

THE EFFECTIVENESS OF VIRTUAL LEARNING ON ENGLISH SPEAKING SKILL FOR STUDENTS OF INFORMATION SYSTEM PROGRAM

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ABSTRACT

Educational institutions have implemented online distance learning and teaching since the COVID-19 pandemic in Indonesia around March 2020. This research was conducted to find the effectiveness and its factors of virtual learning on English speaking skills in the early of pandemic. This study was a descriptive qualitative. This research was conducted at STMIK Sinar Nusantara Surakarta in Central Java. The time of research was started from April until June 2020 and it was conducted for Second-semester students in the academic year of 2019/2020 with 50 students for the number of populations from Information System program. For the research findings, virtual learning was not effective in grammar and fluency aspects and it was less effective in accent and vocabulary aspects for second-semester students of Information System program. Some factors have occurred in those lack of effectiveness, such as, the limitation of time in presenting speaking skill, the inefficiency of lecturer in correcting the students' accent directly, difficulties of students in understanding material, limitations of English students' vocabularies, and tendency of students' speaking presentation based on the textbook.

Keywords: Virtual Learning, English Speaking Skill, English Virtual Learning, Speaking Skill Effectiveness

INTRODUCTION

The COVID-19 pandemic in early 2020 has an impact in various fields from health, economy and even education. In terms of education, distance learning has been implemented during pandemic since March 2020 until an undetermined time. One of the educational institutions in Information System program has implemented online distance learning and teaching since the COVID 19 pandemic in Indonesia around March 2020. Rivers stated students can improve their language store as they listen or read authentic linguistic material, or the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals (Long & Rivers, 1988). Therefore, teaching English for university students in pandemic becomes challenge to crack the barrier of distance communication applying the lesson. However, this is an encouragement for all educators and teachers to update and adapt teaching methods and media by using online learning applications as well. One of them is *Zoom* in *Google Classroom*.

Dealing with English speaking skills at STMIK Sinar Nusantara Surakarta having Information System program, students were accustomed to interacting directly face to face with lecturers and classmates to get learning, assessment, and experience by conversation without any internet connection issue before the pandemic. Speaking skill needs direct interactions, in which someone speaks to someone directly. According to Chastain (Chastain, 1988), speaking is a productive skill since it produces ideas, messages, and suggestions and people need to practice it. Meanwhile, virtual learning with virtual meetings from applications like Skype, Zoom, and Google Hangout become the only problem solving for this distance learning during pandemics. Simonson & Schlosser also stated virtual learning is defined as learning that can functionally and effectively occur in the absence of traditional classroom environments (Simonson et al., 1999). Therefore, during the pandemic, English lecturers in STMIK Sinar Nusantara Surakarta apply virtual meeting utilizing *Zoom* in *Google Classroom* for teaching English speaking skill to keep interacting with second-semester students in English and doing the assessment.

The ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2007). Therefore, virtual learning needs to have speaking practice to implement students' knowledge of language features. Group speaking activity still can be implemented in the virtual learning, Virtual learning as distance learning is conducted in a virtual learning environment with electronic study content designed for self-paced (asynchronous) or live web-conferencing (synchronous) online teaching and tutoring. There are some advantages and disadvantages in virtual learning issues based on Simonson and Schlosser (Simonson et al., 1999). The researchers assume that one of its advantages is the virtual learning can be flexible anytime and accessible everywhere. However, for its disadvantages, bad internet connection in internet unsupported areas sometimes happens in the middle of virtual meeting since lecturers and students rely on the internet connection to do the virtual teaching and learning. Moreover, virtual learning tends to be individual learning without extra attention from the lecturer and students are hard to express totally about their understanding of the subject in the online class. Therefore, the effectiveness and its factors of virtual learning on English speaking skills in the early of pandemic need to be known to understand the readiness of lecturers and students in virtual learning and to have problem-solving in virtual learning issues.

The research from Fajar and Agustina (Fajar & Agustina, 2019) involved lecturers and students in English Education Program for independent learning for improving students mastery of English. The findings suggest that all of the respondents agreed on the importance of independent learning. However, the lecturers as respondents suggest a various definition of independent learning, signaling that their understanding on the concept of independent learning is not similar which may result in different practices of giving independent learning tasks to students. There will be probability of different research findings if the students are from non-English education program with the virtual learning media for individual learning.

The topics of students speaking activity in this research were about their surroundings. Instead of using the hard topic as economy or politics, these non-Department English students described about direction and place. Furthermore, Tarigan stated that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking as the way of communication influences our individual life strongly (Tarigan, 1990). Therefore, these two topics did not give suppressed feelings to these students since they were in second semester. Students even can implement these materials when they have to give direction and describe place surroundings. The lecturers gave these topics as materials with related video as example firstly before the students presented their speaking activity.

In learning a second or foreign language, speaking is the most important aspect. The success can be measured through students' or learners' skills in carrying out a conversation and interacting

orally in that language (Nunan, 1991). In virtual learning, the assessment aspects and its scoring rubric of speaking skill for second-semester students at STMIK Sinar Nusantara Surakarta uses the assessments of speaking based on Hughes. Those proficiency aspects of speaking are accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2002). This research focuses on those 4 speaking assessment aspects based on Hughes in the virtual learning for second-semester students at STMIK Sinar Nusantara Surakarta.

METHODOLOGY

This study is a descriptive qualitative. Here, the researcher describes the errors of students speaking skills. Meanwhile, it is said qualitative research because it involves a natural setting fundamentally interpretive. Qualitative research describes the way things are based on the facts and stated in statement or words form (Widoyoko, 2012).

This research was conducted at STMIK Sinar Nusantara Surakarta. It is located on KH. Samanhudi Street No 84-86 Surakarta Central Java. The time of the research was started from April until June 2020. The research conducted for second-semester students in the academic year of 2019/2020. The total of the virtual learning was 14 meetings and the test was conducted in the end of the semester based on the academic schedule.

Arikunto stated if the subject of population not homogenous enough, so it's not can't be sample (Arikunto, 2010). The population of this research was the second-semester students of STMIK Sinar Nusantara in 2020. The number of populations is 50 students and those are from Information System program. The researcher chose a sample from the population.

There are two kinds of data sampling collection, random sampling and non-random sampling (Darmawan, 2013). The technique to measure the sample was random sampling. Random sampling is a technique that combines the subject to select the subject. In this study, the instrument for collecting the data from the students was a speaking test with *Google Classroom* and students' attendance list as a medium to analyze and to validate the data. In this test, the researcher asked the students to speak one by one about *Asking and Giving Directions* and *Describing place (Students' home)*. The researcher recorded the students' speaking activities in *Google Classroom* to analyze their speaking. For measuring the data the researchers analyze, calculate, average, and interpret the result of data for the findings of the research. According to Sudjiono (Sudjiono, 2008), to get percentage of each type the following formula is used.

$$P = \frac{F}{N} \times 100 \%$$

Note: P= Percentage

F= Frequency of wrong answer

FINDING(S) AND DISCUSSION

FINDINGS

The students gave presentation of asking/ giving directions and describing place in English by virtual meeting. While a student presented their speaking skill, other students turned off the microphone and camera. After the student finished their speaking presentation, other students can ask the question or give the comment to the presenter. Meanwhile, the lecturer gave assessment and monitored the students speaking activity. Below, here is the example of students' speaking activity in virtual meeting by *Google Meet*:



*Image 1 Students' English-Speaking Activity in Class Si*B*

This research used speaking scoring rubrics from Hughes consisting of English accent, grammar, vocabulary, and fluency (Hughes, 2002). Those scoring rubrics are presented below:

Table 1 Scoring Rubric for Accent

No	Indicators	Score
1	Pronunciation frequently unintelligible	1.0-4.5
2	Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.	4.6-5.5
3	“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding	5.6-6.5
4	Marked “foreign accent” and occasional and mispronunciations which do not interfere with understanding	6.6-7.5
5	No conspicuous mispronunciations, but would not be taken for a native speaker	7.6-8.5
6	Native pronunciation, with no trace of “foreign accent”	8.6-10.0

Table 2 Scoring Rubric for Grammar

No	Indicators	Score
1	Grammar almost entirely inaccurate except in stock phrases	1.0-4.5
2	Constant errors showing control of very few major patterns and frequently preventing communication	4.6-5.5
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	5.6-6.5
4	Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding	6.6-7.5
5	Few errors, with no patterns of failure	7.6-8.5
6	No more than errors during interview	8.6-10.0

Table 3 Scoring Rubric for Vocabulary

No	Indicators	Score
1	Vocabulary inadequate for even the simplest conversation	1.0-4.5
2	Constant limited to basic personal and survival areas.	4.6-5.5
3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional	5.6-6.5

	and social topic	
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions	6.6-7.5
5	Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations	7.6-8.5
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker	8.6-10.0

Table 4 Scoring Rubric for Fluency

No	Indicators	Score
1	Speech is so halting and fragmentary that conversation is virtually impossible	1.0-4.5
2	Speech is very slow and uneven except for short routine sentences.	4.6-5.5
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted	5.6-6.5
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	6.6-7.5
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness	7.6-8.5
6	Speech on all professional and general topics as effortless and smooth as a native speaker's	8.6-10.0

From those speaking skills' rubrics, this research presented the data below from students' accent, grammar, vocabulary, and fluency.

1. The Students' Speaking Skill in Accent

Table 5 Score Percentage of Students' English Accent

Score	Number of Students	Percentage
6 (8.6-10.0)	0	0
5 (7.6-8.5)	4	8%
4 (6.6-7.5)	20	40%
3 (5.6-6.5)	16	32%
2 (4.6-5.5)	10	20%
1 (1.0-4.5)	0	0

In this aspect of accent, there were none of the students got score 6 within the range 8.6 - 10.0 and 1 within range 1.0 - 4.5. At these levels, there was no student capable of producing English accent perfectly. There were 4 students or 8% of students having score 5 within range 7.6 – 8.5. It means that there were no conspicuous mispronunciations when students spoke English. However, their accents were not suitable as a native speaker yet. There were 20 students or 40% of students having score 4 within range 6.6 - 7.5. In this score, their English accents were included as foreign accents and occasional mispronunciations which did not have a problem with their utterances' understanding. Meanwhile, 10 students or 20 % of students got a score 2 within the range 4.6 - 5.5. It means that frequent conspicuous errors and heavy accents were creating difficult understandings and requiring frequent repetitions. Some examples of students' speaking skill mistakes in accent are:

- a. Student said: *Keeping walking straight ahead* (strāt)
The correct accent: *Keeping walking straight ahead* (streit)
- b. Student said: *you will see a roundabout* (roundə, bout)
The correct accent: *you will see a roundabout* ('raʊndə'baʊt)

2. The Students' Speaking Skill in Grammar

Table 6 Score Percentage of Students' English Grammar

Score	Number of Students	Percentage
6 (8.6-10.0)	0	0
5 (7.6-8.5)	6	12%
4 (6.6-7.5)	15	30%
3 (5.6-6.5)	14	28%
2 (4.6-5.5)	15	30%
1 (1.0-4.5)	0	0

Table 2 above shows that students' speaking skill in the aspect of grammar mostly appeared in the score level 2 within range 4.6 - 5.5 and 4 within range 6.6 - 7.5. 15 students or 30% of students in the score level 2 had constant errors showing control of very few major patterns and frequently preventing communication. Meanwhile, 15 students or 30 % of students in the score level 4 had occasional errors showing imperfect control of some patterns. However, their grammar had no weakness that cause misunderstanding. There were 14 students or 28 % of students in the level of score 3, so it means that almost all of the students didn't know the grammar correctly. They had frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. There were 6 students or 12 % of students got a score 5 within 7.6 – 8.5 which is the highest score of grammar in the assessment rubric. In this score, the students had few errors without patterns of failure because they had perfect grammar when speaking English. Some examples of students' speaking skill mistakes in grammar are:

- a. Student said: *Okay, actually it was only about 10 minutes from traffic light.*
The correct grammar: *Okay, actually it is only about 10 minutes traffic light.*
- b. Student said: *The stationery store on the right. It between store shoe and book shop.*
The correct grammar: *The stationery store is on the right. It's between the shoe store and the book shop.*

3. The Students' Speaking Skill in Vocabulary

Table 7 Score Percentage of Students' English Vocabulary

Score	Number of Students	Percentage
6 (8.6-10.0)	0	0
5 (7.6-8.5)	7	14%
4 (6.6-7.5)	18	36%
3 (5.6-6.5)	13	26%
2 (4.6-5.5)	12	24%
1 (1.0-4.5)	0	0

Table 3 above shows that the students' speaking skill in the aspect of vocabulary mostly appears in the score level 4 about 36% students. In this level, students had professional English

vocabulary that were adequate to discuss special interest. General English vocabulary from these students also permitted discussion of any non-technical subject with some circumlocutions. Meanwhile, 13 students or 26% of students achieved score level 3. These students had the choice of words, sometimes inaccurate. Limitations of students' vocabulary in this level prevented discussion of some common professional and social topics. 12 students or 24% of students achieved score level 2. In this level, students' English vocabularies are limited to basic personal and survival areas, for example, time, food, transportation, and family. For the lowest number of students, 7 students or 14% of students achieved score level 5. These students had professional vocabulary broad and precise. Their general English vocabularies were adequate to cope with complex practical problems and varied social situations. Some examples of students' speaking skill mistakes in vocabulary are:

- a. Student said: ... *go straight until you find third way ...*
The correct vocabulary: ... *go straight until you find T-junction ...*
- b. Student said: ... *just go straight ahead until you see bigway...*
The correct vocabulary: ... *just go straight ahead until you see the highway...*

4. The Students' Speaking Skill in Fluency

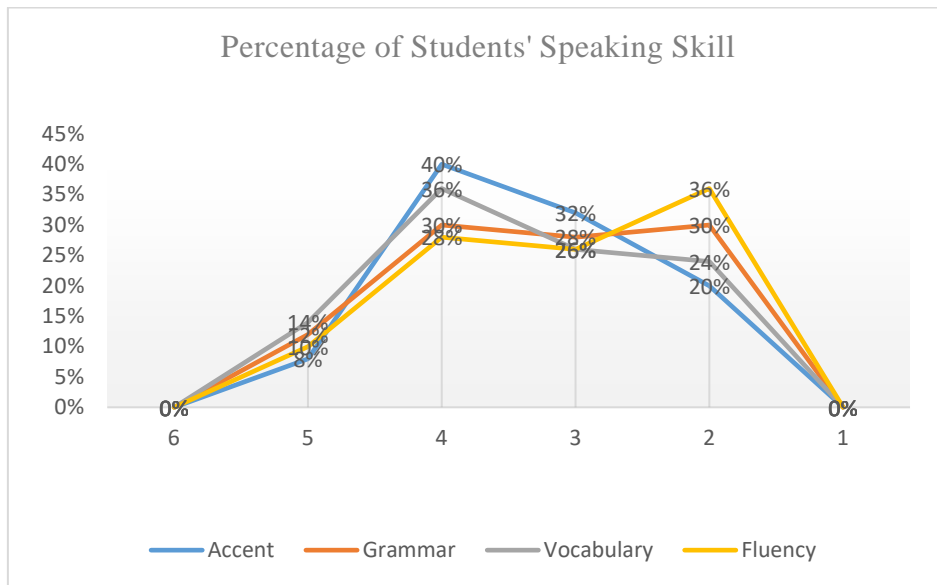
Table 8 Score Percentage of Students' English Fluency

Score	Number of Students	Percentage
6 (8.6-10.0)	0	0
5 (7.6-8.5)	5	10%
4 (6.6-7.5)	14	28%
3 (5.6-6.5)	13	26%
2 (4.6-5.5)	18	36%
1 (1.0-4.5)	0	0

Table 4 showed that there were 18 students or 36% mostly appeared in the score level 2 the lowest score. These students had very slow and uneven English speech, except for short or routine sentences. 14 students or 28% of students achieved score level 4 within score range 6.6 – 7.5. At this level, students' English speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words. Meanwhile, 13 students or 26% of students achieved score level 3 within the score range 5.6 – 6.5. These 13 students' speech were frequently hesitant and jerky. Moreover, their sentences may be left uncompleted. According to that result, 5 students or 10% of students achieved score level 5 withing score range 7.6 – 8.5 as the highest score. These 10% students had effortless and smooth speech, but perceptively nonnative in speed and evenness. Some examples of students' speaking skill mistakes in fluency are:

- a. Student said: *Follow the street and..and... the store will be on your..emmm.. left, just ...just...in front of the Dee highschool.*
- b. Student said: *At the..the.. traffic lights, take um...um...the first ..le..left and go straight on. It's on..on... the left.*

DISCUSSION



Graphic 1 Percentage of Students' English-Speaking Skill

The graphic above shows the percentage image of students' English-speaking skills in accent, grammar, vocabulary, and fluency during virtual learning. The graphic above also shows whether the virtual learning for English speaking skills effective or not in college students at STM IK Sinar Nusantara Surakarta in the early COVID-19 pandemic in Indonesia.

1. The Effectiveness of Virtual Learning for Students' English Accent

The percentage in this English accent aspect shows that there was no student in the highest score level 6. In this accent aspect, there were only 8 % of students who got a score of level 5 as the highest from others. Meanwhile, there were a lot of students getting the lower score levels such as 20 % students for score level 2 and 32% students for score level 3. Because of those numbers of students getting the lower score level, this virtual learning for English speaking skill in accent aspect for the second semester of college students in STM IK Sinar Nusantara Surakarta was less effective.

The virtual learning is conducted at students' homes so that the practice of speaking students' accents was limited in monitoring face to face. Moreover, the lecturer couldn't directly correct the English students' accent. The students also get used to their Javanese accent because, at home, they usually use Javanese as their mother language. Naturally, they bring a Javanese accent in English material. As a result, their Javanese accent is difficult to change in their English virtual learning. As soon as they closed the virtual meeting from Zoom, they directly spoke Javanese with their family or friends at home. Speaking is a set of voice uttered by one and understood by someone else. In this research, students' speaking utterances in Javanese accent did not have a great impact for the listeners as lecturer and classmates to understand the meaning of their utterances (Kushartanti et al., 2005). However, there were some problems in students' pronunciations caused by slip of tongue and lack of pronunciation practice.

2. The Effectiveness of Virtual Learning for Students' English Grammar

In the percentage of English grammar, there was no student getting the score level 6. In this research result, 12% of students got score level 5 as the highest score level. However, there were 30% students in the score level of 2 and 28% students in the score level 3. In conclusion,

this virtual learning for English speaking skills in the grammar aspect for the second semester of college students in STMIK Sinar Nusantara Surakarta was not effective.

Because grammar related to the rules explained in detail, the lecturer had difficulties explaining the grammar rules virtually. Furthermore, the students also had difficulties to express their understandings about materials of English grammar. Explaining grammar by *Microsoft Powerpoint* in this research was not enough. A study entitled Instagram Caption as Online Learning Media on The Subject Extended Writing during Pandemic of COVID-19 stated writing in students' Instagram caption becomes one of English practice activities during COVID-19 pandemic that can improve students' English grammar (Bestari et al., 2020). Before speaking time, students need warming up activity to set their grammar for providing a good utterance with correct grammar. However, lecturer need to give suitable grammar activity by students' interest, for example social media.

3. The Effectiveness of Virtual Learning for Students' English Vocabulary

. In this research result, 14% of students got a score of level 5 as the highest score level but no one of the students in the second semester at STMIK Sinar Nusantara Surakarta got the score level 6 as the perfect score. Moreover, most of the students reached the middle score level of vocabulary aspect by Hughes in score level 2 and 3. In detail, 24% of students achieved the score level 2 and 26% of students achieved the score level 3.

In conclusion, this virtual learning for English speaking skills in the vocabulary aspect for the second semester of college students in STMIK Sinar Nusantara Surakarta was less effective. Speaking means the ability to express ideas, feeling, and even thoughts orally (Hornby, 1995). English speakers definitely need suitable and fine vocabulary to express their ideas and opinion. In this case, the students only depended on the English vocabulary written in the example of text from the lecturer. The English vocabulary from students were limited in their knowledge. If they were asked suddenly by the lecturer, they asked some time for opening online dictionary and online translators, even though some English vocabularies wasn't suitable with the context of sentence meaning. It proves that they have difficulties to express their ideas and opinion during the English-speaking time in virtual meeting.

4. The Effectiveness of Virtual Learning for Students' English Fluency

Regarding the effectiveness of students' English fluency, no student was capable of speaking English fluently. As proof, in the graphic of percentage above, no student got score level 6 as perfect score of fluency aspect. Furthermore, only 10 % of students were getting the score level 5 and 26 % of students in the score level 3. Lastly, 36 % of students were in the score level 2 as the lowest score level in this research.

In conclusion, this virtual learning for English speaking skills in fluency aspect for the second semester of college students in STMIK Sinar Nusantara Surakarta was not effective. The students were only given little time to present their speaking skills virtually, for example, one student about 2 minutes from 50 students in different class. Moreover, from the students' camera, they tended to read the text while presenting the speaking skill. Because of their reading action in speaking material, they couldn't increase their speaking skill, especially, English fluency. At this point, they had a lack of confidence to present their ideas in English even though they only faced the camera.

Regarding with this fluency aspect, some of the students said that English presentations by virtual meeting in *Zoom* even made them more nervous. They sometimes checked the microphone and asked lecturer and classmates whether their voice was clear or not in the middle of presentation. In assumption, the problem of virtual meeting in English speaking skill was mostly about technical problem from participants of Google Meet. Once, their internet connection was bad, they had to repeat their utterances again and they felt uncomfortable. This

research contrasts with the study from Alhawiti's finding that virtual learning can motivate students to achieve English skills. The students from Alhawiti's research at Tabuk community college mostly found the virtual learning was new teaching method and technique in their class with real-life situation having them to have desired terminal behavior (Alhawiti, 2017).

Another aspect influences the effectiveness of virtual learning is students' attendance list. The total of virtual learning meeting is 14 in this research. Below is the table of second-semester students' attendance list in this research:

Table 9 Students' Attendance List

Meeting	Students' Percentage	Meeting	Students' Percentage
1	100%	8	95%
2	100%	9	74%
3	95%	10	60%
4	85%	11	50%
5	80%	12	50%
6	72%	13	40%
7	70%	14	90%

From the table 9 above, students had different percentage of attendance. The highest percentages were in the early meetings, first and second meetings. All of students join in the virtual learning in the first and second meetings because those meetings explained about the introduction of the material in English class for one semester. They tended to know and try to understand the lecturer's style and English material. After first and second semester, students tended to have lack of interest and motivation joining the class since English material needed students' participations to speak in English one by one while they had limited phone credit when they were waiting their turn to speak.

Meanwhile, the eighth meeting was conducted for midterm test and the fourteenth meeting was conducted for final test. Therefore, both of meetings need students' attendance and students' score in English speaking so that more than 75 % students join the virtual meeting.

In conclusion, from the table above, less than 75% students didn't join the virtual meeting and gave perception that the students were less motivation to join the English class in virtual meeting after early meetings. These students didn't get the materials in the meetings they didn't attend. Therefore, it influences the students' knowledge and practice about related English materials. Moreover, the lowest percentage was in thirteenth meeting. It shows the longer virtual meeting is conducted; the less motivation of students is shown from their attendance.

Meanwhile, Fajar and Agustina in their study entitled Independent Learning for Improving English Skills of Students in English Language Education stated independent learning should be implemented to enhance the students' mastery of English and it is quite necessary for students to have English learning motivation (Fajar & Agustina, 2019). However, independent learning with non-English department students as the subject of this research was less effective. The students relied on the lecturers' teaching example and had lack of experiments to develop their speaking skill in every aspect. Non-English department students as second semester students in STMIK Sinar Nusantara tended to have basic English skill and different major or focus of study in their college that caused them to have lack of interest in learning English, especially English-speaking skill.

In this research, there are some advantages and disadvantages of virtual learning. Some disadvantages of virtual learning instruction are only delivered through the internet, software, or both, need an internet connection which is difficult to find in some rural areas in Indonesia, need

suitable or proper computer, mobile phone with supported online program or software for distance learning, focuses on individual learning rather than group learning, need live web conferencing between students and instructors, and require much phone credit which is not cheap for some students.

Meanwhile, some advantages of virtual learning in this research are flexible time which students can learn at their own time and phase, long-distance learning, enhancement of collaboration and communication, real-time teaching and learning, effective and efficient time management, students and teacher a worldwide exposure about modern technology in education, affordable distance learning, comprehensive online tutorials, and digital classroom.

CONCLUSION

In this research, virtual learning for English speaking skills was less effective for the second semester of college students in STMIK Sinar Nusantara Surakarta during the early COVID-19 pandemic with none of students got the highest level of that score. The less effectiveness of virtual learning for English speaking skill may be caused by the less quality of English lectures in finding and mastering modern teaching media. Moreover, the quality of students' English speaking during distance learning in which the students used to speaking in source language or mother language rather than second language so that their linguistic habit influences their English-speaking skill.

The data from 4 speaking skill aspects by Hughes in accent, grammar, vocabulary, and fluency show significant graphics about the result of students' speaking test. Virtual learning was not effective in grammar and fluency aspects and was less effective in accent and vocabulary aspects for the second semester of college students in STMIK Sinar Nusantara Surakarta.

Some factors have occurred in those lack of effectiveness. First, the students were only given little time to present their speaking skills virtually. Second, the lecturer couldn't directly correct the English students' accents. Third, the students also had difficulties to express their understandings. Fourth, English vocabularies from students were limited in their knowledge. Last, they tended to have a text-book speaking presentation.

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