

# EXPLORING STUDENTS' SPEAKING SKILLS IN INDONESIAN LANGUAGE SPEAKING SUBJECT

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# PROCEEDINGS BOOK

## TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN THE COVID-19 TURN

TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY  
INDONESIA

International Conference on Teacher Training and Education

**2**  
**PROCEEDING BOOK**

**INTERNATIONAL CONFERENCE ON TEACHER  
TRAINING AND EDUCATION**

**Teacher Education and Professional Development in the COVID-19 Turn**

**SURAKARTA, 25-26 AUGUST 2021**

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#### **Teacher Education and Professional Development in the COVID-19 Turn**

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The aim of The 6th International Conference on Teacher Training and Education 2021 is to provide a forum for researchers, academics, teachers, schools, principals, government agencies and consultants to share their views and thoughts on teacher education trends from the perspective of teaching professional development and teaching practice. There are 42 research papers submitted in parallel sessions. Scientific writing comes from various institutions from Higher Education, Research Institutions and other institutions. By publishing this proceeding this is expected to be useful and can be used as a reference in developing related research in education sector. The editorial board would like to thank you maximally to all parties involved in the settlement of this proceeding.

Best Regard,

ICTTE Committee

## TABLE OF CONTENT

THE ROLE OF SPREADSHEETS TO IMPROVE ACCOUNTING STUDENTS' CREATIVITY AMID THE COVID-19 PANDEMIC <i>Sekar Paramita Siska Dewi, Susilaningsih, Tri Murwaningsih</i> .....	1
LEARNING POETRY WRITING BRAVELY WITH PHARAPHRASING TECHNIQUES IN THE PANDEMIC ERA IN HIGHER EDUCATION <i>Siti Fatimah, Ngatmini, Murywantobroto, Riris Setyo Sundari</i> .....	8
EVALUATION OF ONLINE LEARNING IN HIGH SCHOOL: BIBLIOMETRIC ANALYSIS <i>Cintya Nurika Irma, Herman J. Waluyo, Sarwiji Suwandi, Suyitno</i> .....	15
USE OF APPLICATIONS AS LEARNING MEDIA DURING THE COVID-19 PANDEMIC <i>Yudith Tia Lasfika, Herry Widyastono, Sri Yamtinah</i> .....	25
READING UNDERSTANDING WITH TECHNOLOGI BASED MIND MAPPING METHOD IN HOME LEARNING <i>Nur Samsiyah, Sarwiji Suwandi, Andayani, Raheni Suhita, Endang Sri Maruti</i> .....	32
TEACHING AND LEARNING ENGLISH THROUGH ONLINE CHAT: ONLINE TEACHING EXPERIENCES <i>Fira Firdayanti</i> .....	38
INVESTIGATING EFL TEACHERS' PERCEPTION ON AN ONLINE LITERACY COACHING PROGRAM <i>Stephanie Narahara, Ilza Mayuni, Ratna Dewanti</i> .....	49
ENGLISH TEACHERS' VIEW ON RESEARCH ENGAGEMENT FOR PROMOTION PURPOSE: A CASE FROM EASTERN INDONESIA <i>Mukrim, Hastini, Zulirfan</i> .....	66
LECTURER'S <sup>32</sup> ROLE IN DEVELOPING THE SKILLS OF INDONESIAN LANGUAGE: CASE STUDY TOWARD E-LEARNING DURING THE COVID 19 PANDEMIC <i>Cerianing Putri Pratiwi, Andayani, Sarwiji Suwandi, Muhammad Rohmadi</i> .....	76
THE CHANGING CULTURE IN <sup>34</sup> TEACHING AND LEARNING PROCESS FROM THE PERSPECTIVE OF ASSESSMENT <i>Umi Rokhyati</i> .....	84
RESEARCH-BASED LEARNING: COMPREHENSIVE LITERATURE SURVEY OF ADVANCEMENT ON ONLINE TEACHER'S EDUCATION PROGRAM <i>Dea Izza Pantari, Siswandari, Khresna Bayu Sangka</i> .....	92

30	TEACHING ENGLISH THROUGH E-LEARNING DURING THE COVID-19 OUTBREAK: ENGLISH TEACHERS' PERSPECTIVES AT INDONESIAN JUNIOR HIGH SCHOOLS	
	<i>Sri Wahyuningsih</i> .....	101
	STUDENT COGNITIVE ABILITY IN SPEAKING: LESSON LEARNED FROM SPEAKING SUBJECT DURING THE PANDEMIC COVID-19	
	<i>Ngatmini, Suyitno</i> .....	110
25	ONLINE LEARNING DURING THE COVID-19 PANDEMIC FOR TEACHERS AT SMP NEGERI 1 POLOKARTO BARRIERS AND SOLUTIONS	
	<i>Leonardo Putu Pranata, Slamet Subiyantoro, Sudiyanto</i> .....	117
	THE UTILIZATION OF ROLE PLAY TO IDENTIFY CADETS' PROBLEMS IN MARITIME ENGLISH SPEAKING SKILL	
	<i>Haryani, Aprillina</i> .....	125
	DEVELOPMENT OF CREATIVE WRITING TEXT BOOK BASED ON LOCAL WISDOM IN CENTRAL JAVA	
	<i>Sri Hastuti, St. Y. Slamet, Sumarwati, Ani Rakhmawati</i> .....	131
	REDESIGNING ONLINE TEACHING (CHALLENGES AND REINFORCEMENTS OF SPADA LMS)	
	<i>Muhlis Fajar W., Benedictus Sudyana, Titik Sudiatmi, Suparmin</i> .....	138
8	MAPPING CONCEPT INNOVATION TEACHERS CHANGES IN LEARNING LITERATURE APPRECIATIONS OF CHILDREN IN ELEMENTARY SCHOOLS DURING THE PANDEMIC PERIOD OF COVID-19	
	<i>Umi Khomsiyatun, Andayani, Sarwiji Suwandi, Atikah Anindiyarini</i> .....	145
	LECTURER'S PERCEPTION ON THE IMPLEMENTATION OF ONLINE PBL TO TEACH 4CS	
	<i>Amanda Ummu Haniah, Ngadiso, Endang Setyaningsih</i> .....	153
	FACTOR AFFECTING EFL STUDENTS' ACCEPTANCE OF TECHNOLOGY DURING COVID-19: INDONESIAN HIGHER EDUCATION CONTEXT	
	<i>Dedy Yulianto, Endang Setyaningsih, Sumardi</i> .....	164
17	FROM FACE TO FACE TO ONLINE LEARNING: THE JOURNEY OF TEACHERS' SELF-UNDERSTANDING DURING COVID-19 PANDEMIC	
	<i>Fatimah Zahro Assidiqoh, Dewi Rochsantiningih, Nur Arifah Drajadi</i> .....	172
	A CASE STUDY ON PARENTS' INVOLVEMENT TO MAP CHILDREN'S LEARNING ACHIEVEMENT	
	<i>Yohana Eva Mau Kasi, Suparno, Abdul Asib</i> .....	179



TEACHER'S EXPECTATION IN INDONESIAN ISLAMIC TERTIARY CLASSROOMS DURING COVID-19 PANDEMIC: TEACHERS' PERSPECTIVES <i>Endah Kurtianti, Endang Setyaningsih, Nur Arifah Drajati</i> .....	186
CHALLENGES OF TRANSLANGUAGING PRACTICE IN INDONESIAN EFL CLASSROOM <i>Fransiskus Dinang Raja, Suparno, Ngadiso</i> .....	196
THE TEACHING STRATEGIES USED BY THE TRADITIONAL TEACHER DURING COVID-19 OUTBREAK <i>Febry Khunto Sasongko, Diah Kristina, Abdul Asib</i> .....	205
CULTURAL REPRESENTATIONS IN EFL COMMERCIAL TEXTBOOK: DOES IT FACILITATE TEACHERS' INTERCULTURAL CONSCIOUSNESS? <i>Diah Ayuni A.R, Joko Nurkamto, Sumardi</i> .....	216
A PLACE FOR GENRE BASED APPROACH: THE PERCEPTION OF GRADUATE STUDENTS ON ACADEMIC WRITING CLASS <i>Pradhita Ramadhani, Endang Fauziati, Suparno</i> .....	223
TEACHER'S REFLECTIONS ON PEDAGOGICAL REPRESENTATION OF VISUAL IMAGES IN A SENIOR HIGH SCHOOL ENGLISH TEXTBOOK <i>Kautsar Rahikummahtum, Joko Nurkamto, Suparno</i> .....	231
THE IMPACT OF ONLINE INFORMAL LEARNING ACTIVITIES ON STUDENT'S ENGLISH SPEAKING SKILLS <i>Zahrotul Lutfiana, Diah Kristina, Sumardi</i> .....	238
INVESTIGATING THE USE OF SHORT STORIES FOR LANGUAGE LEARNING: A CASE IN A PRE-SERVICE TEACHER EDUCATION <i>Gina Oktaviana, Sumardi, Endang Setyaningsih</i> .....	246
INTERPLAY BETWEEN COMPUTER MEDIATED COMMUNICATION EFL STUDENTS' SPEAKING SKILL: VOICES FROM INDONESIA UNIVERSITY STUDENTS <i>Safira Yasinta Karenina Hidayat, Djatmika, Ngadiso</i> .....	253
HOW SHOULD EFL NOVICE TEACHERS BRING OUT ONLINE LEARNING?: REFLECTION ON THE EXPERIENCE DURING COVID-19 <i>Utin Novianti Alawiyah, Joko Nurkamto, Abdul Asib</i> .....	262
TEACHER CERTIFICATION PROGRAM DEVELOPS TEACHERS' PEDAGOGICAL SELF-EFFICACY: A NARRATIVE INQUIRY <i>Annisaa Purniningtyas, Endang Fauziati, Dewi Rochsantiningtih</i> .....	271

SWITCHING FROM OFFLINE TO ONLINE: THE VOICE OF ENGLISH FOREIGN LANGUAGE TEACHERS DURING COVID-19 PERIOD <i>Nurul Larasati Wijayati, Nur Arifah Drajadi, Sumardi</i> .....	278
ENHANCING TEACHERS'S TPACK THROUGH DIGITAL STORYBOOKS CREATION: TOWARDS SUSTAINABLE TEACHER PROFESSIONAL DEVELOPMENT <i>Yulia Tria Hapsari</i> .....	287
CULTIVATING TEACHER'S LEARNING COMMUNITY: TOWARD VIRTUAL PROFESSIONAL DEVELOPMENT <i>Indah Rohmatin Laili</i> .....	294
LEARNING FROM FAILURE: IDENTITY DEVELOPMENT JOURNEY OF A PRE-SERVICE TEACHER IN INDONESIA WITHIN A PEER MENTORING PROGRAM <i>Fadhila Putri Wardhani</i> .....	303
TEACHER'S ENGLISH TEXTBOOK TEXTS ELABORATION TO GENERATE TEACHER-INITIATED DEVELOPMENT <i>Lesi Yunita Tinningrum</i> .....	310
ONLINE TEACHER DEVELOPMENT: COLLABORATING IN A VIRTUAL LEARNING ENVIRONMENT <i>Khaira Risqa</i> .....	315
TEACHERS AS LIFELONG LEARNERS: INSIGHTS FROM TEACHER'S JOURNEY IN PERSONAL LEARNING NETWORKS <i>Sarai Enita</i> .....	320
ENGLISH LANGUAGE LEARNING AND LEARNER IDENTITY CONTINUITY AND CHANGE: PRE-SERVICE TEACHER PERSPECTIVE <i>Erika Nova Wardani</i> .....	325
ONLINE VS OFFLINE: AN EFL TEACHER'S PERSPECTIVE ON PERSONAL TEACHER PROFESSIONAL DEVELOPMENT <i>Godelva Silvana Mozez</i> .....	332





## EXPLORING STUDENTS' SPEAKING SKILLS IN INDONESIAN LANGUAGE- SPEAKING SUBJECT

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**ABSTRACT:** The objective of this study is to comprehend the concept of observation results and analyze data about the use of E-learning and cognitive competencies and their effects on students. The samples were determined using purposive sampling using the interview as the data collection technique and documentation technique comprising data on the results of students' cognitive understanding and student scores at the Indonesian Language Education Department, UPGRIS to subjects of 40 students in their first semester of 2020-2021. The study found that students did not have severe problems with their speaking skills, according to the findings, because they were generally enthusiastic about improving their skills. This study suggests that speaking should be enjoyable for both the lecturer and the students; the lecturer should be a problem solver. The lecturer must effectively manage time to complete all activities. In addition, the lecturer must provide clear instructions to the students to avoid confusion.

**Keywords:** cognitive abilities; distance learning; e-Learning; speaking subject

### INTRODUCTION

Through the Minister of Education and Culture, the government issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of COVID; in this Circular, it is explained that teaching and learning activities are carried out at home through online or distance learning. Online learning or distance learning aims to meet educational standards by utilizing information technology through computer devices connected between students and teachers or vice versa. Through the use of these technologies, teaching and learning activities can still be carried out. Online learning is held without any physical interaction using the help of an internet-based digital platform (Putra & Irwansyah, 2020).

A challenge faced by educators who teach the Indonesian language course in the current time is how to improve Indonesian language learning, given that this lesson often becomes a scourge for students (Yulia, 2013). Some people might think that it is possible that learning the Indonesian language does not need to be learned, saturated, and something easy, so learning the Indonesian language is underestimated. Learning events like this will impact students' abilities, skills, and cognitive in digesting the material so they cannot run effectively. This is done by educators and students so as not to miss the material and delay Indonesian language learning. Educators must encourage students to read to carry out communicative and interactive speaking activities based on excellent and correct linguistic principles, especially in the current pandemic situation, requiring students in this department to learn the Indonesian language from home. The current pandemic needs all activities to be carried out from home, including using the e-learning method. This hampers teaching and learning activities, making it challenging to improve Indonesian language learning.

Speaking can be defined as the ability to pronounce articulate sounds or words to express, express or convey thoughts, ideas, and feelings. With the ability to speak, a student can also communicate to establish good relationships with peers (Tarigan, 2008, p.16). Seeing the importance of learning speaking skills that a student must possess, practice is needed in practicing these skills. Akhadiyah et al. (1992) said that listening activities follow speaking activities, speaking skills support writing skills, and speaking activities are closely related to reading activities. Someone who has good listening skills will usually be a good speaker as well.

A good speaker will try to make the listener able to grasp the content of the conversation. Swain (Nunan, 1991, p.51) suggested that students should have opportunities for communicative interactions, namely when speaking in class. This interaction will indirectly train students' speaking skills so that students can actively express their ideas.

Learning during the Covid-19 period had a very significant impact, especially on the use of technology in the learning process. Ongoing learning requires the ability to use technology in its implementation (Nahdi & Jatisunda, 2020). The dependence of society on the internet makes digitizing education the only way that can be done during the covid-19 pandemic (Gumelar & Dinnur, 2020). Hermawan and Waluyo (2019: 113-117) conducted Speech Skills training to Improve Public Speaking Ability at the Blitar UNU Indonesian Language Education Study Program Student Association, where the results obtained were good and went well following the activity plan that had been prepared even though not all training participants master the material well with the material presented. Hasyim (2013) examined the speaking ability (Indonesian language) of slow learner diploma III students at the Jakarta State Polytechnic. Subjects are those categorized as slow learners (intellectual intelligence 70-79, based on the Wechsler scale). His study concluded that students who are slow to learn at the Jakarta State Polytechnic could read Indonesian well and describe something if given signs indicating ideas. Yanti et al.(2018) examined the mastery of Indonesian language skills learning material for bachelor students in the Indonesian Language and Literature Education Study Program, FKIP UNIB. It was found that students who had an excellent understanding of the Indonesian language learning skills material were only 10% of the overall research object.

In speaking skills, students are expected to communicate formally and informally in a different context. In this regard, cognitive strategies' role deserves the study because cognitive strategies are related to completing tasks and tricks to achieve maximum learning goals in speaking skills. Completion of tasks and the use of these tricks bring out meaning in language learning. The more experienced a person learns languages, the more pronounced the steps in determining cognitive strategies are. Students who are experienced in learning languages will use strategies in doing assignments appropriately in a problem-solving style (O'Malley and Chamnot, 1990).

Regarding the results of these previous studies, no research has been found that focuses on examining the cognitive aspects of students in speaking skills in Indonesian subjects. So, the learning process is the thing that most plays a role in practicing speaking skills. The components in learning, which include learning objectives, learning strategies and methods, learning materials, learning media, implementation, evaluation of the role of teachers and students in the classroom, are the main things that need to be considered so that learning itself can achieve the expected indicators, especially in learning to speak. Thus, this study aims to explore students' cognitive understanding of the learning skills of UPGRIS students in the Class B Indonesian Education Study Program, semester 1, 2020-2021. This is interesting to research considering how the learning objectives, strategies and methods used, the media used, learning materials, learning evaluation, and the roles of lecturers and students when learning took place during the Covid-19 pandemic like today. This study was conducted with the background of the current situation in Indonesia, which is currently reinforcing social distancing so that all educational institutions are carried out remotely, online, and offline, as has been done by other countries affected by the Covid-19 (Carrillo & Flores, 2020; Donitsa-Schmidt & Ramot, 2020).

## METHODS

This is a qualitative study with a case study—both lecturers and students as research subjects. This study used interviews, data collection techniques, and documentation that contains data on students' cognitive understanding and student scores. The data sources were taken from lecturers who teach speaking subjects (Bahasa Indonesia/Indonesian language) and students who learn during the pandemic Covid-19 in various cities, totaling 40 people. The data sample used a purposive sampling technique in the Speaking subject in the Indonesian Language Education Department, UPGRIS. The instruments used were: test sheets: to determine the improvement of students' speaking ability in an Indonesian language subject. The test is in practice listening to a film / Indonesian conversation scene from a video; then, students present what they are listening to orally. The assessment covered aspects of fluency, accuracy, grammar, word pronunciation, word choice, and content accuracy—observation sheet: to determine student performance and motivation in lectures. The data obtained from the interview sheet were used to complement other data, such as motivation, student barriers in learning Indonesian language speaking, responses, expectations in Indonesian language lectures, etc. Documentation: used to determine student activities during lectures.

## RESULT AND DISCUSSION

Communication activities, as a language activity for students, play a critical role in academic ability improvement. Language ability and reasoning ability are inextricably linked. As a result of this link, they are improving students' oral and written language skills as well as their reasoning ability. Olson (in Costa, 1985: 102) states that writing and thinking are interdependent processes in producing meaning based on experience. Efforts to strengthen students' ability to write scientific essays will also be meaningful for building reasoning skills systematically, and logic and king skills in the Indonesian language is a skill that needs to be mastered well because this skill is the most critical indicator for the success of students in learning languages. By mastering good speaking skills, students can communicate their ideas in school and the community later. In line with this, Ur (1996) states that "If a person masters a language, he is intuitively able to speak the language." This expression identifies that speaking skills show an indication that someone knows a language. In addition, speaking skills can also be used as a medium for learning (Izquierdo, 1993) because these skills are closely related to pronunciation, grammatical, vocabulary, discourse, listening skills, etc. However, speaking skills are not simple skills that can be learned quickly in a short time. In other words, speaking skills are complex skills and are associated with various micro skills (Brown, 2002), such as (1) producing a variety of language utterances; (2) producing different phonemes and variants of spoken allophones in Indonesian; (3) producing stress patterns, words that get and don't get stress, rhythmic structures and intonation; (4) producing shortened words and phrases; (5) use a number of appropriate words to achieve pragmatic goals; (6) producing fluent speech at a variety of different speeds; (7) observing the resulting spoken language and using a variety of strategies, including pausing, self-correcting, repetition, for message clarity; (8) using word classes (nouns, verbs, etc.) system (tenses, agreement and plural), word ordering, patterns, rules and ellipsis form; (9) producing speech that uses natural elements in phrases, stops, breaths and sentences that are appropriate; (10) expressing specific meanings in different grammatical forms; (11) using cohesive forms in oral discourse; (12) completing the communication functions appropriately according to the situation, participants and objectives; (13) using appropriate registers, implicatures, pragmatic rules and sociolinguistic features in direct communication; (14) showing the relationship

between events and communicates the relationships between main ideas, supporting ideas, old information, new information, generalizations and examples; (15) using facial, kinetic, body language and other nonverbal languages together with verbal language to convey meaning; and (16) developing and using various speech strategies, such as emphasizing keywords, paraphrasing, providing context for interpreting the meaning of words, asking for help and appropriately assessing how well the interlocutor understands what is being said.

In addition to these micro-skills, speaking skills also require mastery of four other competencies, namely (1) grammar competence, (2) discourse competence, (3) sociolinguistic competence, and (4) strategic competence (Canale and Swain cited in Shumin, 2002). Based on the results of continuous observations made on students in Indonesian language lectures in the Indonesian Language Education Department at UPGRIS, it was found that students had inadequate speaking skills and lacked content of character values (politeness) in language. The problems found included politeness, fluency, and language accuracy. In terms of fluency, students were very fluent in expressing their ideas. When they are asked questions or express ideas, they respond responsively and think about what and how to express them. Concerning language accuracy, students are rarely found to make significant grammatical errors and obey language rules.

Based on the observation, it was found that the students' motivation during the learning and teaching process was considered good enough. This was evidenced by the students' values. When one of them presented something in front of the class, the other students were quite disciplined in paying attention to the presentation. Even if they are not being noticed, they prefer not to speak the local language and what is generally discussed is topics surrounding the lecture material. Researchers assume that this is because students are disciplined in-class participation even though lectures are carried out online, even though the teaching methods and techniques used so far are conventional. Regarding conventional teaching techniques and applied methods, students are given topics to be developed into dialogues or given situations with the roleplay technique, which is finally presented.

### **Students' Cognitive Ability in Speaking**

Cognitive abilities are the ability of students to think more complexly and do reasoning and problem-solving. The development of these cognitive abilities will make it easier for children to master broader general knowledge to function naturally in everyday society. Cognitive can also be defined as the ability to learn or think or intelligence, namely the ability to learn new skills and concepts, the skills to understand what is happening in the environment, and the skills to use memory and solve simple problems (Pudjiati & Masykouri, 2011: 6). In subsequent developments, the term cognitive has become popular as one of the human psychological domains or areas which include any cognitive behavior related to understanding, consideration, information processing, problem-solving, deliberation, and belief (Khadijah 2016: 32) Cognitive in the sense that broad about thinking and observing so that behavior appears that results in people gaining knowledge or those needed to use knowledge (Paodewo, 2003: 27).

A cognitive strategy is one type of learning strategy. Cognitive strategies refer to methods or tricks to solve problems on solving tasks. Chamot and Kupper (1989) state that cognitive strategies are interactions with the material that has been studied, manipulation of material both mentally and physically, or applying a technique to do learning tasks. In addition, Oxford (1990) states that specific cognitive strategies, such as analysis, and specific memory strategies, such as keyword techniques, are beneficial for understanding and remembering essential information



functions that are new in mastering the ability to use a new language. In line with this, Macaro (2001) says that learning strategies are related to the theory of cognition. Cognition is the domain of the brain for obtaining short-term information, storing information, selecting and retrieving information. When studying these four aspects, students' mental activities will help them find efficient ways to achieve maximum learning outcomes. Each language skill requires international students to carry out different learning strategies. Simsek (2016), states that the theoretical basis of learning strategies (also called cognitive strategies) is solid. It comes from the basic assumption that everyone has their differences, including how he or she learns. In other words, every learner is unique, so he should be treated differently in educational practice.

### Speaking Skills Based on the Assessment Guidelines

The researcher tries to understand the problems found in research subjects more clearly through observation and interviews. For observation, students are asked to speak or present the topics that the lecturer has shared in front of the class by applying several steps of learning through e-learning which is usually applied, such as; discuss online sentence patterns and vocabulary; giving homework to students to prepare to speak in front of an online class on specific topics; asking students one by one to speak in front of the class about a prepared topic; and provide feedback.

Table 1. Guidelines for Assessment of Student Speaking Skills

	Language Accuracy		Language Fluency	
1.	None of a language is spoken.	1.	Almost no communication occurs	1
2.	The lack of vocabulary use	2.	Very hasty, expressing relatively short expressions	2
3.	Grammatical glitches		Sometimes it is hard to understand	3
4.	The use of a strong Mother tongue accent	3.	Can convey ideas, but in a hurry and short.	4
	a) The use of sufficient and extensive vocabulary b) Sometimes grammatical errors still occur c) Using a less thick Mother tongue accent	4.	Communicates effectively in turn but cannot speak for a long time.	
	1. Using broad and precise vocabulary	5.	Can communicate effectively and easily	5
	2. There were no grammatical errors found		Can speak for a longer time	
	3. Fluently using native-speaker accents			

The results of the students' presentations showed that their speaking skills were good. In general, the presentation's content is complete, in the sense that the topic of discussion and experience to be presented is clear. It is also characterized by language where grammatical errors and substantive pronunciation are rarely found so that there are no obstacles. In addition, the results of the interviews showed that students did not experience severe problems in speaking skills. This was because, on average, they had high enthusiasm for improving their speaking skills.

The analysis carried out on the results of student presentations showed that in terms of content and language fluency, it was good enough. On average, they can formulate and convey the information obtained with proper pronunciation so that the presentation's content can be

understood easily. The use of proper grammar was also observed in student presentations. The mistakes students make tend to be minor and few. In general, the results of the students' speaking presentations show that there are no severe grammatical errors found in each student, all forms of fluency supporting rules which include the use of diction, affixes, prefix *ber-* or *mem-* (5), voice intonation, passive sentences with prefix *ter-* or *di-* (2), performance, opening and closing sentences (3), sort order in the presentation, repetition of words (1 and 4), etc., have been done correctly and adequately.

During the teaching and learning process, students looked severe and enthusiastic. They take the teaching and learning process seriously and do what they are instructed to do without negotiation or complaint. When discussing the use of expressions and language functions and when training in making examples of sentences/language expressions is carried out, for example, they seriously listen and engage in discussions about the material being discussed and practice the expressions or language functions being taught either through group repetitions or through independent training.

When students are in groups, they also appear enthusiastic and severe. These students often learn from each other and teach about certain parts they do not understand, such as discussions about difficult words and grammar and doing things assigned to them. Discussions in groups are usually noisy because everyone speaks and, in the process, they use Indonesian.

## CONCLUSION

Student speaking skills can be improved by implementing an e-learning based learning model. Student responses during the teaching and learning process were found very good. This can be seen from their enthusiasm and seriousness in learning, as shown in the results of research journals, interview guidelines, and assignment-oriented learning models. The results of the interviews showed that the students liked the e-learning learning model that was applied. Students admit that the learning process starts from introducing expressions or language functions in a clear context and then ends with a natural communication process or effort. It is an effective learning model and helps improve their speaking skills. However, these promising results are undoubtedly supported by several factors, including the preparedness of the speaking subject lecturers in preparing the program and the selection of the appropriate method in online learning mode to maximize the expected results. As a result, it can prepare future generations to face future challenges with grace and dignity.

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