

Students' Perception of Speaking Practice in Online Classroom Activities

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Abstract

Perception is individual's feeling and thinking about something that ever done. Students should have their own perception about speaking activity that their interest with. This research is aimed to find out the students' perception of speaking practice in online classroom activities and to find out students' obstacles during speaking at State Islamic Senior High School 01 INHIL. This research used quantitative research. Descriptive quantitative method used in this research. This research was held on January-March 2022 at Islamic Senior High School 01 INHIL. The populations were 50 students at eleventh grade students in XI IPA, XI IPS, and XI MAK. Thus, questionnaire and interview were used to gather the data. The findings show the students gave negative perception about their speaking practice in online classroom at the last semester. Besides, most of the students claimed their obstacles during speaking were anxiety, shyness, self-confidence, do not know how to pronounced and difficulties in grammar.

Keywords: *students' perception, speaking practice, online classroom activities*

Introduction

In Indonesia curriculum has been emphasized on the modern pedagogical dimension in learning activities using scientific approach (Fujiati, et all 2020). Wendi (2020) stated that 2013 curriculum involve the students in learning process in order to give a change in developing natural potential. However, Utaminingsih (2008) described that in the development of curriculum implementation competence standard refers to Graduate Competency Standard the basic core competency-oriented of the students that emphasized the characteristics of thinking-talking meaning which is refers to speaking skills.

In the line with idea above, in Islamic Senior High School 01 INHIL that has been applied some activities that support students in improving speaking skills namely English camp,

English day. Furthermore, the students still have difficulties during speaking practice, based on researcher preliminary observations by interview of English teacher he stated that the students should pass the KKM with the score of 78, thus the teacher said that 65% did not pass the KKM if they do not add some tasks especially in speaking. Moreover, the teacher also said that he still had difficulties to apply full English during teaching and learning in online classroom process. Besides, Thus, in Agustina et al (2021), Online English classroom is an online teaching and learning activities which normally done by the schools. It means, online English classroom already used in teaching and learning process during pandemy of covid-19.

On the other hand, based on interview with the students they said that they still lack of example for do a task in speaking, the students read and make their own understanding about the material given by the teacher. Thus, based on the interview with the students, researcher found that the students have different perception about English especially in speaking practice. According to (Wahyuni & Afrianti, 2021), argued that speaking practice is communication that included students' ask and answer about various substance, short conversation, opinions, feeling and attitude, expressing their ideas through native speakers, teachers and peers. Furthermore, one of the students said they need more practice in order to achieve English target in English Camp, it would help them when they have to make a project video or task from the teacher. It occurs on Qiong (2017), Perception is the process of attaining awareness or understanding of sensory information. It means the way to think about something that refers to human judgments or felling that ever done, which refers to some material that ever done by the students.

Some previous studies have discussed about the topic of students' perception on classroom activities. As research by Nazara (2011), Gentry (2002), Fikri (2019). Most of the students have positive perception about speaking practice, thus in learning speaking sometimes learner has problems in speaking practice as research by Ayu (2019). Moreover, there are so many types of activities that could improve students' speaking practice with some rules made by teachers. However, the previous studies were done in normal classroom activities and the students learned English through offline learning process. In this study, the difference is that the researcher wants to know students' perception of *new normal* classroom activities that were conducted in online learning process.

In this research, researcher focus on students' perception of speaking practice in online classroom activities. Thus, some obstacles that were faced students by during speaking practice in online classroom activities. However, researchers specify the problem could be answered are *How is students' perception of speaking practice in online classroom activities at Islamic Senior High School 01 INHIL?* and *What are students' obstacles during speaking practice in online classroom activities at Islamic Senior High School 01 INHIL?*

However, objective of the research is to describe students' perception of speaking practice and to know students' obstacles in speaking activities in online classroom activities at eleventh grade students at Islamic Senior High School 01 INHIL. The finding of this research will contribute some reference whether other researcher, teacher and students in order to enjoy the classroom activities especially in speaking practice.

Methodology

This research was conducted by using quantitative research. This research was conducted at Islamic Senior High School 01 INHIL at Pelajar Street, Tembilahan Hulu on January-March 2022. The population of this research was eleventh grade students at Islamic Senior High School 01 INHIL consist of 3 majors (IPA, IPS, MAK) with total of the students 332. Thus, this research used purposive sampling as a technique for choosing the sample. In order to make the same chance for all classes, researcher decided to used 50 participants as a sample, includes in XI IPA class researcher took 20 participants, in XI IPS class researcher took 20 participants and in XI MAK class researcher took 10 participants.

In short, Questionnaire and interview were used as a technique for collecting the data. Thus, the questionnaire was used adopted from Marwa (2020), and the guidelines interview adopted from Alfi (2015), which consists of five questions that refer to students' obstacles during speaking practice. In analyzing the data researcher has used two sections, first in order to answer the first research question researcher used a formula from Sugiyono (2010) in analyzed the data gathered from the questionnaire, the formula was ($p=f/n \times 100\%$). Thus, to answered the second research question researcher used lists of interviews by Alfi (2015), based on students replied on the question it would be clarify students' obstacles during speaking practice.

In addition, technique for analyzed the data obtained from the questionnaires that analyzed by used the formula. Thus, after used the formula researcher get the total score, which presented as a percentage. So based on the total score of percentage it classified students' perception into some categorized, the scale of categorize was presented by the level of percentage based on total score from the questionnaire. Furthermore, in order to answered students' obstacles in learning speaking faced by the students was used list of interviews. Thus, in conducted results of the interviewee's researcher made into the transcript.

Results and Discussion

The researcher described the results of this research based on the result of data analysis that had been conducted at Islamic Senior High School 01 INHIL. In this part describes the data of students' perception of speaking practice in online classroom activities, thus to know students' obstacles that students faced during speaking activities.

Result of Questionnaire

The researcher used questionnaire to get the data for answered the first research question. However, the questionnaire was used to gather information about students' perception of speaking practice in online classroom activities. Furthermore, in the questionnaire there consisted of 24 questions including five answers that students choose namely (strongly agree, agree, undecided, disagree, and strongly disagree). The descriptions of the data are as follows:

Table 1. *Do you feel your speaking practice is interesting at the last semester*

Answer	Frequency	Percentage
Strongly Disagree	6	12%
Disagree	26	52%
Undecided	16	32%
Agree	1	2%
Strongly Agree	1	2%
Total	50	100%

In table 1. shows that 26 students who answered “Disagree” as the higher frequency and percentage (52%), then it followed 16 students who answered “Undecided” (32%), thus 6 students who answered “Strongly Disagree” (12%), 1 student who answered “Agree” (2%), and the last 1 student who answered “Strongly Agree” (2%).

Table 2. *Do you agree to add more educational activities to you speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	2%
Undecided	3	6%
Agree	38	76%
Strongly Agree	8	16%
Total	50	100%

Table 2 shows that the students who answered “Agree” as the higher percentage (76%), then followed 8 students who answered “Strongly Agree” (16%), and 3 students who answered “Undecided” (6%), 1 student who answered “Disagree” (2%), Furthermore there was no one student who answered “Strongly Disagree”.

Table 3. *Taboo (a word guessing activity) is a funny activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	2%
Undecided	8	16%
Agree	29	58%
Strongly Agree	12	24%
Total	50	100%

Table 3 indicates that 29 students who answered “Agree” as the higher presentation (58%), then 12 students who answered “Strongly Agree” (24%), moreover 8 students who answered

“Undecided” (16%), 1 student who answered “Disagree” (2%), and there was no student who answered “Strongly Disagree”.

Table 4. *Disordering Letters (restoring a word from disrupted alphabetical order) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	7	14%
Undecided	16	32%
Agree	17	34%
Strongly Agree	10	20%
Total	50	100%

Table 4 point out that 17 students who answered “Agree” as the higher percentage (34%), then followed 16 students who answered “Undecided” (32%), 10 students who answered “Strongly Agree” (20%), “Disagree” (14%), and no one student who answered “Strongly Disagree”.

Table 5. *Simon says (making appropriate actions according to a student’s instructions) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	1	2%
Disagree	3	6%
Undecided	13	26%
Agree	17	34%
Strongly Agree	16	32%
Total	50	100%

Table 5 shows that 17 students who answered “Agree” as the higher percentage (34%), then followed 16 students who answered “Strongly Agree” (32%), 3 students who answered “Disagree” (6%), and 1 student who answered “Strongly Disagree” (2%).

Table 6. *Discover me (guessing a student’s name according to descriptions) is a fun activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	1	2%
Disagree	4	8%
Undecided	16	32%
Agree	24	48%
Strongly Agree	5	10%
Total	50	100%

Table 6 indicates that there were 24 students who answered “Agree” as the higher percentage (48%), then followed 16 students who answered “Undecided” (32%), 5 students who answered “Strongly Agree” (10%), 4 students who answered “Disagree” (8%) and 1 student who answered “Strongly Disagree”.

Table 7. *English Dubs (selecting a part of film and dub the video clip) is an interesting activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	1	2%
Disagree	7	14%
Undecided	8	16%
Agree	24	48%
Strongly Agree	10	20%
Total	50	100%

Table 7 shows that 24 students who answered “Agree” as the higher percentage (48%), then followed 10 students who answered “Strongly Agree” (20%), 8 students who answered “Undecided” (16%), 7 students who answered “Disagree” (14%), and 1 student who answered “Strongly Disagree” (2%).

Table 8. *Song Cloze (writing down the lyrics while listening to a song) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	1	2%
Disagree	2	4%
Undecided	6	12%
Agree	24	48%
Strongly Agree	17	34%
Total	50	100%

Table 8 indicates that there were 24 students who answered “Agree” (48%), then followed 17 students who answered “Strongly Disagree” (34%), 6 students who answered “Undecided” (12%), 2 students who answered “Disagree” (4%), and 1 student answered “Strongly Disagree” (2%).

Table 9. *Role Play (playing a role of someone) is a funny activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	1	2%
Disagree	4	8%
Undecided	12	24%
Agree	22	44%
Strongly Agree	11	22%
Total	50	100%

Table 9 shows that 22 students who answered “Agree” as the higher percentage (44%), then followed 12 students who answered “Undecided” (24%), 11 students who answered “Strongly Agree” (22%), 4 students who answered “Disagree” (8%), and 1 student who answered “Strongly Disagree” (2%).

Table 10. *Short Play (performing a short play in class) is an interesting activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	6	12%
Undecided	19	38%
Agree	18	36%
Strongly Agree	7	14%
Total	50	100%

Table10 point out that there were 19 students who answered “Undecided” as the higher percentage (38%), then followed 18 students who answered “Agree” (36%), 7 students who answered “Strongly Agree” (14%), 6 students who answered “Disagree” (12%), and no one students answered “Strongly Disagree”.

Table 11. *Debate (debating based on a given topic) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	4	8%
Disagree	10	20%
Undecided	11	22%
Agree	19	38%
Strongly Agree	6	12%
Total	50	100%

Table 11 shows that 19 students who answered “Agree” as the higher percentage (38%), then followed 11 students who answered “Undecided” (22%), 10 students who answered

“Disagree” (20%), 6 students who answered (12%), and 4 students who answered “Strongly Disagree” (8%).

Table 12. *Mini Lecture (making a mini lecture for 3 to 5 minutes) is a fun activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	2	4%
Disagree	10	20%
Undecided	19	38%
Agree	11	22%
Strongly Agree	8	16%
Total	50	100%

Table 12 shows that there were 19 students who answered “Undecided” as the higher percentage (38%), then followed 11 students who answered “Agree” (22%), 10 students who answered “Disagree” (20%), 8 students who answered “Strongly Agree” (16%), and 2 students who answered “Strongly Disagree” (4%).

Table 13. *Retell a Story (listening to a story and retelling it) is an interesting activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	3	6%
Disagree	7	14%
Undecided	24	48%
Agree	12	24%
Strongly Agree	4	8%
Total	50	100%

Table 13 point out that were 24 students who answered “Undecided” as the higher percentage (48%), then followed 12 students who answered “Agree” (24%), 7 students who answered “Disagree” (14%) 4 students who answered “Strongly Agree” (8%), and 3 students who answered “Strongly Disagree” (6%).

Table 14. *Presentation (using PPT to make a presentation in the class) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	6	12%
Disagree	14	28%
Undecided	18	36%
Agree	7	14%
Strongly Agree	5	10%
Total	50	100%

Table 14 shows that 18 students who answered “Undecided” as the higher percentage (36%), then followed 14 students who answered “Disagree” (28%), 7 students who answered “Agree” (14%), 6 students who answered “Strongly Disagree” (12%), and 5 students who answered “Strongly Agree” (10%).

Table 15. *Pair Work (practicing a dialogue or doing exercise in pairs) is a fun activity to in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	1	2%
Disagree	3	6%
Undecided	5	10%
Agree	35	70%
Strongly Agree	6	12%
Total	50	100%

Table 15 indicates that 19 students who answered “Agree” as the higher percentage (70%), then followed 6 students who answered “Strongly Agree” (12%), 5 students who answered “Undecided” (10%), 3 students who answered “Disagree” (6%), and 1 student who answered “Strongly Disagree”.

Table 16. *Miming (guessing while someone is miming) is an interesting activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	2	4%
Disagree	4	8%
Undecided	20	40%
Agree	18	36%
Strongly Agree	6	12%
Total	50	100%

Table 16 shows that 20 students who answered “Undecided” as the higher percentage (40%), then followed 18 students who answered “Agree” (36%), 6 students who answered “Strongly Agree” (12%), 4 students who answered “Disagree” (8%), and 2 students who answered “Strongly Disagree” (4%).

Table 17. *Brainstorming (discussing a topic and collecting as many ideas as possible) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	2	4%
Disagree	6	12%
Undecided	30	60%
Agree	9	18%
Strongly Agree	3	6%
Total	50	100%

Table 17 point out that 30 students who answered “Undecided” as the higher percentage (60%), then followed 9 students who answered “Agree” (18%), 6 students who answered “Disagree” (12%), 3 students who answered “Strongly Agree” (6%), and 2 students who answered “Strongly Disagree” (4%).

Table 18. *Crazy Stories (taking turns to finish a story) is a fun activity to use in English practice*

Answer	Frequency	Percentage
Strongly Disagree	3	6%
Disagree	5	10%
Undecided	11	22%
Agree	18	36%
Strongly Agree	13	26%
Total	50	100%

Table 18 shows that 18 students who answered “Agree” as the higher percentage (36%), then followed 13 students who answered “Strongly Agree” (26%), 11 students who answered “Undecided” (22%), 5 students who answered “Disagree” (10%), and 3 students who answered “Strongly Disagree” (6%).

Table 19. *Discussion (discussing a topic in a group) is an interesting activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	4%
Undecided	5	10%
Agree	9	18%
Strongly Agree	34	68%
Total	50	100%

Table 19 indicates that 34 students who answered “Strongly Agree” as the higher percentage (68%), then followed 9 students who answered “Agree” (18%), 5 students who answered “Undecided” (10%), 2 students who answered “Disagree” (4%), and no one students who answered “Strongly Disagree”.

Table 20. *Job Interview (making a mock job interview) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	3	6%
Disagree	7	14%
Undecided	24	48%
Agree	14	28%
Strongly Agree	2	4%
Total	50	100%

Table 20 indicates that 24 students who answered “Undecided” as the higher percentage (48%), then followed 14 students who answered “Agree” (28%), 7 students who answered “Disagree” (14%), 3 students who answered “Strongly Disagree” (6%), and 2 students who answered “Strongly Agree” (4%).

Table 21. *Cooking Recipe (describing how a dish is cooked) is a funny activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	4%
Undecided	8	16%
Agree	29	58%
Strongly Agree	11	22%
Total	50	100%

Table 21 shows that 29 students who answered “Agree” as the higher percentage (58%), then followed 11 students who answered “Strongly Agree” (22%), 8 students who answered “Undecided” (16%), 2 students who answered “Disagree” (4%), and no one student who answered “Strongly Disagree” (0%).

Table 22. *Show Game (making a mock show in group) is an interesting activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	2	4%
Disagree	5	10%
Undecided	20	40%

Agree	17	34%
Strongly Agree	6	12%
Total	50	100%

Table 22 indicates that 20 students who answered “Undecided” as the higher percentage (40%), then followed 17 students who answered “Agree” (34%), 6 students who answered “Strongly Agree” (12%), 5 students who answered “Disagree” (10%), and 2 students who answered “Strongly Disagree” (4%).

Table 23. *Follow Me (Asking for and giving directions) is an attractive activity to use in English speaking practice*

Answer	Frequency	Percentage
Strongly Disagree	1	2%
Disagree	2	4%
Undecided	24	48%
Agree	18	36%
Strongly Agree	5	10%
Total	50	100%

Table IV.23 point out that were 24 students who answered “Undecided” as the higher percentage (48%), then followed 18 students who answered “Agree” (36%), 5 students who answered “Strongly Agree” (10%), 2 students who answered “Disagree” (4%), and 1 student who answered “Strongly Disagree” (2%).

Table 24. *Do you agree to add more than 1 hour as additional time in educational activities*

Answer	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	2%
Undecided	8	16%
Agree	38	76%
Strongly Agree	3	6%
Total	50	100%

Table 24 shows that 38 students who answered “Agree” as the higher percentage (76%), then followed 8 students who answered “Undecided” (16%), 3 students who answered “Strongly Agree” (6%), 1 student who answered “Disagree” (2%), and no one student who answered “Strongly Disagree” (0%).

Results of list interview

The researcher described the result of this research in order to answer the research question about students’ obstacles during speaking activities. The data from the interview was aim to know students’ obstacles during speaking activities. The data obtained by researcher from 5 questions adopted from Alfi (2015).

a) Do you like learning English, why?

Students were described about how important to learn English in this Era. However, they also said that if someone has better communication in English it would be help them easily. Some students answered the question from researcher as followed:

“Like..because learning English also important for the future yep sist, event when entered university (English) it may important. Because English has been international language.” (A)

“e.... I really like learning English because learning language is important for the students, for their future, for their job also” (IDS)

b) How English lesson for the last semester?

The students said that English lesson depend on how the teacher would teach. The students felt bored and difficult to understand the material in online classroom activities. Some students answered the question from researcher as followed:

“e... in my opinion, because learning process at the last semester was online, it's little bit bored, because I can't meet with friends, I can't discuss with the teacher intensely. And also I can't... if I found the difficulties I couldn't ask to the teacher.” (MA)

“At the last semester, because we learn trough online, so it's little bit difficult in understanding the material, and also difficult to understand what the teacher said.” (MAR)

c) Is it bored? If yes, what kinds of English lesson that would make you do not feel bored

The students said that they were bored when in online classroom activities the teacher does not make some different way during the learning process. Thus, the students give some suggestion for the teacher to teach, based on the student needs and students' perception. Some students answered the question from researcher as followed:

S : *“it's kind of bored I guess, because a lot of material that I can't understand”.*
R : *“alright, so what kind of activities in learning English do you prefer in classroom, which will make you not boring?”*
S : *“it's like making a game, like guessing word in English or others.”(AN)*

S : *“at the last semester, yes bored. Because we do nothing”*
R : *“do nothing. Alright if you felt bored, what kind of learning English that make you not feel boring?”*
S : *“it's like.. Contain about games” (MA)*

d) Do you like English lesson that refers to speaking practice? Why?

Students argued that they definitely like speaking practice. However, students think that they can applied speaking practice as the most important thing that every student should mastered. Some students answered the question from researcher as followed:

“Sure I like it, because public speaking it most important in this era, moreover if we want to..... entered the government. So we need to have a good public speaking.” (HAN)

S : “like, I really like it”
 R : “really like it, why?”
 S : “because, e..speaking we back to the first question about English, because English is cool and fun. So if we can use English then can speak fluency it just like cool I think. It’s like I have some achievement target in learning English, maybe it’s like pronunciation.”(ADG)

e) Obstacles that you faced during speaking?

There are some obstacles that students face during speaking practice. There are anxiety, shyness, confidence, grammar, do not know how to pronounce the word correctly, and do not know what the words and sentences mean. Some students answered the question from researcher as followed:

R : “alright, each person has their own obstacles when speaking, so in your version what is your obstacle that your face during speaking?”
 S : “anxiety, because not able to speak”
 R : “the anxiety, because what?”
 S : “because it may seen by many people”
 R : “because seen by many people”
 S : “and also because memorizing English is so difficult.” (DS)

R : “the last, what is your obstacle during speaking?”
 S : “the grammar, pronouncing, and also self confidence.” (GG)

Data analysis of students’ perception of speaking practice in online classroom activities
Table 25. Recapitulation of students’ perception on speaking practice at the last semester

No items	Statement of item	Score	Percentage
1	Do you feel your speaking practice is interesting at the last semester?	88	$p = \frac{f}{n} \times 100\%$ $p = \frac{88}{250} \times 100\%$
Total score			= 35,2%

Based on the table above, researcher found 26 students answered the negative response which the total score was 88 and the score was 35,2%. So, based on the students responded it indicates that the students do not agree with the speaking practice in the last semester was interested for the students. In addition, the students shows that 35,2% which categorized into low level of positive response.

Table 26. *recapitulation of add more educational activities*

No items	Statement of item	Score	Percentage
2	Do you agree to add more educational activity to your English speaking practice?	203	$p = \frac{f}{n} \times 100\%$ $p = \frac{203}{250} \times 100\%$
Total score			= 81,2%

Based on the table above, researcher found 38 students answered agree to adding more educational activity in speaking practice which the total was 203 and the score was 81,2%. So, it means most of the students agreed to add more educational activity in speaking practice with categorized very high level of positive perception.

Table 27. *Recapitulation of students' perception in added duration of educational activities*

No items	Statement of item	Score	Percentage
24	Do you agree to add more than 1 hour as additional time in education activity?	193	$p = \frac{f}{n} \times 100\%$ $p = \frac{193}{250} \times 100\%$
Total score			= 77,2%

Based on the table above, researcher found 38 students answered agree to add more than 1 hour as additional time in education 77,2%. Based on that percentage the students agreed to add more than 1 hour as additional time in education activity which categorize in high level of positive perception.

Table 28. *Recapitulation of the highest score based on students answered (The use of discussion activities in speaking practice)*

No items	Statement of item	Score	Percentage
19	Discussion (discussing a topic in a group) is an interesting activity to use in English speaking practice.	225	$p = \frac{f}{n} \times 100\%$ $p = \frac{225}{250} \times 100\%$
Total score			= 90%

Based on the table above, researcher found that 35 students who answered strongly agree as the higher score of all item in questionnaire, which the total score was 225 and the score was 90%. So, based on the percentage indicate that most of the students agreed to do a discussion activity as interesting to use in English speaking practice.

Table 28. *Recapitulation of the use song cloze activity in speaking practice*

No items	Statement of item	Score	Percentage
8	Song Cloze (writing down the lyrics while listening to a song) is an attractive activity to use in English Speaking practice.	204	$p = \frac{f}{n} \times 100\%$ $p = \frac{204}{250} \times 100\%$
Total score			= 81,6%

Based on the table above, researcher found 24 students who answered agree which the total score was 204 and the score was 81,6%. So, it means that the students agreed to do song cloze as an attractive activity to use in English Speaking practice.

Table 30. *Recapitulation of the use taboo activity in speaking practice*

No items	Statement of item	Score	Percentage
3	Taboo (a word-guessing activity) is a funny activity to use in English speaking practice.	202	$p = \frac{f}{n} \times 100\%$ $p = \frac{202}{250} \times 100\%$
Total score			= 80,8%

Based on the table above, researcher found 29 students who answered agree which the total score was 202 and the score was 80,8%. As the percentage it means the students agreed to do taboo activity as a funny activity to use in English speaking practice.

Table 31. *Recapitulation of the use cooking recipe activity in speaking practice*

No items	Statement of item	Score	Percentage
21	Cooking Recipe (describing how a dish is cooked) is a funny activity to use in English speaking practice.	199	$p = \frac{f}{n} \times 100\%$ $p = \frac{199}{250} \times 100\%$
Total score			= 79,6%

Based on the table above, researcher found 29 students who answered agree which the total score was 199 and the score was 79,6%. Which means the students are agreed to do cooking recipe as a funny activity to use in English speaking practice.

Table 32. *Recapitulation of the use Simon says activity in speaking practice*

No items	Statement of item	Score	Percentage
5	Simon Says (making appropriate actions according to a student's instructions) is an attractive activity to use in English speaking practice.	194	$p = \frac{f}{n} \times 100\%$ $p = \frac{194}{250} \times 100\%$ $= 77,6\%$
Total score			= 77,6%

Based on the table above, researcher found 17 students who answered agree, which the total score was 194 and the score was 77,6%. So, it means the students agreed to do Simon says as an attractive activity to use in English speaking practice.

Data analysis of students' obstacles during speaking activities

Result of the interview was showed students' positive perception toward learning English. It can be seen from the outcomes of interviewing with students.

All of the students are replied the first question positively which the students' liked to learn English. However, the students' answered the first question with different reasons, most of them said that English may help them when they want to go to everywhere especially go to abroad, it may help them to be a good public speaker and would help them in this era which most of them said English as international language which students should master for the future of this era.

Furthermore, in the second question of students' perception toward their English lesson for the last semester showed that most of them replied because at the last semester students did online learning most of them did not get clear explanation from the teacher. Beside some students' felt bored when did online learning because they cannot talked with friends and sometimes if the students' get struggled with topic or material they should faced by their own. Thus, one of them replied struggle with the signal.

Moreover, in the third question about students' perception of classroom activities that was done, most of the students' replied felt bored with the lesson because online learning. Furthermore, the students' suggested for the future or next semester they would have classroom activities such as games, quiz, discussion and other activities that make them felt interesting with the lesson based on students' need and interest. According to Wilen (2013), practice is the act of rehearsing a behavior in engaging activity in purposing the students' to improve or mastering which prefers the students to do a game in acquiring better experience.

Next, in fourth question about students' perception toward activities that refers to speaking practice. Most of the students' replied they liked speaking practice or public speaking, because in their perception they should be a good public speaker in order to followed this era. Besides, some of them also replied when they can mastered or spoke English fluently they felt cool and helpful for them for their future.

In addition, at the last question about students' perception of their obstacles during speaking. All of the students have their own perception about their obstacles, which they have same obstacles but different reasons. Most of the students' replied these obstacles when speaking are anxiety, shyness, grammar, self-confidence, do not know how to pronounce the words. Thus, it is also match with Zamari (2012), there are some factors that included in psychological factors which are anxiety, self-confidence, shyness.

Conclusion

Based on the result of the research, it can be inferred that this research topic gave some responses; The students' have negative perception of speaking practice in online classroom activities at the last semester, which most of the students' felt bored and did not get clear explanation from the teacher with total of percentage at 35,2% which categorized into low level. However, most of the students' preferred some activities in speaking practice to do games, discussion and other activities that made their lesson more interested. Besides, most of the students claimed that they felt anxiety, shyness, still difficult in the grammar, self-confidence and do not know how to pronounce the words during speaking practice.

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