre-survey data that the researcher obtained from interviews with several students majoring in English semester II and IV, distance learning by implementing online assignment strategies for students, through Google Meet, Zoom, is considered ineffective in emergency situations due to the Covid-19. Signal and network constraints when using virtual meeting applications hinder the learning process and understanding the material.

> "When we enter class, the network breaks, students are doing speaking the network is lost. So they have to repeat it, it is not time efficient. So it is difficult to understand what the lecturer is saying."[6]

The student from semester IV also have the problem such as:

> “At first it was difficult to adapt to online learning, but after going through a full online semester, for the next semester I became accustomed to online learning. However, problems arise when learning speaking courses using Google Meet, network disturbances occur so that we cannot hear the explanations from the lecturers clearly. We also don't give any response when the lecturer asks a question, it's because of a bad network connection.”[7]

From the description above, the researcher intends to analysis how the use of e-learning in teaching students' speaking in the English Department of IAIN Metro. In this case, the researcher will conduct qualitative research, entitled “AN ANALYSIS OF THE USE E-LEARNING IN TEACHING

[5] The Results of the Interview with Mrs. NSW, Friday, March 18, 2022.

[6] The Results of the Interview with Student English Department Semester II, Friday, December 31, 2021.

[7] The Results of the Interview with Student English Department Semester IV, Friday, December 31, 2021.

SPEAKING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN METRO".

B. Problem Formulation

The researcher can be formulated problem formulation:

1. How the use e-learning in teaching speaking in the English Department of IAIN Metro?
2. What are the obstacles in the use e-learning whem teaching speaking in the English Department of IAIN Metro?
3. What are the solutions of the obstacles occur in the use e-learning in teaching speaking in the English Department of IAIN Metro?

C. Objectives and Benefits of The Study

1. Objectives of the Research

The objectives of the research is:

a. To describe the use e-learning in teaching speaking in the English Department of IAIN Metro.
b. To find out the obstacles in the use e-learning when teaching speaking in the English Department of IAIN Metro.
c. To give solutions of the obstacles occur in the use e-learning when teaching speaking in the English Department of IAIN Metro.

2. Benefit of the Study

a. For students:

The results of this research is expected to provide knowledge about the form of e-learning seen from the use of online based learning.

b. For English lecturers:

The results of this study are expected to be useful as input or information for lecturers about online learning in teaching students speaking through online learning.

c. For IAIN Metro:

The results of this study are expected to used as information to improve the online learning system that has been implemented to teaching students' speaking skills.

D. Prior Research

This research will be carried out by considering several previous studies that have been carried out by other researchers with the same research topic. Mohammad Naim Rahim and Sandaran S.C conducted a research entitled "Implementation of E-Learning Approach In EFL Education: Organizational Perspective" in 2021. The respondents of this study included 7 staff of certain male and female organizations of universities in Afghanistan. The current study attempts to perceive the perceptions of organizational staffs on e-learning implementation in the EFL context of universities in Afghanistan. It also extends the investigations to enhance the existing literature by highlighting the key barriers and opportunities in the endorsement of e-learning approaches for teaching and learning EFL applying a qualitative study with semi-structured interview. [8]

[8] Mohammad Naim Rahim, Saudaran S.C., "The implementation of E-Learning Approach in EFL Education: An Organizational Perspective", *Universe International Journal of Interdisciplinary Research: Vol. 1 Issue 9*, (Februari 2021), 156.

The results of the study indicate that the lack of sufficient knowledge about technology, lack of a complete computer laboratory, low internet connection, power outages, limited class hours, are obstacles for teachers and students. students in the implementation of e-learning by organizational staff during the pandemic.

The concept of this research with the research of Mohammad Naim Rahim and Backend S. C, has similar topics and research methods, especially regarding similarities in research to find out the obstacles experienced when implementing e-learning. In comparison, these two studies have differences in terms of research objectives. That's because the study aims to determine the perception of organizational employees on the implementation of e-learning in teaching and learning at Afghan universities during the pandemic, while the purpose of the research that will be carried out by researchers is to find out the extent of the use e-learning in teaching speaking of students majoring in English at IAIN Metro, and want to know what obstacles are experienced while using e-learning during the pandemic.

The next research to be considered, entitled “The Implementation of Online Learning in English Language Teaching During Pandemic: The Teachers' Voices”. This research was conducted by Mutiara Ayu and Zakiyah Farhanah Pratiwi, students of the Indonesian Teknokrat University, which was

conducted in 2021. This study aims to explore the implementation of the website used at MAN 2 Bandar Lampung.[9]

The population in this study were second grade English teachers at MAN 2 Bandar Lampung. The concept of this research with the research to be carried out, has similarities in topics and research methods, namely the topic of e-learning and using qualitative research methods.

In comparison, these two studies have differences in terms of research objectives. This study aims to investigate how to implement the use of an online learning website, named Rumah Belajar, which is used at MAN 2 Bandar Lampung in increasing students' vocabulary. In contrast to the purpose of this study, which is to find out the extent of the use e-learning in teaching speaking of students majoring in English at IAIN Metro, and to find out what obstacles were experienced while using e-learning during the pandemic.

The third research consideration was carried out by Didik Hariyadi Raharjo1, Ilza Mayuni, and Emzir with the research Improving the Students' English Skills through Online Activities in Moodle Platform". This research was aimed to determine the effectiveness of online instructional material model for EFS (English for Secretary) courses developed through Moodle for Secretarial Academy (ASTRI) of Budi Luhur students when compared to the existing EFS instructional material. Based on the results of the research conducted, EFS instructional material through Moodle had been proven to be

[9] Mutiara Ayu and Zakiyah Farhanah Pratiwi, "The Implementation Of Online Learning In English Language Teaching During Pandemic: The Teachers' Voice" 2, no. 2 (July 2021): 93.

able to improve four english skills which include listening, reading, speaking and writing to the students of ASTRI Budi Luhur Jakarta.[10]

This research has similarities with the research to be carried out in terms of methods, namely qualitative research methods. In comparison, these two studies have differences in terms of objectives. The research was conducted to determine the effectiveness of the teaching material model in EFS subjects at the Secretarial Academy (ASTRI) of Budi Luhur through Moodle, while the research that will be conducted focuses on how the use online learning in teaching students' speaking majoring in English at IAIN Metro, and to find out what obstacles were experienced while using e-learning during the pandemic time.

Based on all the previous research descriptions that have been described above, it can be concluded that the researcher really wants to make sure that this research is really different from previous research. Because this research will focus more on discussing in depth how the use e-learning in teaching speaking of English students at IAIN Metro, so the focus will be on difficulties in learning process and find solutions about problems.

[10] Didik Hariyadi Raharjo, Ilza Mayuni, and Emzir Emzir, 'Improving the Students' English Skills through Online Activities in Moodle Platform', *Langkawi: Journal of The Association for Arabic and English*, 6.1 (2020), 55.

CHAPTER II

LITERATURE REVIEW

A. Concept of E-Learning

1. Definition of E-Learning

E-learning is generally related to the planned use of networked information and communications technology in learning. It is known by several names such as online learning, virtual learning, network Web-based learning and distributed learning.[11] E-learning is the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration.[12] E-learning takes place in online environments that range from providing information to engaging the learner in complex interactive simulations.[13]

2. Example of E-learning Applications

There are several applications that are used when online learning, including:

a. Zoom Meeting

Zoom cloud meeting is an alternative virtual meeting application that is very useful to facilitate communication with many people without making direct contact and is able to support learning

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[11] Pravin Durai, *Human Resource Management* (Chennai: Pearson : Dorling Kindersley (India), 2010), 227.

[12] Bryn Holmes and John Gardner, *E-Learning: Concepts and Practice* (London ; Thousand Oaks, Calif: SAGE Publications, 2006), 14.

[13] *Ibid.*

needs in today's digital era. This app is used for video conferencing instead of face-to-face meetings in the classroom. Zoom can be installed with devices such as computers, laptops, and phones.[14]

b. Google Meet

Similar to Zoom Meeting, Google Meet is a video conferencing application that is used to maintain distance to avoid the Covid-19 virus. For students and educators, this app is very helpful in the learning process. This application can be installed on laptops, computers or smartphones.

c. WhatsApp

WhatsApp or commonly abbreviated as WA is an application that can be used to send messages to each other quickly and can send photos, videos, pictures, stickers, voice notes, and send lecture materials in PDF or word form, can also share other information and discuss with each other. Almost all android smartphones support this WA application, so it is quickly popular compared to other similar applications, the features in it are also easier.[15]

3. Advantages of E-Learning

Some studies give advantage of e-learning as its ability to focus on the needs of individual learners. For example Marc, in his book review on

[14] Roudlotun Nurul Laili and Muhammad Nashir, "The Use of Zoom Meeting for Distance Learning in Teaching English to Nursing Students during Covid-19 Pandemic, " 2020, 10.

[15] Dewi Handayani, "The Effect Of Whatsapp Application Assisted PjBL Model And Zoom Meeting On Learning Outcomes Of Capita Selecta, " *International Journal of Chemistry Education Research* 4, no. 2 (March 7, 2021): 47.

e-learning strategies for delivering knowledge in digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs.

E-learning can increase the effectiveness of students' knowledge and qualifications through easy access to large amounts of information. In addition, e-learning is able to provide opportunities for relationships between students by using discussion forums. Through this, e-learning helps remove potential barriers hinder participation including the fear of talking to other students. E-learning motivates students to interact with others, as well as exchange and appreciate different points of view.

With E-learning too, some students can save money in the sense that students do not have to spend a lot of money to travel. It is also cost-effective in the sense that it offers learning opportunities for maximum number of students with no need for many buildings. E-learning is also more environmentally friendly because it doesn't contribute to the pollution brought about by paper production.[16]

4. Problems of E-Learning

J. Linhart defines problem is an interactive relation between a subject and its surroundings, which incorporates the inner conflict that is

[16] Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education." 2, no. 12 (2014): 14.

solved by the subject by searching of transitions from initial condition to the final condition.[17]

According to Zhong, some factors like the insufficient access, the availability of the internet, the lack of technology and students' capacity to participate in digital learning and lack of proper interaction with instructors became the major effects in the implementation of e-learning. Virtual classes cannot be of interest to students who are kinesthetic learners. Another major missing in online learning is conventional classroom socialization. Students only communicate with their friends digitally and cannot meet with their friends directly, and thus the realtime sharing of ideas, knowledge and information is partially missing from the digital learning world.[18]

A study conducted by Nambiar showed that students perceived the online classes to lack quality. Things like disturbance within the flow of classes, problems in clarifying doubts, lack of interest, technical issues, and lack of motivation to attend the classes were some prominent factors reducing the effectiveness of online classes.[19]

B. Concept of Speaking

1. Definition of Speaking

There are many definitions of speaking that have been explained by several experts. Speaking is the verbal use of language to communicate

[17] Jiří Dostál, "Theory of Problem Solving, " *Procedia - Social and Behavioral Sciences* 174 (February 2015): 2799.

[18] Irza Yuzulia, "The Challenges of Online Learning during Pandemic: Students' Voice, " *Wanastra: Jurnal Bahasa Dan Sastra* 13, no. 1 (March 17, 2021): 9.

[19] *Ibid.*

with other. [20] Speaking is the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot.[21] Moreover, Christopher stated that speaking is direct the route from one thought to another, and is the way we usually choose when we want to ask, or give an explanation. Research shows that ideas and information are easier to understand and processed through speech rather than through writing.[22]

2. Types of Speaking

According to Brown, speaking has five types:

a. Immitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-

[20] Makmun Syaifudin, "Improving Students Speaking Skill by Implementing Blended Learning (Online Learning and Classroom), " *Jurnal Informa : Jurnal Penelitian Dan Pengabdian Masyarakat* 3, no. 2 (2017): 30–34.

[21] Jeremy Harmer, *The Practice of English Language Teaching: Third edition*, (Cambridge: Longman, 2001), 269.

[22] Christopher Turk, *Effective Speaking Communicative in Speech*, (Francis: Spon Press, 1985), 9.

intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.[23]

[23] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), 141--142.

C. Teaching Speaking Strategy Through E-Learning

There are online speaking teaching strategies that lecturers or teachers can use during e-learning, such as:

1. Design some digital content used for teaching materials, such as audio, powerpoint, or video. The use of pictures or tables is also needed to support the learning process. Preparing everything well will make the lessons flow easily. That way, the teacher or lecturer can monitor the speaking learning process.
2. Choose an online learning platform, such as Zoom, Google Meet, Google Classroom, or others to support the speaking learning process. Choose applications that suit the needs of students and teachers or lecturers, such as Google Classroom and Moodle, used to upload teaching materials and design assessment forms. So that, teachers or lecturers can supervise students and manage online classes easily.

   Then, to conduct online meeting forums, Zoom and Google Meet can be application options that can be used. The application certainly has some interactive features, such as recordings, breakout rooms, or chat boxes. On Zoom, setting up a breakout room for small group discussions is helpful for managing large speaking classes. By applying this method, speaking class can be more effective and interesting.
3. Feedback. When doing a breakout room on Zoom, the teacher or lecturer can enter and exit to check whether the class is running conducive or not. It aims to collect feedback from students when they are in small groups.

This method is useful and effective, considering that not all students can get rid of shyness when speaking in a large class.

4. Giving a conclusion. After the online class ended, teachers are required to give a conclusion on what they learned.[24]

[24] Eva Gultom, "Strategies to Teaching Speaking Online" *UICELL Conference Proceeding*, January 21, 2021, 21.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristic of the Research

The type of research conducted by the researcher is descriptive research, while the characteristic of this research is qualitative. Qualitative research is a general term that embraces various interpretive techniques that attempt to represent, decode, translate, and otherwise pertain to the meaning rather than the frequency of the phenomena that occur in the natural social world. This research uses descriptive research to provide a broad overview of the situation or circumstances that occurred during a pandemic, leading to the use of e-learning in teaching speaking.

Based on the characteristic of the research above, in this study the researcher attempts to systematically describe the data collected during the research to know the use of e-learning in teaching students' speaking in the English Department of IAIN Metro.

B. Data Source

The data sources used in this study are divided into two:

1. Primary Data Source

The primary data sources that the researcher uses are the results of direct interviews with speaking lecturer and students semester III in the English Department of IAIN Metro.

2. Secondary Data Source

Secondary data is commonly referred to as supporting data or data obtained from a second party. Secondary data in this study are the results library materials that have been published in the form of books or documents that are needed as materials to support this writing to be taken into consideration in solving problems.

C. Data Collection Technique

Data is very important in conducting a research. The procedure used by researcher to collect data during the research is as follows:

1. Interview

Interview is one of the data collection techniques that is carried out by dealing directly with the resource person, by providing several lists of questions to be answered by the resource person. Researcher will conduct interviews in a planned manner based on the list of questions that have been prepared so that the interview process will be well directed.

This technique is used to obtain data related to how the use e-learning and find out what obstacles are experienced by lecturer in teaching speaking through e-learning. The researcher will do interview with lecturer of speaking subject and student semester III English Department of IAIN Metro.

2. Documentation

This documentation is used to obtain data about the profile of IAIN Metro, vision and mission, organizational structure, lecturer data,

student data, or facilities and infrastructure, which are obtained through website or social media.

D. Data Validity Technique

Validity is the degree of accuracy between the data that occurs in the object of research and the power that can be reported by the researcher. The sharpness of researchers' analysis in presenting a data does not immediately make the findings of the researchers accurate and confidential. It needs to pass through the data testing first according to the procedural that has been established as the final selection in producing or producing new discoveries. Therefore, before conducting a study publication, researcher first had to look at the data's level of authenticity by testing data validity. The technique that researcher use in checking and validity of data is triangulation.

Wiliam Wiersma in Sugiyono's book entitled “Metode Penelitian Kuantitatif Kualitatif dan R & D”, defines triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.[25]

The triangulation used in this research is resource triangulation and technical triangulation. "Triangulation source to test data credibility is done by checking the data that has been obtained through several sources."[26] The source triangulation technique is done by comparing the data of interviews to different sources. The sources of data that researcher use in the study are speaking lecture and students of English department IAIN Metro, semester III.

[25] Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R & D, cet. ke-19 (Bandung: Alfabeta, 2013), 273.

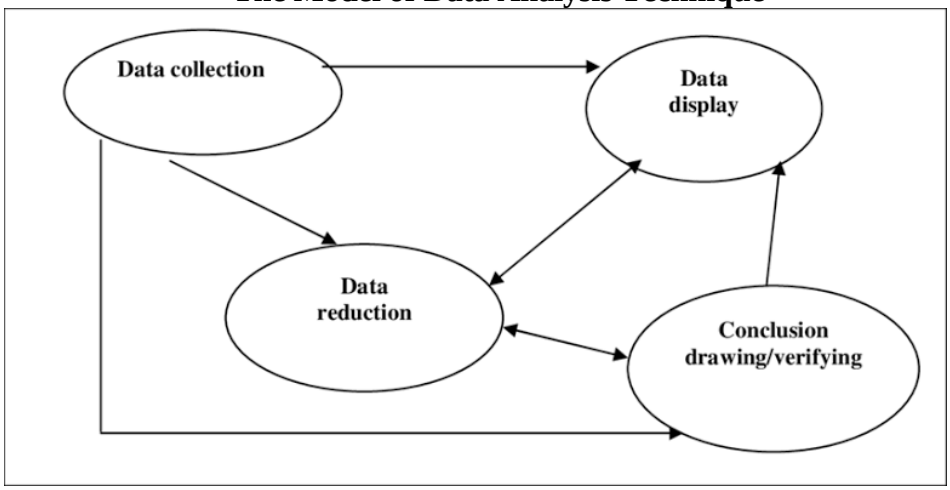
[26] *Ibid.*, 274.

As for "technical triangulation to test data credibility done by checking data to the same source with different techniques." The technique and the triangulation of the technique are done by comparing the data of the interview, and then checked with observation and documentation.[27]

E. Data Analysis Technique

Researcher used the Miles and Huberman research model for data analysis techniques in this study. The elements are as follows:

Figure 1
The Model of Data Analysis Technique



1. Data Collection

Data collection is the activity of collecting information and facts in the field for research purposes. Collection of qualitative research data used in-depth interviews with lecture and students and documentation.

2. Data Reduction

After successfully collecting data, the researcher will reduce the data. Data reduction is done by selecting and selecting each incoming data

[27] *Ibid.*, 274.

based on the results of interviews and documentation that has been done by researcher, so that the data can produce meaningful information and facilitate the conclusion.

3. Data Display

After obtaining the data and reducing the data, the next step is the presentation of the data. The form of presenting qualitative data can be narrative text, graphs, or charts.

4. Conclusions Drawing/Verifying

After passing the two steps above, the next step that must be taken by the researcher is drawing conclusions. Conclusion is the process of taking the essence of the results of research that has been done.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of the Research Setting

1. The Brief History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent, and have good moral. Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures

from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

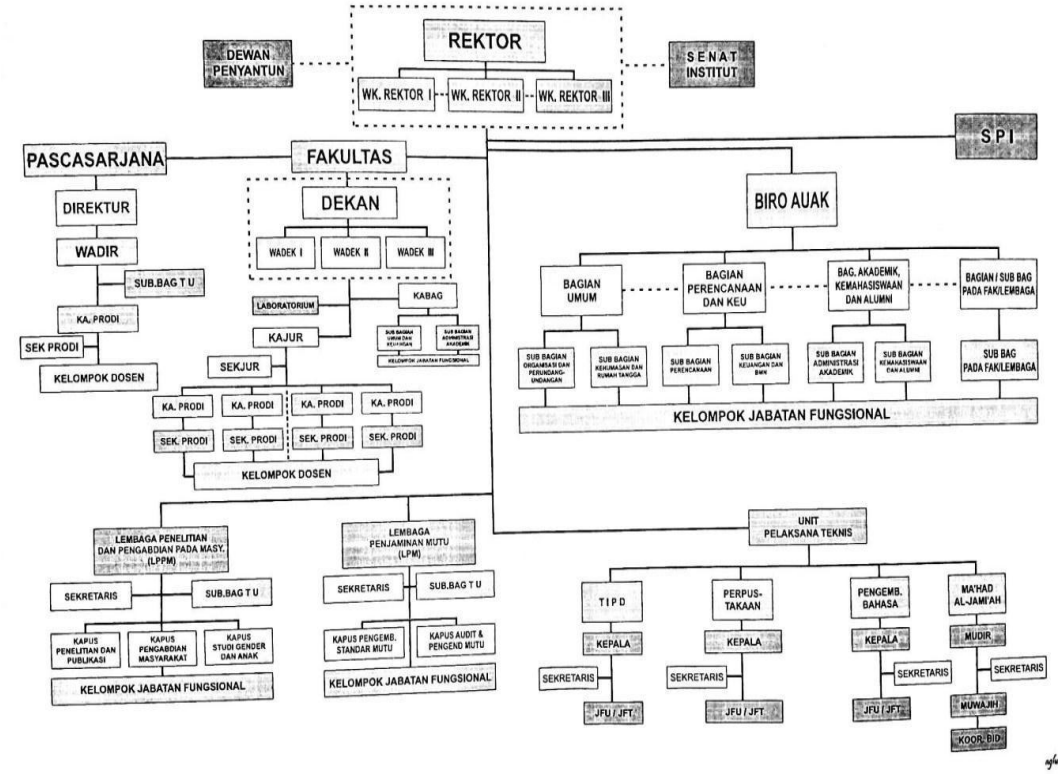
Referring to the decision of Indonesian President No. 27.1963, in order to accomplish Al-Jami‟ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami‟ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

2. The Structural Organization of IAIN Metro

The structural organization of State Islamic Institute of Metro in academic year 2021/2022 as follows:

Figure 2. The Structural Organization of IAIN Metro



Explanation:

Principals of IAIN Metro:

1. Dr. Siti Nurjanah, M.Ag. PIA (Rector of IAIN Metro)

2. Prof. Dr. Ida Umami, M.Pd, Kons (Vice Rector I)

3. Dr. Dri Santoso, M.H (Vice Rector II)

4. Dr. Mahrus As'ad, M.Ag (Vice Rector III)

Tarbiyah and Teacher Training Faculty

1. Dr. Zuhairi, M.Pd (Dean)

2. Dra. Isti Fatonah, MA (Vice Dean I)

3. Sudirin, M.Pd (Vice Dean II)

4. Drs. Kuryani, M.Pd (Vice Dean III)

5. Muhammad Ali, M.Pd.I (Head of PAI)

6. Novita Rahmi, M.Pd (Head of PBA)
7. Andianto, M.Pd (Head of TBI)
8. H. Nindia Yuliwulandana, M.Pd (Head of PGMI)
9. Edo Dwi Cahyo, M.Pd (Head of PIAUD)
10. Endah Wulantina, M.Pd (Head of T-MTK)
11. Nasrul Hakim, M.Pd (Head of T-Biologi)
12. Tubagus Ali Rachman Puja Kesuma, M.Pd (Head of T-IPS)

3. The Sketch of Location of IAIN Metro

Figure 3. The Location Sketch of IAIN Metro (Campus 1)

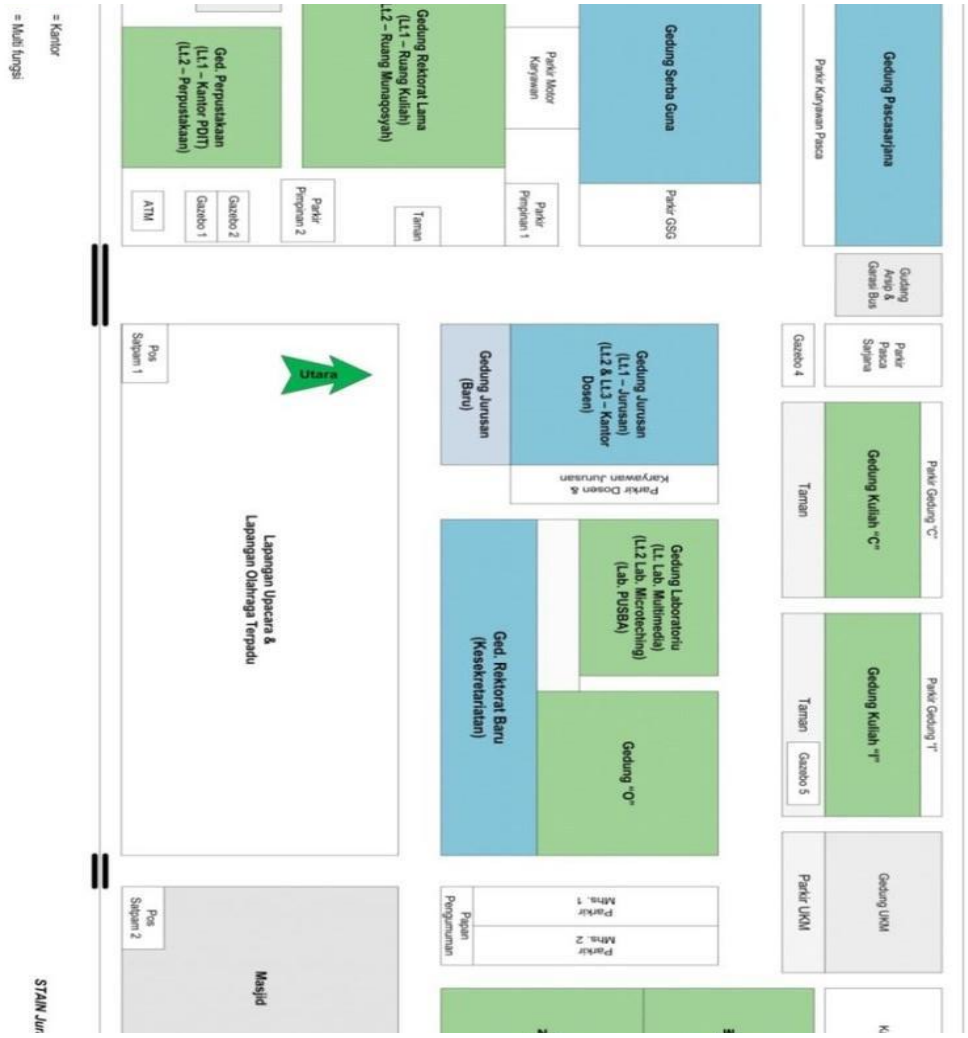
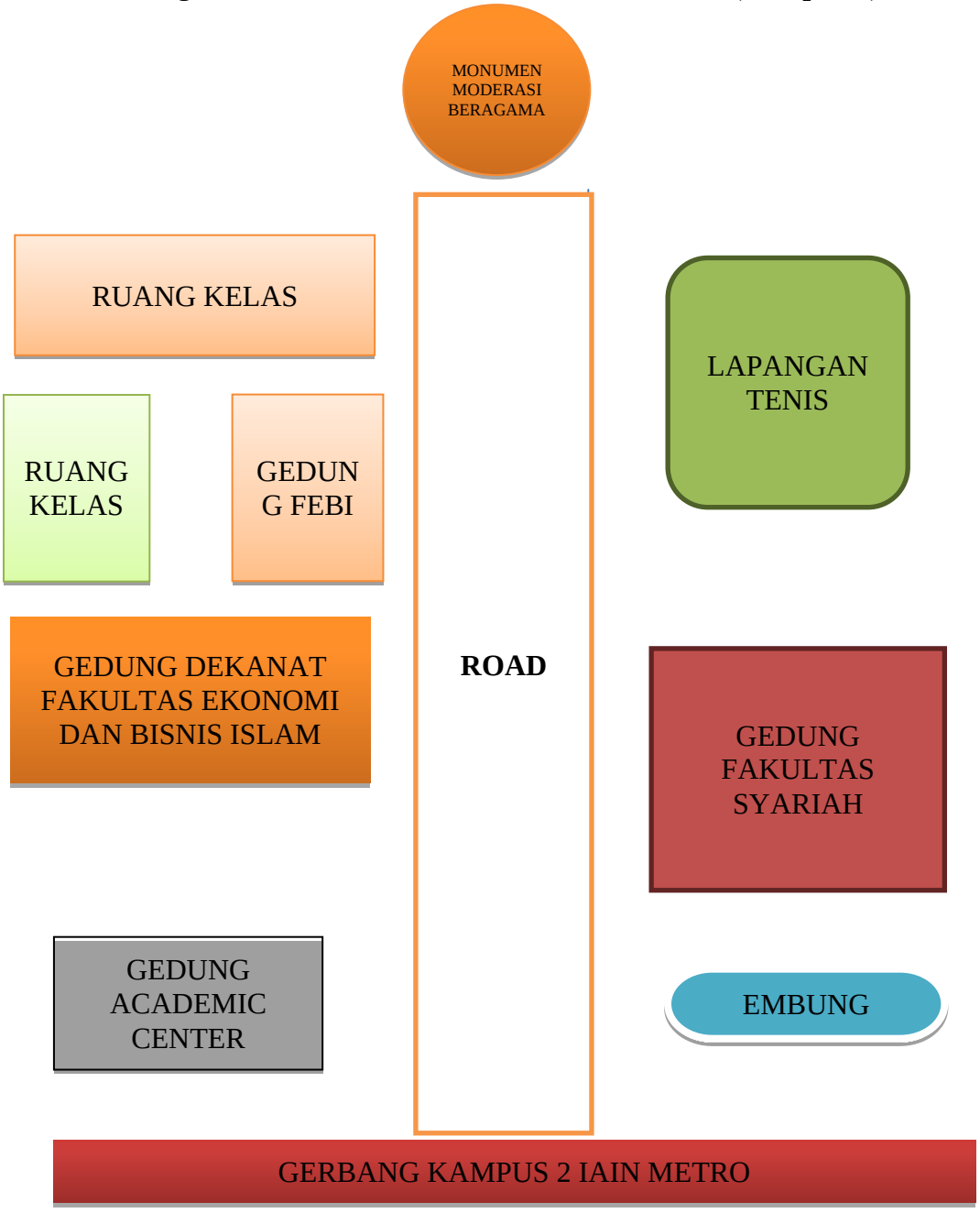


Figure 4. The Location Sketch of IAIN Metro (Campus 2)



4. The Facilities of IAIN Metro

In order to support lecturers and students, there are some facilities in State Islamic Institute of Metro, namely; lecturers room, computer laboratory unit and baitul mal wa tanwil, library unit,

language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket.

Table 1
Facilities in State Islamic Institute of Metro

No	Facilities	Total
1	Lecturer's Room	4
2	Computer Laboratory Unit & BMT	4
3	Library Unit	1
4	Language Laboratory Unit	2
5	Micro-Teaching Laboratory	1
6	Islamic Development Unit	1
7	Classroom	38
8	Mosque	1
9	Futsal Field	1
10	Basketball Field	1
11	Wall Climbing Field	1
12	Volley Field	1
13	Tennis Field	1
14	Auditorium	1
15	Students Activities Unit	1
16	Students Committee Office	1
17	Canteen	1

5. The Students in IAIN Metro

The total of the students in State Islamic Institute of Metro is 7.658 students.

Table 2
Total of Students State Islamic Institute of Metro

No	Department	Program	Students	Total
1.	Tarbiyah and Teacher Training Department	English Education Program (TBI)	611	3.480
		Islamic Education Program (PAI)	1164	
		Arabic Education Program (PBA)	186	

No	Department	Program	Students	Total
		Islamic Elementary School Education Program (PGMI)	518	
		Mathematic Education Program (TPM)	249	
		Biology Education Program (TPB)	249	
		Science Social Education Program (TIPS)	262	
		Islamic Childhood Education Program (PIAUD)	186	
2.	Economy Business Faculty	D-3 Syariah Banking Program (D-3 PBS)	4	2.378
		S-1 Syariah Banking Program (S-1 PBS)	674	
		Islamic Accountant (AKS)	369	
		Islamic Economy Program (Esy)	1191	
		Pilgrimage Management (MHU)	149	
3.	Syariah Department	Islamic Law Program (AS)	319	
		Islamic Economy Law Program (Hesy)	358	879
		Islamic Constitutional Law (HTNI)	204	
4.	Dawah and Communication Department	Language and Arabic Literature (BSA)	70	
		Communication and Islamic Broadcasting (KPI)	349	530
		Islamic Extension Guidance (BPI)	112	
Total Student				**7.674**

This data was taken from Sistem Akademik (Sismik) IAIN Metro, on access August 28th 2022.

B. Description of the Research Result

The description of the study refers to the results of the analyze how the process of learning speaking through e-learning, find the difficulties experienced, and provide solutions to these difficulties. Descriptions of the results of the study are given out in the following results:

1. The Use of E-learning in Teaching Speaking Subject

a. Preparing Learning Materials through E-learning

The ability of lecturer in managing learning can be seen during the process of delivering material and providing interesting learning media. Submission of material through online learning is made in various forms of text, image, video, audio formats, so that it can be read, displayed, on a computer screen, and can be shared or accessed easily by students. In developing speaking skill, the researcher did interview to some students and lecturer speaking subject to know about digital content use in learning process.

The English lecturer, Miss NSW said that about digital content for the speaking learning process she was always prepare from YouTube. In YouTube some many topics that related for her materials in speaking class. She show for the students to check or to listen up first the digital content.[28]

This was also explained by some the students. The first student being interviewed was SDS. She explained that she was usually told to

[28] The Results of the Interview with Mrs. NSW, Friday, September 9, 2022.

listen to audio or watch video that given by lecturer, then she told conclude or write down the contents or conclusion contained in the audio or video.[29] The second students being interviewed was MA. She explain that usually given audio material from lecturer, she was asked to understand, then she conclude when learning bergins through Google Meet.[30] The third students being interviewed was SM. She explained lecturer sometimes give assignments in the form of videos and then lecturer asked to upload on the student's personal YouTube channel. Sometimes each assignment is also collected through voice note WhatsApp.[31]

The fourth student being interviewed was MB. He explained that lecturer always send material via WhatsApp in the form of audio, then he was asked to conclude in the form of a video and sometimes it is sent via YouTube. [32] Same with MB, another student, ARN, FDL, SO, FA, and RCS said that lecturer often send videos in the form of link from YouTube, then they were asked to conclude and explain what have learned from the video in the class forum.[33]

Referring to the results of the interviews above, it can be seen that the provision of learning media carried out by speaking lecturer has been done well. This refers to the theory put forward by Eva

[29] The Results of the Interview with student. SDS, Saturday, September 10, 2022..
[30] The Results of the Interview with student. MA, Saturday, September 10, 2022..
[31] The Results of the Interview with student. SM, Saturday, September 10, 2022..
[32] The Results of the Interview with student. MB, Saturday, September 10, 2022..
[33] The Results of the Interview with student. ARN, FDL, SO, FA, and RCS Saturday, September 10, 2022..

Gultom said that one of the strategies to teach good speaking is to design some digital content that is used for teaching materials, such as audio, video or power point.[34]

b. Providing Learning Media

During the pandemic, several kinds of e-learning applications are needed to support learning. E-learning is a distance learning media as a means for the teaching and learning process that is carried out without having to meet face-to-face directly between teachers and students. In this case, the researcher conducted interview with lecturer and several English students to find out the learning media used in the learning process.

Miss NSW, an English lecturer explained that in class, she always uses Google meet and WhatsApp. According to her, WhatsApp groups are more familiar to students' ears and are more effectively used to convey some material directly to students. Then for every class meeting, she always uses Google Meet, so she can see one by one the her students perfomance on camera when students speaking in front of the classroom.[35]

This was also explained by some the students. The first student being interviewed was SDS. She explained lecturer often use Google Meet and WhatsApp. She prefers learning speaking through Google

[34] Eva Gultom, "Strategies to Teaching Speaking Online:, " *UICELL Conference Proceeding*, January 21, 2021, 19–23.

[35] The Results of the Interview with English lecturer, Mrs NSW, Friday, September 9, 2022..

Meet, because according to her, through Google Meet lecturer and students can communicate well. Google Meet can display images and sound, so learning is more effective than using WhatsApp.[36]

The second student interviewed was ARN. She explained that the media used by the lecturer was Whatsapp and Google Meet. She thinks that between the two applications, she prefers learning through google meet because it is more effective, easy to use, and doesn't consume too many internet packages.[37]

The next student to be interviewed is SM. She explained that sometimes lecturer use Google Meet and sometimes lecturer use Whatsapp. Between the two applications, she is more comfortable using WhatsApp, because it is easier in situations that are not possible, such as signal problems.[38]

The fourth student was interviewed is FDL. She said that media used are Google Meet and WhatsApp. She think that WhatsApp is more comfortable because it's familiar and not complicated. Almost the same as FDL's answer, MA, MB, RCS, SO, FA, and ADW, they are said that the media is only Google Meet and WhatsApp. If the signal is difficult, lecturer usually use WhatsApp.[39]

Regarding the results of interviews with lecturer and students above, it can be seen that the provision of learning media carried out

[36] The Results of the Interview with student. SDS, Saturday, September 10, 2022..
[37] The Results of the Interview with student. ARN, Saturday, September 10, 2022..
[38] The Results of the Interview with student, SM, Saturday, September 10, 2022.
[39] The Results of the Interview with student, MA, MB, RCS, SO, FA, and ADW, Saturday, September 10, 2022.

by lecturer has been carried out well. It also refers to the theory put forward by Eva Gultom. She explained that one of the good online speaking learning strategies is to choose several learning platforms, such as Google Meet, WhatsApp, and Zoom. So that, lecturer can be supervisor students and manage online classes easily.[40] Of course, if this is done continuously, a conducive learning atmosphere will be created as a reference to measure the extent of the lecturer's ability to manage learning.

c. Feedback during Learning Process

Feedback is a collection of information about how someone performs an activity. Feedback usually contains good things that have been done, things that need improvement and things that can be developed for future activities. Feedback is important because it will provide lecturer with information on student progress to modify future teaching and learning. In addition, it helps students to know their strengths and weaknesses, so that students can organize and feel involved in their learning process.

In this case, the researcher conducted interviews with speaking lecturer and several students majoring in English education to find out what kind of feedback the lecturer gave to students and what kind of feedback the students got.

[40] Eva Gultom, "Strategies to Teaching Speaking Online:, " *UICELL Conference Proceeding*, January 21, 2021, 19–23.

The English lecturer said that, feedback is important for students to evaluate their performance, especially in speaking. She gives feedback of their process performance and she will show the weaknesses of the student's performance. For example, a student's intonation is not good enough, or his pronunciation is better for having improving in speaking performance. So, her students will know that they still have some weaknesses in their speaking appearance.[41]

In addition to lecturer, researcher also conducted interviews with students. The first student to be interviewed was SDS. SDS said that the feedback she got from the lecturer was usually in the form of a moral message, so that she would be more active in learning speaking.[42] Then the second student, RCS, explained the feedback she received in the form of questions and answers about the material and discussion topics, as well as suggestions on how to make students' speaking better in the future.[43] The third student, SO also said that the feedback she could receive was in the form of suggestions and criticisms regarding shortcomings and what should be improved in speaking.[44]

Another student, SM also explained that lecturers usually give input on how to pronounce correctly, then continue to be given

[41] The Results of the Interview with Mrs. NSW, Friday, September 9, 2022.
[42] The Results of the Interview with student, SDS, Saturday, September 10, 2022
[43] The Results of the Interview with student, RCS, Saturday, September 10, 2022
[44] The Results of the Interview with student, SO, Saturday, September 10, 2022

assignments to make their speaking more fluent [45]. The fifth student interviewed was FDL. She said that the lecturer usually reviews how developments, shortcomings and what should be improved in speaking.[46] The next students is MA. She said that feedbavk it's like getting a speaking assignment to make it more fluent, so that won't be nervous when speaking in class forums.[47]

Referring to the results of interviews with lecturer and several students, it can be seen that with feedback in the form of criticism and suggestions, enable than find out their shortcomings when speaking in front of the class and of course can improve their speaking performance in the future. This is reinforced by the theory from Eva Gultom, when learning is about to end, giving feedback is important for students. This method is useful and effective considering that not all students can eliminate shyness when speaking in class.[48]

2. Obstacle Experienced when Learning Speaking through E-Learning

The online learning system was chosen as an alternative, during the covid-19 pandemic. This online learning is one of the government rules that must be implemented to reduce the spread of the virus. The change from face-to-face learning to online learning suddenly causes many problems or problems that occur in the world of education. IAIN Metro is a university that implements online learning. However, there are some The

[45] The Results of the Interview with student, SM, Saturday, September 10, 2022
[46] The Results of the Interview with student, FDL, Saturday, September 10, 2022
[47] The Results of the Interview with student, MA, Saturday, September 10, 2022
[48] Eva Gultom, "Strategies to Teaching Speaking Online:, " *UICELL Conference Proceeding*, January 21, 2021, 19–23

obstacles caused by online learning, ranging from a difficult internet connection, to the use of extravagant internet quota.

a. Insufficient Access

Based on the research that the researcher conducted by interviewing several students majoring in English, it can be seen through the information expressed by some students regarding the obstacles when learning to speak through e-learning.

The first student interviewed, SDS, said that the problem that often occurs when learning speaking through e-learning is because the internet connection is sometimes difficult, so teaching and learning activities are disrupted.[49] The second student interviewed, MA, explained that the obstacle she often felt was internet access which was sometimes unstable, so the material was not conveyed clearly and in detail. [50]

The third student interviewed, MB also admitted that he had a problem with the signal, so that the material was not absorbed properly.[51] Another student, SM, explained that the problem she often experienced during the learning process was a problem with the network, which was often broken.[52] Same with SM, students FDL,

[49] The Results of the Interview with student, SDS, Saturday, September 10, 2022
[50] The Results of the Interview with student, MA, Saturday, September 10, 2022
[51] The Results of the Interview with student, MB, Saturday, September 10, 2022
[52] The Results of the Interview with student, SM, Saturday, September 10, 2022

ADW, and RCS, have the obstacles with a network that suddenly disappears by itself. [53]

Based on the results of interviews with several students above, it can be seen that many of the obstacles that occur are mostly about erratic signal strength, so that students get material that is less detailed and less clear. This refers to the theory put forward by Zhong, said that some factors like the insufficient access, the availability of the internet, the lack of technology and students' capacity to participate in digital learning and lack of proper interaction with instructors became the major effects in the implementation of e-learning.[54]

b. Lack of Interest

Media that are often used to carry out learning activities, including Google meet, Zoom, YouTube and WhatsApp. However, in practice, it turns out that there are many obstacles that ultimately cause learning problems for students. Among the problems that arise in the implementation of distance learning, one of which is the lack of interest and activeness of students in class forums. Based on the research that the researcher did by interviewing speaking lecturer and several students majoring in English, it can be seen through the information expressed in the form of a lack of interest in learning speaking and often feeling bored when learning through e-learning.

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[53] The Results of the Interview with student, FDL, ADW, and RCS, Saturday, August 10, 2022

[54] Irza Yuzulia, "The Challenges of Online Learning during Pandemic: Students' Voice, " *Wanastra: Jurnal Bahasa Dan Sastra* 13, no. 1 (March 17, 2021): 9.

The English lecturer said that she once asked her students about their feelings when learning through e-learning. Students said that they were not interested in online learning. Of course this is a challenge for she, because not all students can focus on their class. Sometimes students just join Google Meet, but they don't open the camera. students only attend or complete the attendance list.[55]

The first student interviewed, SDS, she explained, learning to speak had decreased compared to before. She is more comfortable learning to speak face-to-face.[56] The second student interviewed, MB, also said that his interest in learning speaking had decreased, because he often had problems, especially network problems. [57]

The third student, SM, she explained, interest in learning speaking through e-learning has decreased because learning to speak through e-learning seems ineffective and the material obtained is also sometimes poorly understood.[58] Another student, ARN, also experienced a decrease in interest in learning speaking through e-learning. According to her, learning speaking through e-learning cannot be conducive, so it is easier if it is directly practiced. [59] Same with ARN, students FDL and MA said that they decrease in interest in learning speaking through e-learning.

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[55] The Results of the Interview with English lecture, Mrs. NSW, Friday, September 9, 2022

[56] The Results of the Interview with student, SDS Saturday, September 10, 2022

[57] The Results of the Interview with student, MB, Saturday, September 10, 2022

[58] The Results of the Interview with student, SM, Saturday, September 10, 2022

[59] The Results of the Interview with student, ARN, Saturday, September 10, 2022

Referring to the results of the interview above, it was found that there are still obstacles that occur in the use of this e-learning. In addition to signals, the lack of interest in learning and student participation during online learning also tends to make the learning process ineffective. This refers to the theory put forward by Zhong, some factors like the insufficient access, the availability of the internet, the lack of technology and students' capacity to participate in digital learning and lack of proper interaction with instructors became the major effects in the use of e-learning.[60]

3. Benefits of Learning Speaking through E-learning

In recent years, online learning or e-learning methods have begun to be in great demand by various groups. This method is considered to be an alternative for a more flexible and practical learning process and is preferred by the current generation of students. Behind the drawbacks, there are also benefits of online learning, especially in terms of a more attractive and effective delivery, some students can save money in the sense that students do not have to spend a lot of money to go to campus, and are able to reduce students' nervousness when speaking in public. in front of the class.

a. Helps Reduce Nervousness while Speaking

Based on the results of interviews with several students majoring in English Education, to find out the advantages of learning

[60] The Results of the Interview with student, FDL and MA, Saturday, September 10, 2022

to speak through e-learning, the first student interviewed was SDS. She said that learning speaking through e-learning slightly reduced her nervousness when speaking in class forums. so that she speaks more comfortably. [61] The second student interviewed was MB, he said that learning speaking through e-learning really helped him control his nervousness when speaking in class forums.[62]

The third student interviewed was MA. According to her, learning speaking through e-learning was very helpful when she was nervous in the class forum. So talk can be more relaxed.[63] Another student, SM explained that speaking through e-learning really helped her because learning was not face-to-face so that when she spoke she didn't look nervous.[64]

The next student to be interviewed was SO, she said, learning to speak through E-learning really helped her. She is a person who gets nervous easily, so when she talks online her nervousness can be handled well.[65] Same with SO's answer, FDL and RCS, they said that learning to speak through E-learning really help reduce their nervousness.[66]

Based on the results of interviews with several students above, it was found that behind the obstacles that occur in the use of e-

[61] The Results of the Interview with student, SDS, Saturday, September 10, 2022
[62] The Results of the Interview with student, MB, Saturday, September 10, 2022
[63] The Results of the Interview with student, MA, Saturday, September 10, 2022
[64] The Results of the Interview with student, SM, Saturday, September 10, 2022
[65] The Results of the Interview with student, SO, Saturday, September 10, 2022
[66] The Results of the Interview with student, FDL and RCS, Saturday, September 10, 2022

learning, learning to speak through e-learning can help reduce students' nervousness when speaking and also help neutralize students' fears when speaking. This refers to the theory put forward by Warger, he said, learning through e-learning can eliminate potential barriers that hinder participation including fear talk to other students.[67]

b. Flexible Time

Based on the results of interviews with several students majoring in English Education, to find out the advantages of learning to speak through e-learning, the speaking lecturer said that she got several advantages in teaching speaking through e-learning. She has a flexible time and place to teach speaking through e-learning so that he can enter some material through e-learning and students can access at any time for the material. Then she can record all teaching activities through e-learning.[68]

The first student interviewed, ARN, said she could learn to speak anywhere. In addition, she can access the material at any time, although the network is often constrained in accessing it. [69] The second student interviewed was MA, she said that by learning speaking through e-learning, she could access learning materials anywhere. So, she can repeat the material if she does not understand.[70]

[67] Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education." 2, no. 12 (2014): 14.

[68] The Results of the Interview with student, MA, Saturday, September 10, 2022

[69] The Results of the Interview with student, ARN, Saturday, September 10, 2022

[70] The Results of the Interview with student, MA, Saturday, September 10, 2022

The third student interviewed was MB, he said, apart from being able to access the materials at any time, he could also save money because she didn't print a lot of paper.[71] Another student, FA, she explained, learning speaking through e-learning can save costs because she doesn't have to go all the way to campus, besides that the material can be accessed anytime. [72] Another students, SM, RCS, and FDL also said that learning through e-learning can be more cost-effective, study times are flexible, and materials can be accessed anywhere and anytime.[73]

Referring to the results of interviews with lecturer and students above, it was found that behind the obstacles that occur in the use of e-learning, learning to speak through e-learning saves more on travel costs to campus, and can access learning materials anywhere and anytime. This refers to the theory put forward by Smedley, he said that the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place delivery or receipt of according to learning information.[74]

4. Solutions to the Obstacles Experienced when Learning Speaking through E-Learning

Various solutions are sought by students to resolve the obstacles that occur during the speaking learning process through e-learning. In this

[71] The Results of the Interview with student, MB, Saturday, September 10, 2022
[72] The Results of the Interview with student, FA, Saturday, September 10, 2022
[73] The Results of the Interview with student, SM, RCS, FDL, Saturday, September 10, 2022
[74] Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education." 2, no. 12 (2014): 14..

case, the researcher conducted interviews with several students majoring in English education to find out how to solve the obstacles experienced when learning to speak through e-learning.

The first student interviewed was MB. He said that way to overcome this is to tell the lecturer that he has a bad network problem. The second student interviewed was MA. She said that in overcoming this, she tried to find a good internet network by asking her friend's hostpot or evacuating to her neigbor's place. Similar to MA, other SO, FA, and ADW students also overcome this problem by looking for a place that has smooth and adequate internet.

Then, when interest in learning decreases, students are often given advice, motivation, or direction from lecturer and people in the surrounding environment. So that, will emerge awareness and willingness in students.

C. Discussion

Based on research conducted by researcher in English Education department at IAIN Metro, reseacher would like discuss as follows:

1. Analysis the Use of E-learning in Teaching Speaking Subject

Based on interviews that have been conducted with 1 speaking lecturer and 10 students majoring in English education, the researcher found that in terms of the use of speaking learning through e-learning it was quite good. Lecturer are able to measure the level of completeness of student learning by giving assignments in the form of audio and video

through e-learning applications, so that students know the extent of their understanding of the material they have learned.

This is reinforced by the theory from Eva Gultom. She that the good online speaking learning strategies is to choose several learning platforms, such as Google Meet, WhatsApp, and Zoom. So that, lecturer can supervisor students and manage online classes easily.[75] Of course, if this is done continuously, a conducive learning atmosphere will be created as a reference to measure the extent of the lecturer's ability to manage learning.

When learning is about to end, giving feedback is important for students. This method is useful and effective considering that not all students can eliminate shyness when speaking in class.[76] Giving feedback such as criticism, direction, and suggestions is also enough to make students see their shortcomings when speaking and can improve their speaking in the future.

2. Analysis Obstacles Experienced when Learning Speaking through E-Learning

Researcher conducted interviews with research subjects related to their experiences about the atmosphere they felt at the school during e-learning based learning with 10 students as resource persons. As a result, 7 out of 10 students stated that e-learning-based learning was less effective and boring, they felt several obstacles, such as signal interference during

[75] Eva Gultom, "Strategies to Teaching Speaking Online:, " *UICELL Conference Proceeding*, January 21, 2021, 19–23.

[76] *Ibid.*

learning, wasteful internet quota, and lack of interest in learning speaking through e-learning.

This refers to the theory put forward by Zhong, some factors like the insufficient access, the availability of the internet, the lack of technology and students' capacity to participate in digital learning and lack of proper interaction with instructors became the major effects in the use of e-learning.[77]

3. Analysis Benefits of Learning Speaking through E-learning

Behind the weaknesses of learning speaking through e-learning, there are also advantages based on interviews that have been carried out by research with lecturer and several students. Researcher conducted interviews with lecturer and students regarding the advantages e-learning based on their experiences when learning speaking through e-learning with 10 students and 1 speaking lecturer as resource persons.

The result is 7 out of 10 students stated that learning speaking through e-learning can help reduce their nervous feelings when speaking in front of the class and also some students can save money in the sense that students do not have to spend a lot of money to go to campus, and save on paper printing costs. In addition, according to students and lecturer learning speaking through e-learning can help students access learning materials that can be done anywhere and anytime.

[77] Irza Yuzulia, "The Challenges of Online Learning during Pandemic: Students' Voice, " *Wanastra: Jurnal Bahasa Dan Sastra* 13, no. 1 (March 17, 2021): 9..

This refers to the theory put forward by Smedley he said that the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place delivery or receipt of according to learning information.[78] It also refers to the theory put forward by Warger through a journal entitled "The Role of E-Learning, the Advantages and Disadvantages or Its Adoption In Higher Education", he said, learning through e-learning can eliminate potential barriers that hinder participation including fear talk to other students.[79]

4. Analysis Solutions to Problems that Occur

Various kinds of solutions and problem solving are sought by lecturer and students themselves to resolve the obstacles that occur when facing learning speaking through e-learning. Students do not have a strong enough internet network in their area of residence, students are advised to look for a place that has an adequate access network, such as going to a city that has a good signal or using Wifi facilities around the house.

If students are less motivated in participating in speaking through e-learning, then students need to be given advice, motivation, or direction from lecturer and people in the surrounding environment. So that, what is expected will emerge awareness and willingness in students.

[78] Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education." 2, no. 12 (2014): 14.

[79] *Ibid.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been done by researcher, it can be concluded that:

1. The use of e-learning in teaching speaking is quite good, because the lecture have provided media to support learning, such as WhatsApp and Google meet. In addition, preparing some digital content such as audio and video, and give feedback to students when learning speaking through e-learning.
2. Obstacles of learning speaking through e-learning are constraints on inadequate internet network strength, wasteful internet quota, and lack of student interest in learning to switch from face-to-face learning to online learning.
3. Solutions of the obstacles occurred are that students are advised to look for a place that has an adequate access network, such as going to a city that has a good signal or using Wifi facilities around the house. Then, students are advised to notify and send their assignments through the cellphones of friends, relatives, or closest neighbour. Lecturer, family, and friends need to given advice, motivation, or direction. So that, what is expected will emerge awareness and willingness in students.

B. Suggestion

Based on the results of research conducted in the English education department of IAIN Metro, there are suggestions for students, English lecturers, and IAIN Metro:

1. For Students

   Students are suggested to be more enthusiastic in developing speaking skill when using e-learning. Often to practice, so that the speaking skill can be better.

2. For English Lecturers

   Lecturer are suggested to pay attention to the selection of media and digital content that are considered effective in order to create fun learning, so that students are enthuasiastic in learning.

3. For IAIN Metro

   The results of this research are suggested to be used as information to improve the online learning system that has been implemented in teaching students' speaking.

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APPENDICES

BLUEPRINT INTERVIEW

E-Learning

Indicators		**Question**	
		Lecturer	Students
E-learning	E-learning is the use of new multimedia technologies to improve the quality of learning by facilitating access to resources and services. That include Zoom Meeting, Whatsapp, Google Meet. To avoid that usually have problem in insufficient access, the availability of the internet, the lack of technology capacity in digital learning, lack of interest. To maximizing the effectiveness of students' knowledge and qualifications through easy access to large amounts of information, e-learning helps remove potential barriers hinder participation including the fear of talking to other students.	1. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience teaching and learning activities speaking subject? Why? 2. How is the students interest in learning speaking using e-learning? 3. What are the advantages that you encounter when teaching speaking through e-learning?	1. How did the lecturer use e-learning in speaking subject? 2. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience teaching and learning activities speaking subject? Why?

Speaking

Indicators		Question	
		Lecturer	**Students**
Speaking	Types of speaking are imitative, intensive, responsive, interactive, and extensive. Online speaking teaching steps that lecturers can use during e-learning, such as design some digital content used for teaching materials, such as audio, powerpoint, or video. Choose an online learning platform, such as Zoom, Google Meet, Google Classroom, or others to support the speaking learning process, give a feedback, and conclusion.	1. What types of speaking did use in teaching speaking? 2. What are the steps when you teach speaking through e-learning? 3. What challenges did you meet when teaching speaking using e-learning? 4. What digital content did you prepare before you teach speaking for your students? 5. What kind of feedback did you give to students?	1. What digital content you get from the lecturer? 2. What kind of feedback did you get from the lecturer?

BLUEPRINT OF DOCUMENTATION

No	Aspect
1	Profile of IAIN Metro
2	The building condition and facilities at IAIN Metro
3	The Quantity of the Students' of English Department at IAIN Metro
4	Organization structure of IAIN Metro
5	Location sketch

Table List of Document Point IAIN Metro

No	Aspect	Available	Not available
1	Profile of IAIN Metro	✓	
2	The building condition and facilities at IAIN Metro	✓	
3	The Quantity of the Students' of English Department at IAIN Metro	✓	
4	Organization structure of IAIN Metro	✓	
5	Location sketch	✓	

The result of an interviewing with speaking lecturer in English Department of IAIN Metro

No	Questions	Answers
1	What digital content did you prepare before you teach speaking for your students?	About digital content for the speaking i will always prepare from YouTube, the are some many topics that related for my materials in speaking class. I will show for them to check or to listen up first the digital content.
2	Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience teaching and learning activities speaking subject? Why?	In my class i always use Google Meet and WhatsApp. In WhatsApp group, i think it is more effective to convey some material directly for the students, and it is familiar for the students for the check their group in WhatsApp. Beside happing interaction in WhatsApp group, they can practice their performance through voice note. So, in WhatsApp that we still have activity for learning in speaking. For every meeting, i will always using Google Meet for them to see one by one my students perfomance on camera, they can present, they can do activity for their speaking performance.
3	What kind of feedback did you give to students?	Feedback is important for the student for having evaluation for their performance, especially in their speaking. So i give a feedback of the process of their performance and i will show the weakness of the students perfomance. For example, like your intonation isn't good enough, or the pronouncation is better for having improving in speaking performance. So, my students will know that they still have weakness some points in their speaking performance.
4	How is the students interest in learning speaking using e-learning?	I have ever ask of my students about their feeling when they have online class through e-learning, actually ninty student said that they are not interest in online learning. They have opinion that online class is not effective for them.

No	Questions	Answers
		They can't practice directly for their performance and didn't have partner for practicing their speaking.
5	What challenges did you meet when teaching speaking using e-learning?	I have some challenge in my activity, my students participation in my class, because not all student can focus on my class. Sometimes they only join, but they didn't open camera. They only attend or completed the attende list, they didnt join directly my class.
6	What are the steps when you teach speaking through e-learning?	I think my teaching process in learning I have the same steps in offline learning. The first I will opening section, second I have an activity for my teaching process, and for last of course I close for the class.
7	What types of speaking did use in teaching speaking?	I usually use interactive and responsive. Because I need my students for giving respon when I give assignment, for example making conversation.
8	What are the advantages that you encounter when teaching and learning speaking through e-learning?	I got some advantages in teaching speaking through e-learning. The first i have flexible time and place for teaching speaking through e-learning, because i can put some materials through e-learning and my students can access everytime for the material. So, it will not depend on the time or the schedule for having the class. The second i can record all the activities in e-learning process.”

The result of interviewing student's in English department of IAIN Metro

No	Questions	Answers
1	What digital content you get from the lecturer?	SDS: We are usually told to listen to audio or video that has been uploaded to e-learning, then we are assigned to listen and understand first, after that we are told to conclude or write down the contents or conclusions contained in the audio or video. MA: Usually we are given audio material, we are asked to understand, then we conclude when learning begins through Google Meet. MB: Indeed, we always send material via WhatsApp, in the form of audio, we are told to conclude in the form of a video and sometimes it is sent via YouTube. SM: Lecturer sometimes give assignments in the form of videos and then they are asked to upload them on the student's personal YouTube channel. Sometimes each assignment is also collected via WhatsApp (voicenote). Afriani: In the form of a video, we are given a link and then told to conclude from the video we have watched. RCS: Lecturer often send videos in the form of link from YouTube, we are told to listen and then explain what we have learned from the video in the class forum.
2	Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience teaching and learning activities speaking subject? Why?	SDS: We often use Google Meet. Prefer Google Meet because we can communicate well with other lecturers and students because the application can display our images and voices. So, we can learn to speak better, even though WhatsApp or Zoom applications can also display images and voice, but I think the Google Meet app can save more data than the Zoom app, and is more effective than WhatsApp.

No	Questions	Answers
		MA: The media is only google meet and WhatsApp. If the signal is difficult, usually use WhatsApp. RCS: Sometimes lecturer use Google Meet, but sometimes they use WhatsApp. SM: The media other than e-learning is in the WhatsApp group. I'm more comfortable WhatsApp, because it's easier in situations that don't allow for example in signal problems. FDL: The media used other than e-learning are Google Meet and WhatsApp group". WhatsApp is more comfortable because it's familiar and not complicated. ARN: The media are WhatsApp and Google Meet. I think google meeting is very essay in learning activities speaking subject, because the data package used is not much.
3	What kind of feedback did you get from the lecturer?	SDS: The feedback is usually the lecturer gives moral messages for us to be more active in learning speaking, be more diligent and enthusiastic. RCS: The feedback is questions and answers about the material and topics of discussion, and also often provides comments about how to make students' speaking better in the future. FDL: Usually the lecturer reviews how developments, shortcomings and what should be improved in speaking. SM: Usually give input on how to pronounce the correct pronunciation, then continue to be given assignments so that speaking is even more fluent. SO: The feedback is in the form of assignments so that they are more active in learning to speak independently. ARN: Criticism and input such as being better at speaking, studying more diligently.

No	Questions	Answers
		MA: It's like getting a speaking assignment to make it more fluent so that i won't be nervous when speaking in class forums.
4	Did you find problem about the availability of the access network when you learn speaking using e-learning? What problem is that?	SDS: Yes, the problem that often occurs is because the internet connection is sometimes difficult, so that teaching and learning activities are disrupted, the way to overcome this is usually to find a place with a good internet connection. MA: The obstacles I feel are internet access which is sometimes unstable, the material is not conveyed clearly and in detail, and many other friends prefer to use WhatsApp because it is easier in situations where it is not possible for example in signal constraints. MB: Yes, there are problems with the signal, so the material is not absorbed properly. The way to deal with it is usually by evacuating to a neighbor's house**.** FDL: My problem is the amount of quota usage is more, I have to spend more money to take online lectures. SM: The problem is that the network is difficult, and often disconnects, the way to solve it is to ask for a friend's hotspot whose signal is a little smoother. RCS: Yes, there is, like a network that suddenly disappears by itself. The way is to tell the lecturer about the existing problem.
5	Did your interest in learning to speak increase when you study speaking courses using e-learning?	SDS: Learning speaking through e-learning is easy to get bored. I prefer face-to-face. MA: No, learning to speak has decreased compared to before, because of signal problems, there is a lot of learning to speak at home.

No	Questions	Answers
		MB: Interest has decreased slightly, so I'm lazy to study. Because I often experience problems, especially trouble in the network. FDL: No, when the connection is constrained it becomes less effective so that there is less interest in learning speaking at home. SM: Decreased, because learning to speak through e-learning seems lacking and the material obtained is also sometimes poorly understood. ARN: Decreased interest. In my opinion, it is not understandable to learn speaking through e-learning. It is easier if it is directly practiced in class.
6	What is learning speaking through e-learning help you overcome your nervousness during speaking in the class?	SDS: Slightly reduce nervousness, because it is not face-to-face. So, speaking is more comfortable. MB: It is very helpful when speaking. Nervousness is more manageable. MA: Very helpful, usually when you are nervous in front of the class. If you go online a little less, so talking is more relaxed. SM: A little help, because it's not face to face. So, when speaking, you don't look too nervous. SO: It helps, learning speaking through E-learning really helps me a lot. I'm a person who gets nervous easily, so when I speak face-to-face I'm really nervous. If it's online, it's a little less so when you speak it's calmer. RCS: Very helpful but if you keep going it will be difficult if you don't practice it directly.
7	What are the advantages that you encounter when teaching and learning speaking through e-learning?	ARN: I can learn speaking anywhere. Besides that, I can access the material at any time, although there are often network problems in accessing it. MA: The advantage is that I can access learning materials anywhere. So, can repeat it if you don't understand it.

No	Questions	Answers
		MB: Save money because there is not a lot of paper printing. Besides that, I can access the material at any time. FDL: It helps a little in accessing material through e-learning, but if the internet connection is bad, I can't access it. FA: Save costs because I don't have to go all the way to campus and materials can be accessed anytime. SM: It's more cost-effective, time is flexible, you can study anywhere, and materials can be accessed anywhere and anytime.

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NPM	:	1801071039
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF E-LEARNING IN DEVELOPING SPEAKING SKILL AMONG THE ENGLISH DEPARTMENT STUDENTS OF IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Mei 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan scan QRCode.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3710/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**NOVIA UMI ASTARI**
NPM	:	1801071039
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF E-LEARNING IN DEVELOPING SPEAKING SKILL AMONG THE ENGLISH DEPARTMENT STUDENTS OF IAIN METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Agustus 2022

Mengetahui,
Pejabat Setempat

Ardianto, M.Pd
NIP. 19871102 201503 1 004

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3711/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TADRIS BAHASA INGGRIS IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3710/In.28/D.1/TL.01/08/2022, tanggal 03 Agustus 2022 atas nama saudara:

Nama	:	**NOVIA UMI ASTARI**
NPM	:	1801071039
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF E-LEARNING IN DEVELOPING SPEAKING SKILL AMONG THE ENGLISH DEPARTMENT STUDENTS OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Agustus 2022
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-4164/In.28.1/J/TL.00/09/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama : Novia Umi Astari
NPM : 1801071039
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"AN ANALYSIS OF E-LEARNING IN DEVELOPING SPEAKING SKILL AMONG THE ENGLISH DEPARTMENT STUDENTS OF IAIN METRO"*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 12 September 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id, E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA PRODI

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro, menerangkan bahwa:

Nama	: Novia Umi Astari
NPM	: 1801071039
Jurusan	: Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 26 September 2022

Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1166/In.28/S/U.1/OT.01/09/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Novia Umi Astari
NPM	: 1801071039
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801071039

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 September 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

AN ANALYSIS OF E-LEARNING IN DEVELOPING SPEAKING SKILL AMONG THE ENGLISH DEPARTMENT STUDENTS OF IAIN METRO

by Novia Umi Astari

Submission date: 26-Sep-2022 03:02PM (UTC+0700)
Submission ID: 1909257412
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Word count: 9540
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AN ANALYSIS OF E-LEARNING IN DEVELOPING SPEAKING SKILL AMONG THE ENGLISH DEPARTMENT STUDENTS OF IAIN METRO

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Novia Umi Astari
NPM : 1801071039

Jurusan : TBI
Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Thursday march 17, 2022		- You do not need to explain about covid in detail because your research is about E-learning - Add more information about E-learning Abeneyat from some expert generally	[signature]
	Tuesday march 22, 2022		- problem background needs to add the information about what online learning condition is - Avoid and delete year in bracket - information from SS need to clarify - You need to explain and show what makes your research different from previous	[signature]

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Novia Umi Astari
NPM : 1801071039

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Saran	Tanda Tangan Mahasiswa
	Thursday 27/2/23	- Source from www.. should be avoided - Revise the statement on Problem formulate - You should explain about types of research you're going to - Result of interview of students should be in data of Primary - what you will do in getting data the documentation should be explained.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
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Dosen Pembimbing

Aisyah Sunarwan, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Novia Umi Astari
NPM : 1801071039

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Saran	Tanda Tangan Mahasiswa
	Thursday March 31, 2022	- ACC chapter I – III - proposal is ready for having seminar	

Mengetahui
Ketua Jurusan TBI

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NIP. 19871102 2015031 004

Dosen Pembimbing

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NIDN. 0207021301

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Novia Umi Astari
NPM : 1801071039

Jurusan : TBI
Semester : VIII/2022

No	Hari/ Tanggal	Saran	Tanda Tangan Mahasiswa
	Thursday May 19, 2022	- the instrument should be prepared based on the theory - complete the instrument with the purpose, theory, indicator, and question -	
	Thursday June 9, 2022	- the instrument should be completed with the theory that will be used to analyze the data. - add theory about e-learning and media of learning - complete the indicator from theory	

Mengetahui
Ketua Jurusan TBI

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Novia Umi Astari
NPM : 1801071039

Jurusan : TBI
Semester : VIII/2022

No	Hari/ Tanggal	Saran	Tanda Tangan Mahasiswa
	Thursday July 14, 2022	- Indicators need to be emphasized into the objective of your research! - Do synthesis of the theories you have - Advantages of Elearning needs to be revised! - All stated in indicators must be applied into questions	
	Thursday July 21, 2022	- Indicators must be revised - Use effective sentence for the questions!	
	Thursday July 28, 2022	- ACC for instrument - Get the data!	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 2015031 004

Dosen Pembimbing

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IAIN METRO

Nama : Novia Umi Astari
NPM : 1801071039

Jurusan : TBI
Semester : VIII/2022

No	Hari/ Tanggal	Saran	Tanda Tangan Mahasiswa
	Wednesday sep 14, 2022	- explain the result of interview in detail - add more the transcript of interview result - to conclude you need to check the theory from expert!	
	friday sep 16, 2022	- Revise the grammar and typo - the conclusion must be revised. Focus only on answering the questions on problem formulation	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing

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NIDN. 0207021301

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Novia Umi Astari
NPM : 1801071039

Jurusan : TBI
Semester : IX/2022

No	Hari/ Tanggal	Saran	Tanda Tangan Mahasiswa
	Monday sept 5, 2022	ACC for munaqosyah	

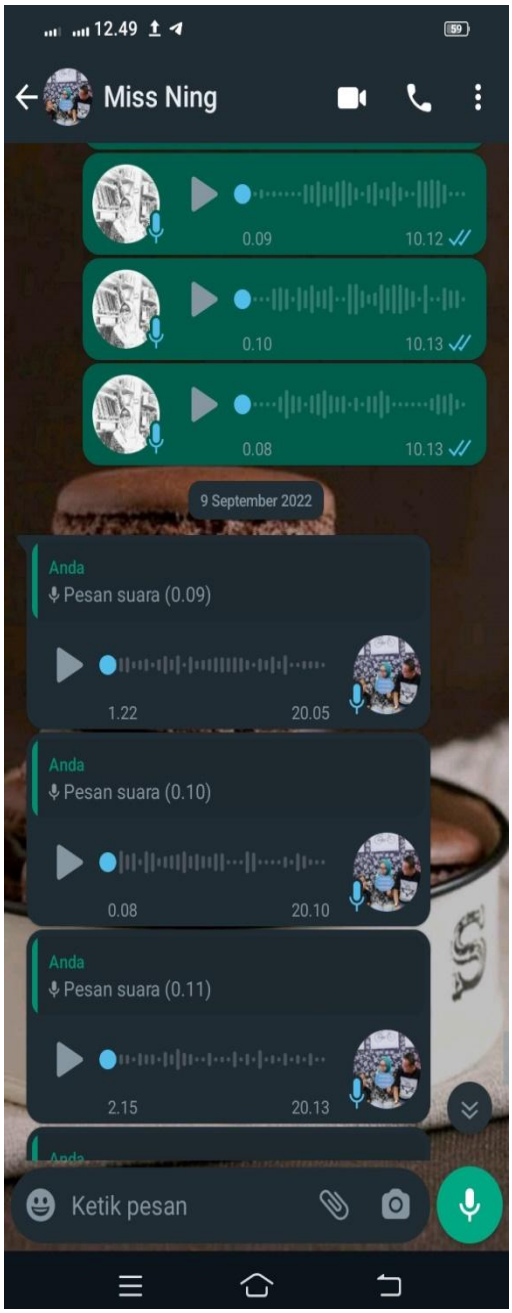
Mengetahui
Ketua Jurusan TBI

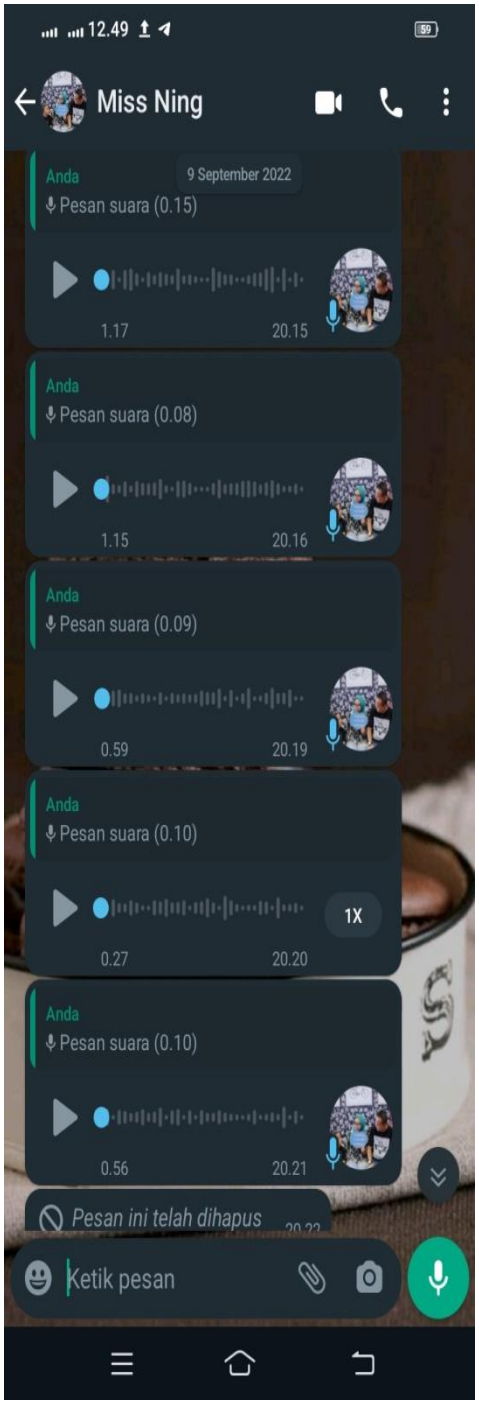
Andianto, M.Pd
NIP. 19871102 2015031 004

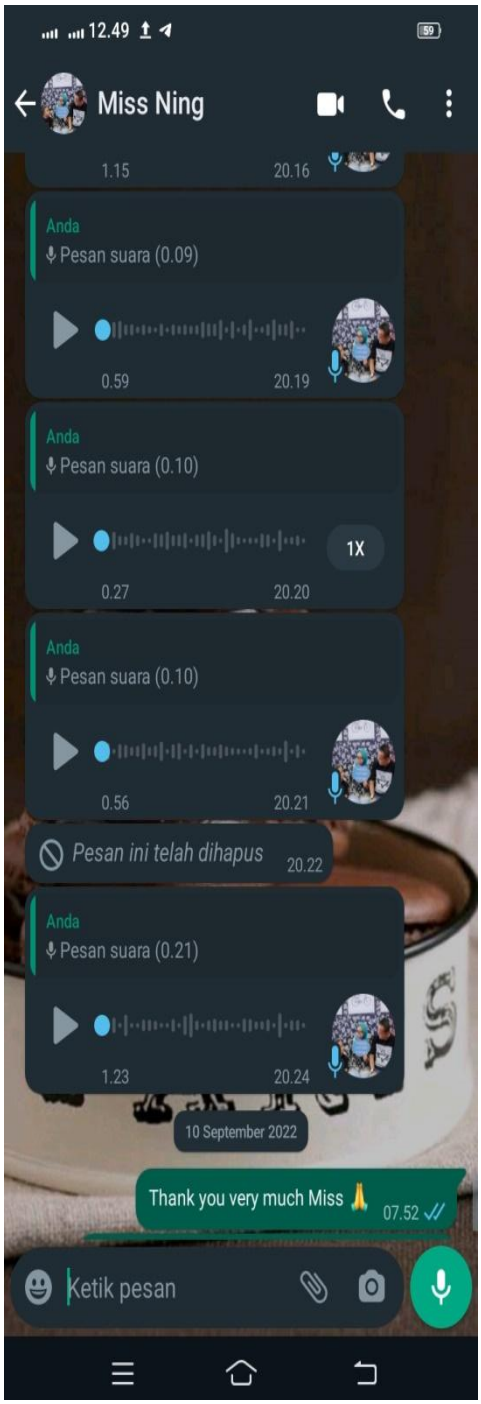
Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

PHOTO DOCUMENTATION




12.49
Miss Ning
Anda
9 September 2022
Pesan suara (0.15)
1.17
20.15
Anda
Pesan suara (0.08)
1.15
20.16
Anda
Pesan suara (0.09)
0.59
20.19
Anda
Pesan suara (0.10)
1X
0.27
20.20
Anda
Pesan suara (0.10)
0.56
20.21
Pesan ini telah dihapus
Ketik pesan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Miss Ning
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Anda
Pesan suara (0.09)
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Anda
Pesan suara (0.10)
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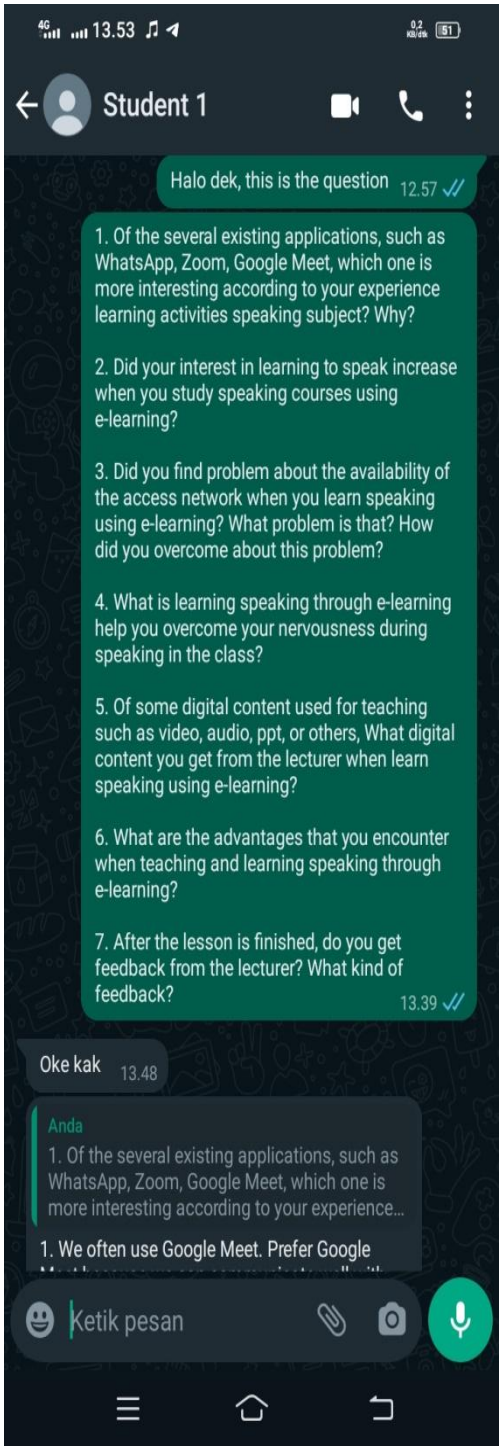
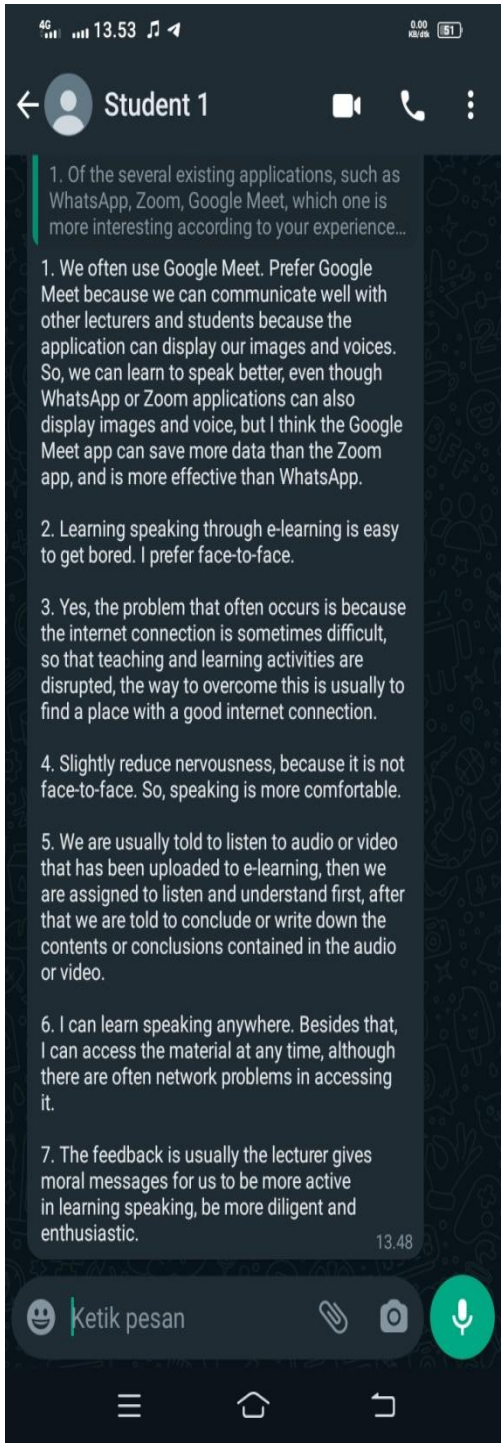
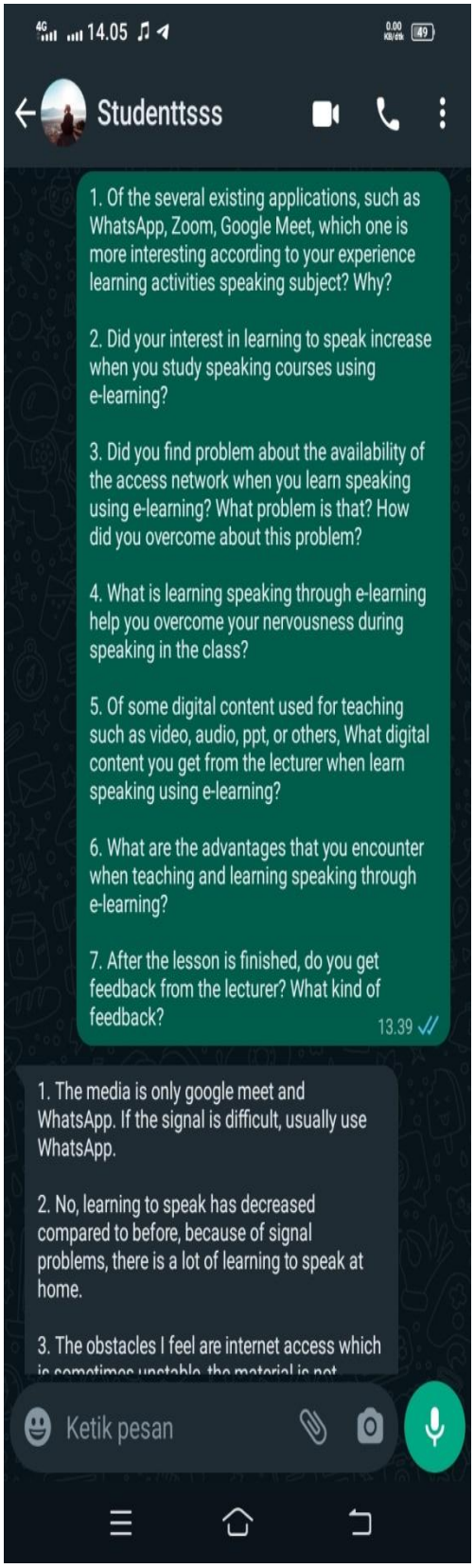
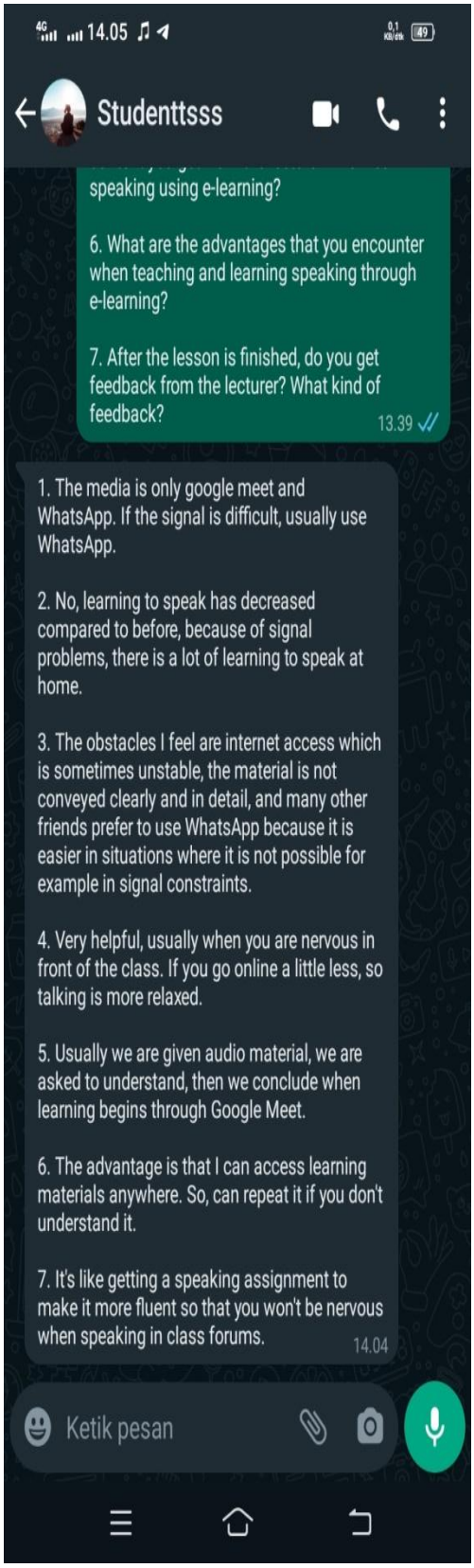
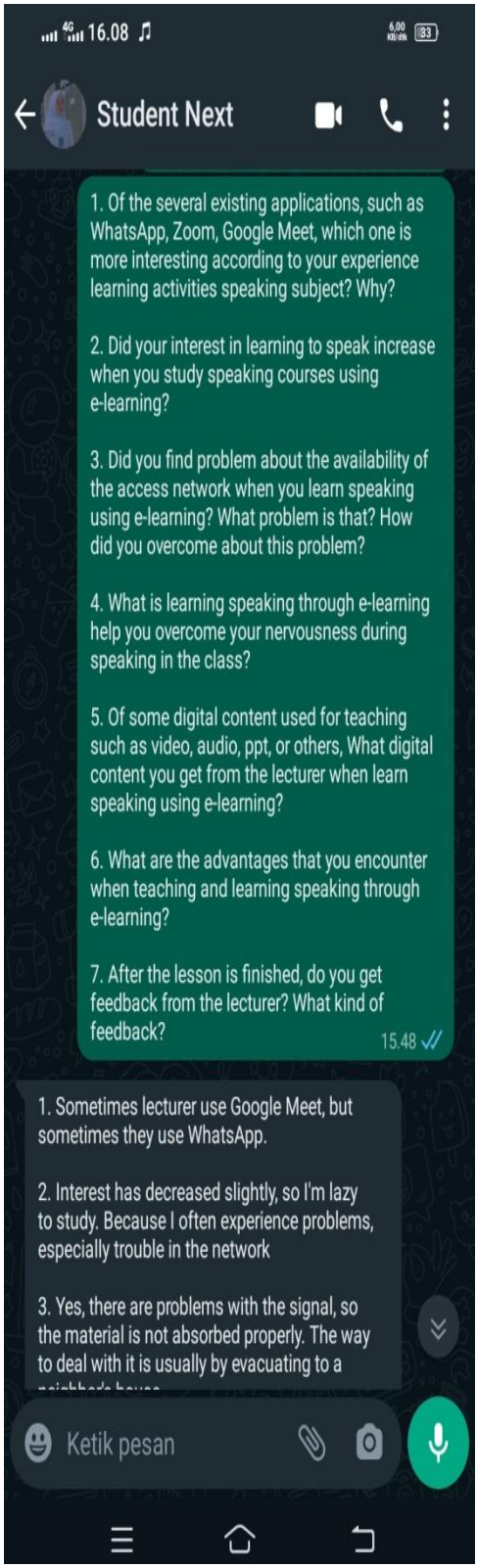
20.20
Anda
Pesan suara (0.10)
0.56
20.21
Pesan ini telah dihapus
20.22
Anda
Pesan suara (0.21)
1.23
20.24
10 September 2022
Thank you very much Miss 🙏
07.52
Ketik pesan


13.53
Student 1
Halo dek, this is the question 12.57
1. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience learning activities speaking subject? Why?
2. Did your interest in learning to speak increase when you study speaking courses using e-learning?
3. Did you find problem about the availability of the access network when you learn speaking using e-learning? What problem is that? How did you overcome about this problem?
4. What is learning speaking through e-learning help you overcome your nervousness during speaking in the class?
5. Of some digital content used for teaching such as video, audio, ppt, or others, What digital content you get from the lecturer when learn speaking using e-learning?
6. What are the advantages that you encounter when teaching and learning speaking through e-learning?
7. After the lesson is finished, do you get feedback from the lecturer? What kind of feedback?
13.39
Oke kak 13.48
Anda
1. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience...
1. We often use Google Meet. Prefer Google
Ketik pesan


13.53
Student 1
1. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience...
1. We often use Google Meet. Prefer Google Meet because we can communicate well with other lecturers and students because the application can display our images and voices. So, we can learn to speak better, even though WhatsApp or Zoom applications can also display images and voice, but I think the Google Meet app can save more data than the Zoom app, and is more effective than WhatsApp.
2. Learning speaking through e-learning is easy to get bored. I prefer face-to-face.
3. Yes, the problem that often occurs is because the internet connection is sometimes difficult, so that teaching and learning activities are disrupted, the way to overcome this is usually to find a place with a good internet connection.
4. Slightly reduce nervousness, because it is not face-to-face. So, speaking is more comfortable.
5. We are usually told to listen to audio or video that has been uploaded to e-learning, then we are assigned to listen and understand first, after that we are told to conclude or write down the contents or conclusions contained in the audio or video.
6. I can learn speaking anywhere. Besides that, I can access the material at any time, although there are often network problems in accessing it.
7. The feedback is usually the lecturer gives moral messages for us to be more active in learning speaking, be more diligent and enthusiastic.
13.48
Ketik pesan


14.05
Studenttsss
1. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience learning activities speaking subject? Why?
2. Did your interest in learning to speak increase when you study speaking courses using e-learning?
3. Did you find problem about the availability of the access network when you learn speaking using e-learning? What problem is that? How did you overcome about this problem?
4. What is learning speaking through e-learning help you overcome your nervousness during speaking in the class?
5. Of some digital content used for teaching such as video, audio, ppt, or others, What digital content you get from the lecturer when learn speaking using e-learning?
6. What are the advantages that you encounter when teaching and learning speaking through e-learning?
7. After the lesson is finished, do you get feedback from the lecturer? What kind of feedback?
13.39
1. The media is only google meet and WhatsApp. If the signal is difficult, usually use WhatsApp.
2. No, learning to speak has decreased compared to before, because of signal problems, there is a lot of learning to speak at home.
3. The obstacles I feel are internet access which
Ketik pesan


14.05
Studenttsss
speaking using e-learning?
6. What are the advantages that you encounter when teaching and learning speaking through e-learning?
7. After the lesson is finished, do you get feedback from the lecturer? What kind of feedback?
13.39
1. The media is only google meet and WhatsApp. If the signal is difficult, usually use WhatsApp.
2. No, learning to speak has decreased compared to before, because of signal problems, there is a lot of learning to speak at home.
3. The obstacles I feel are internet access which is sometimes unstable, the material is not conveyed clearly and in detail, and many other friends prefer to use WhatsApp because it is easier in situations where it is not possible for example in signal constraints.
4. Very helpful, usually when you are nervous in front of the class. If you go online a little less, so talking is more relaxed.
5. Usually we are given audio material, we are asked to understand, then we conclude when learning begins through Google Meet.
6. The advantage is that I can access learning materials anywhere. So, can repeat it if you don't understand it.
7. It's like getting a speaking assignment to make it more fluent so that you won't be nervous when speaking in class forums.
14.04
Ketik pesan


16.08
Student Next
1. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience learning activities speaking subject? Why?
2. Did your interest in learning to speak increase when you study speaking courses using e-learning?
3. Did you find problem about the availability of the access network when you learn speaking using e-learning? What problem is that? How did you overcome about this problem?
4. What is learning speaking through e-learning help you overcome your nervousness during speaking in the class?
5. Of some digital content used for teaching such as video, audio, ppt, or others, What digital content you get from the lecturer when learn speaking using e-learning?
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7. After the lesson is finished, do you get feedback from the lecturer? What kind of feedback?
15.48
1. Sometimes lecturer use Google Meet, but sometimes they use WhatsApp.
2. Interest has decreased slightly, so I'm lazy to study. Because I often experience problems, especially trouble in the network
3. Yes, there are problems with the signal, so the material is not absorbed properly. The way to deal with it is usually by evacuating to a
Ketik pesan

16.08
Student Next
5. Of some digital content used for teaching such as video, audio, ppt, or others, What digital content you get from the lecturer when learn speaking using e-learning?
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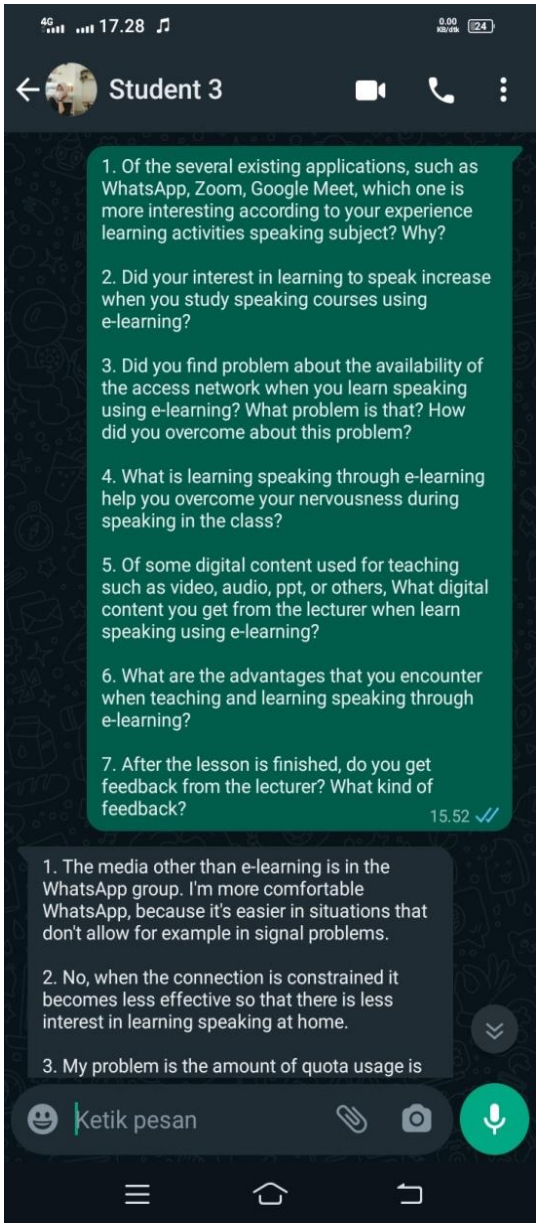
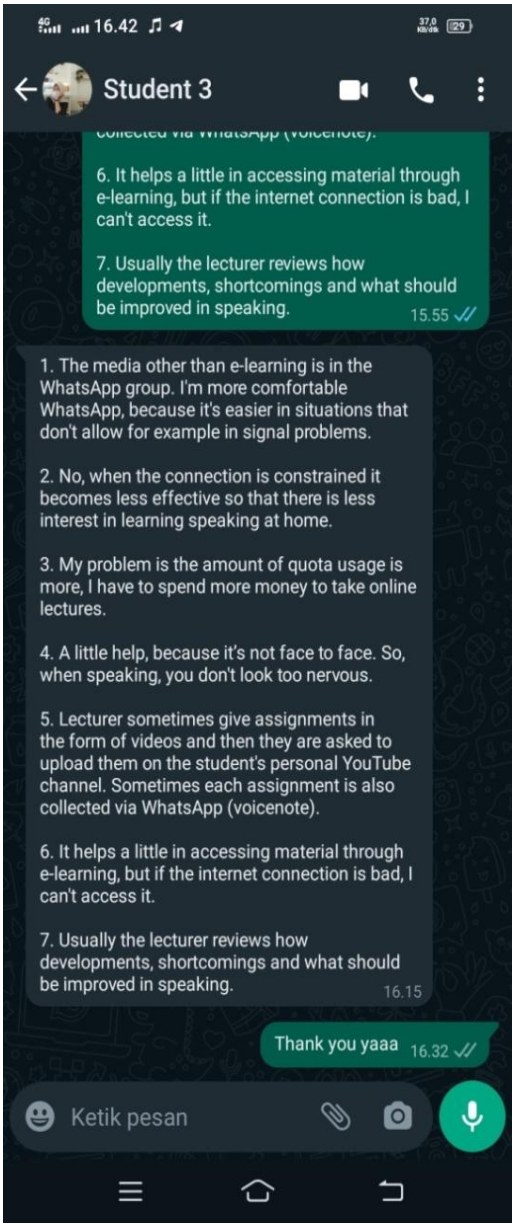
7. After the lesson is finished, do you get feedback from the lecturer? What kind of feedback?
15.48
1. Sometimes lecturer use Google Meet, but sometimes they use WhatsApp.
2. Interest has decreased slightly, so I'm lazy to study. Because I often experience problems, especially trouble in the network
3. Yes, there are problems with the signal, so the material is not absorbed properly. The way to deal with it is usually by evacuating to a neighbor's house.
4. It is very helpful when speaking. Nervousness is more manageable.
5. Indeed, we always send material via WhatsApp, in the form of audio, we are told to conclude in the form of a video and sometimes it is sent via YouTube
6. Save money because there is not a lot of paper printing. Besides that, I can access the material at any time.
7. The feedback is questions and answers about the material and topics of discussion, and also often provides comments about how to make students' speaking better in the future
16.06
Ketik pesan


17.28
Student 3
1. Of the several existing applications, such as WhatsApp, Zoom, Google Meet, which one is more interesting according to your experience learning activities speaking subject? Why?
2. Did your interest in learning to speak increase when you study speaking courses using e-learning?
3. Did you find problem about the availability of the access network when you learn speaking using e-learning? What problem is that? How did you overcome about this problem?
4. What is learning speaking through e-learning help you overcome your nervousness during speaking in the class?
5. Of some digital content used for teaching such as video, audio, ppt, or others, What digital content you get from the lecturer when learn speaking using e-learning?
6. What are the advantages that you encounter when teaching and learning speaking through e-learning?
7. After the lesson is finished, do you get feedback from the lecturer? What kind of feedback?
15.52
1. The media other than e-learning is in the WhatsApp group. I'm more comfortable WhatsApp, because it's easier in situations that don't allow for example in signal problems.
2. No, when the connection is constrained it becomes less effective so that there is less interest in learning speaking at home.
3. My problem is the amount of quota usage is
Ketik pesan


16.42
Student 3
6. It helps a little in accessing material through e-learning, but if the internet connection is bad, I can't access it.
7. Usually the lecturer reviews how developments, shortcomings and what should be improved in speaking.
15.55
1. The media other than e-learning is in the WhatsApp group. I'm more comfortable WhatsApp, because it's easier in situations that don't allow for example in signal problems.
2. No, when the connection is constrained it becomes less effective so that there is less interest in learning speaking at home.
3. My problem is the amount of quota usage is more, I have to spend more money to take online lectures.
4. A little help, because it's not face to face. So, when speaking, you don't look too nervous.
5. Lecturer sometimes give assignments in the form of videos and then they are asked to upload them on the student's personal YouTube channel. Sometimes each assignment is also collected via WhatsApp (voicenote).
6. It helps a little in accessing material through e-learning, but if the internet connection is bad, I can't access it.
7. Usually the lecturer reviews how developments, shortcomings and what should be improved in speaking.
16.15
Thank you yaaa 16.32
Ketik pesan

CURRICULUM VITAE

The name of the researcher is Novia Umi Astari. She was born on Bekri, 17 November 1999. She is the fourth child of married couple Mr. Amad Asfil (Alm) and Mrs. Indrawati.

She continued her study at SD N 2 Sinar Banten Bekri on 2007--2012. She continued her study at SMP N 2 Bangunrejo on 2012--2015. Then, She continued her study at SMAS Kesuma Bakti Bekri on 2015 and completed in 2018.

After graduating of SMAS Kesuma Bakti Bekri, the researcher continued her study at Metro. In 2018, she was registered as a student of S-1 English Education Department State Institute of Islamic (IAIN) Metro.