

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings consists of two parts. The First is the students' response in the questionnaire. The second part is the interview result as presented below.

1. Students' Perceptions of an efficient application used in online learning

The following data are the result from all students' answer on the interview section.

a. The used of applications

The used of online applications enough to teach speak English. The applications that used to speaking skill learning is quiet easy and understood. As cited from students NA and WB.

"My opinion about the applications that I used are enough to teach me speak English." (Student NA)

"In my opinion, online applications quiet easy and understood, especially for me who is in the process of improving my speaking skills." (Student WB)

b. Features of online applications

The features provided by several online applications that are used during learning are good because there are many features that are easy to understand and can replace face-to-face learning. As stated by students BS and MNR.

“Yes, because provides features that are almost same as when we learn offline/face to face, such as video and audio.” (Student BS)

“My opinion about online applications for English learning (speaking skills) are quite good because the features of explanation and we can understand.” (Student MNR)

c. Benefits

The benefits obtained from online applications can be seen in terms of time. Because with online learning, students can learn regardless of location and time. They can repeat the lesson whenever they want, because learning track record can be stored on each students' cell phone. According to students MN and KDR.

“My opinion, English online learning is quite flexible time because it can be adjusted to schedule.” (Student MN)

“My opinion about online application English learning is very helpful because can learn without knowing the location.” (Student KDR)

d. Students need of online applications

There are some student wishes in the online application. They hope that online applications used for online learning save internet data and with small storage space (the application). There also those who suggest the application used has a more attractive appearance while still with the audio and video features. The last there are also student who want an application that contains features can find our errors in pronunciation. As stated by several student, AR, NA and MN.

“I wish an application that saves quota and do not take up much of storage space.” (Student AR)

“I want an application that could detect mistakes in English pronunciation, so that the ability in speaking is getting better.” (Student NA)

“I hope the applications has a more interesting appearance.” (Student MN)

2. What is the most efficient application used by students in online learning?

The data that was found from the result of the questionnaire regarding Student's View on the Efficient of Applications Used in Online Learning in

Teaching Speaking during Covid-19 Pandemic are listed on this following table.

Based on questionnaire result that the researcher found through Google Form as follow:

- 1) WhatsApp is the most efficient application that students used in online learning, as seen below:

WhatsApp	1	2	3	Total
Time	9	3	0	12
	75%	25%	0%	100%
Cost	8	3	1	12
	66,6%	25%	8,3%	100%
Power	6	5	1	12
	50%	41,6%	8,3%	100%

- a. Time= 75% fast and 25% neutral.
- b. Cost= 66,6% economical, 25% neutral and 8,3% wasteful.
- c. Power= 50% easy/complete features, 41,6% neutral and 8,3% difficult/incomplete features.

From the result above it can conclude that WhatsApp is the most efficient application used by students in online learning as we can see the efficient is come from time, cost and power. From all the

applications used, WhatsApp get the highest score in terms of time, cost and features.

In WhatsApp there are some features that can make online learning more easier such as, chat, call and video call. In chat we can send anything for example text message, voice note and video. We also can do call or video call with person or with group but with a maximum of 8 people. This features is more economical and can save time according to the students' perception. This is relevant with the students' need during speaking class which can replace face-to-face class into online class but still at a small cost.

- 2) YouTube is the second most efficient application that students used in online learning, as seen below:

YouTube	1	2	3	Total
Time	5 41,6%	7 58,3%	0 0%	12 100%
Cost	2 16,6%	8 66,6%	2 16,6%	12 100%
Power	8 66,6%	4 33,3%	0 0%	12 100%

- a. Time= 41,6% fast and 58,3% neutral.
- b. Cost= 16,6% economical, 66,6% neutral and 16,6% wasteful.

c. Power= 66,6% easy/complete features, 33,3% neutral and 0% difficult/incomplete features.

From the result above it can conclude that YouTube is the second most efficient application used by students in online learning as we can see the efficient is come from time, cost and power. From all the applications used, YouTube get a high score but still below the average WhatsApp score.

In YouTube there are some features that can make online learning more easily moreover in speaking learning for example video. We can see any video from YouTube. In learning speaking this is relevant that the students' can see speaking practice in YouTube and can practice by their self in their home. The students' can also make discussions through the comment session in the YouTube video.

3) Google Classroom is the third most efficient application that students used in online learning, as seen below:

Google Classroom	1	2	3	Total
Time	3	7	2	12
	25%	58,3%	16,6%	100%
Cost	2	9	1	12
	16,6%	75%	8,3%	100%
Power	4	8	0	12
	33,3%	66,6%	0%	100%

- a. Time= 25% fast, 58,3% neutral and 16,6% slow.
- b. Cost= 16,6% economical, 75% neutral and 8,3% wasteful.
- c. Power= 33,3% easy/complete features and 66,6% neutral.

From the result above it can conclude that Google Classroom is the third most efficient application used by students in online learning as we can see the efficient is come from time, cost and power. From all the applications used, Google Classroom on third position based on the average score.

In Google Classroom there are some features that can make online learning more easily moreover in speaking learning such as form discussion, form assessment and chat features. We can see any video from our Google drive or from YouTube, the teacher just need to put the link video from YouTube or put the video directly. In learning speaking this is relevant that the students' can see speaking practice in YouTube and can practice by their self in their home.

- 4) Google Meet is the last most efficient application that students used in online learning, as seen below:

Google Meet	1	2	3	Total
Time	2 16,6%	6 50%	4 33,3%	12 100%
Cost	0	6	6	12

	0%	50%	50%	100%
Power	4	5	3	12
	33,3%	41,6%	25%	100%

- a. Time= 16,6% fast, 50% neutral and 33,3% slow.
- b. Cost= 0% economical, 50% neutral and 50% wasteful.
- c. Power= 33,3% easy/complete features, 41,6% neutral and 25% difficult/incomplete features.

From the result above it can conclude that Google Meet is the last most efficient application used by students in online learning as we can see the efficient is come from time, cost and power. From all the applications used, Google Meet get the lowest score in terms of time, cost and features.

In Google Meet actually the features are almost same as WhatsApp, such as video, audio and chat. In chat we can send anything for example text message, we can do the discussions through the chat while the meeting is ongoing. We also can do share screen, power point, audio or video. In Google Classroom there are no maximum of person join the meeting but this features is less economical and cannot used if our signal is low it can affect for the quality of the meeting will be intermittent and slow. This is irrelevant with the students' need during speaking class, this features still can replace face-to-face class into

online class but time and cost is irrelevant with the efficient measurement.

B. Discussion

From the results of the efficiency measurement above, it can be seen that WhatsApp is the most efficient application used in learning speaking during online class and then YouTube, Google Classroom and Google Meet.

It is as stated by Mahmudi (2019, p. 85) said that efficiency is a comparison between output with input or with the term another output per unit of input. An organization, program, or activity is said to be efficient if it is able to produce certain output with the lowest possible input, or with certain inputs are capable of producing maximum output (spending well). Most of the students agree that WhatsApp is the economical application with the audio and video features.

From interview result, the respondents gave varied responses. In general it can be concluded as follow:

Q1: Respondents stated that online application used for English learning (speaking) is good and quite helpful in replacing offline learning.

Q2: Respondents stated the applications they used is quite efficient and also can replace the offline learning because the features of audio and video.

Q3: Respondents stated that they hope that online application used for learning English (speaking) save internet data and with small storage space. There are also those who suggest the application used has a more attractive appearance while still with the audio and video features. The last there are also student who want an application that contains features so that they can find our errors in pronunciation.