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Students' Perception on the Implementation of Online Learning in English Speaking Skill

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Abstract

Due to the Covid-19 pandemic, the government stipulated the PPKM agenda that limit the social interaction in public place, including school. Since then, the teaching and learning process was conducted through online learning. this research aims to know the students' perception toward the use of online learning in students' speaking skills at Junior High School Al-Fattah Buduran Sidoarjo. In this research, the researcher focuses on the development of speaking skills in students through online learning during the pandemic. This research is a descriptive qualitative method by emphasizes a variety of approaches and takes an interpretive and naturalistic approach to its subject. Based on the research result, it was found that the implementation of online media for English speaking skill is considered less efficient for students since they are unable to practice their speaking ability with their teachers or their classmates. In addition, the most frequent obstacles faced by students in online learning is the poor signal and connection in their home or the teachers' home that caused students experience the difficulties in understanding the lesson.

Keywords: Covid-19 Pandemic, English Speaking Skill, Online Learning

INTRODUCTION

Along 2020, the spread of Covid-19 worldwide has been changed all of social structure in the world, including Indonesia. In order to break the spread of Covid-19 the government has made various policies ranging from Large-Scale Social Restrictions (PSBB), to the most recent Implementation of Restrictions on Community Activities Restrictions (PPKM) at four levels in Java-Bali region (Muhandari & Ilham, 2021). PPKM is a policy issued by the government to reduce the spread of Covid-19 in Indonesia. In terms of the mechanism for implementing PPKM, it is stated in Government Regulation Number 21 of 2020 in Article 2, with the approval of the Minister who organizes government affairs in health sector, the Regional Government is able to implement the Large-Scale Social Restrictions for a particular province or district/city that must be based on epidemiological considerations, the threat, effectiveness, resource support, technical operations, political, economic, social, cultural considerations, and security (Indiati, 2022).

Covid-19 outbreak also has an impact on educational sector. Since the government rule of PPKM that limit the social interaction in public place, including school. Because of that, the teaching and learning process was conducted through online learning. This online learning method was chosen for the convenient both of students and teachers in implementing the learning process that usually conducted in the classroom. Online learning is one of interactive learning method to connect both the teachers and students through the internet-based technology. Online learning also provides various of sources regarding the material that being taught (Rifiyanti, 2020). Online learning can continue to be improved as a dynamic, creative e-learning environment that support the students' instruction conventional or traditional classes (Mardiah, 2020). Besides, it is crucial for online teachers to have a technical background or knowledge of current technology in order to use it in a way that is both successful and efficient for online teaching (Fitria, 2020).

In this research, the researcher focuses on the development of speaking skills in students through online learning during the pandemic. Speaking is oral communication used to provide information that uses words spoken through a spoken tool (Saldaria et al., 2019). Speaking is an interactive process that combines giving and receiving information in order to create the meaning (Parmawati Asep, 2019). Speaking needs active engagement between the speaker and the listener since the process of creating and communicating meaning involves elements of pronunciation, syntax, vocabulary, fluency, and understanding (Mega & Sugiarto, 2020). In addition, speaking skill required many vocabularies in order to make it easy for students for having the conversation with their classmates, teachers, or other people. Speaking is become another fear for students for its difficulties in uttering words that required a lot of practice. Besides its difficulties, speaking skill has many of advantages for students who mastering it. Students who mastering the speaking skill has more ability to have conversation with foreign people, have more

opportunity to get the scholarship aboard, or even become tour guide for foreign tourist and earning money from it.

This research was conducted to know the students' perception in Junior High School Al-Fattah Buduran to online learning especially for their speaking ability during the Covid-19 outbreak. Based on observation in Junior High School Al-Fattah Buduran Sidoarjo, there are some problems during the implementation of online learning for students' speaking ability. The teaching and learning process was conducted through online learning due to Covid-19 outbreak in Indonesia, it required teachers to instruct and evaluate their students online. The teacher uses some online media to deliver the material, such as Telegram, WhatsApp and Instagram. Unfortunately, there are students who agreed and disagreed with online learning process. Based on the problem above, this research aims to know the students' perception toward the use of online learning in English Learning, specifically in speaking subject at Junior High School Al-Fattah Buduran Sidoarjo.

The researcher will examine students' perceptions about the use of online learning in English learning. After interviews session with the teacher, it was found that the teacher never examines students' perceptions about the use of online media in learning English. According to Archambault (2010), stated that the use of social networking tools accommodates input between teachers and students for more efficient and effective in communicating. As social networking resources are easier to use, students can receive immediate response and feedback.

The research conducted by Sri Mulyani (2020) titled "Students perception and motivation toward Online learning during Covid-19 pandemic" concluded that the students have positive perceptions about learning English through Online learning During covid-19 Pandemic. Some of them argue that this method is quite effective because Online learning is the only way out to conduct the English learning during the Covid-19 outbreak. Also, online learning able to help students to learn everywhere, not only in school with the flexible time and place. In addition, another research by Cakrawati (2017) with the title "Students' perceptions on the use of online learning platform in EFL classroom" shows that the students give positive perceptions towards the use of online media in teaching and learning process. The students believe that the resources offered through online learning can enhance their comprehension of the lesson itself. The students also said that online learning is a user-friendly to interact with peers and their teacher outside the classroom. Furthermore, the research conducted by Mismara (2019) with the title "Students' perception on using social media for learning English" indicates that the majority of students claims that social media has many advantages, as they can use social media for learning English to improve their vocabulary and structuring the sentences in English. Social media allow them to discuss their common interest, connect with their friends easily and feel entertain during the learning process.

LITERATURE REVIEW

Online learning

Since the Covid-19 outbreak, when people are advised to practice the social distancing and avoid the crowd as part of country's pandemic prevention strategies, online learning has emerged as the new trend in education and now regarded as the most pertinent educational approach (Mardiah, 2020). Online learning environment should offer contextualized, authentic activities, a variety of viewpoints, a wealth of information, benchmarking of expert performance and thought, cooperative construction of knowledge, opportunities for practical reflection, coaching, and the ability to clarify thinking (Zakarneh, 2018).

Online learning can be conducted without face-to-face interaction by using the sophistication of technological gadgets, such as laptops, tablets, and smartphones. Also, online learning can be performed through a variety of programs, including Moodle, WhatsApp, Zoom Meeting, and Google Meet (Ritonga, 2022). The implementation of online learning in teaching foreign language, especially English will reduce the interaction between students and teachers, or students and their classmates. Since English language has four skills, including speaking skill that required practices and conversation with friends or other people, it must have specific method and approaches when conducting the speaking skills online.

Moreover, several issues faced during online teaching and learning. The initial issue with online teaching and learning was identified as having poor internet access, and the teacher's lack of acquaintance with technology was the next issue. Then, there were issues in teaching the students about the materials. The material provided in online learning is quite similar with the materials in the textbook. However, students are need to ask a couple of questions or explanation about the material itself when they have some difficulties in understanding the material provided. Unfortunately, the time limit during the teaching and learning process through online media was become the issues since the teachers can not able to explain the material properly.

The lack of flexibility in policing after-school activities led to students becoming disobedient. Since the students are conducting their learning activities at home, they were ignoring their school's rules, such as late in joining the online learning, not doing their homework, being noisy during the teaching and learning process, until not wearing the proper uniform during the class. Also, it was discovered that students lacked motivation. As a result, a lot of students missed the online class. Students felt bored during the online class since they spent their time only in home and having online interaction with their friends and teachers, rather than sat in the classroom and having real conversation with their teachers and classmates. The repletion of activities and limited access to connect with other people during the online classroom caused many of students feel exhausted and decrease their motivation to study and learn with the help of online media

(Wulandari et al., 2022). In addition, one of the obstacles that arise in teaching and learning process through online learning is anxiety. Due to their inability to comprehend the material, their lack of time to complete the assignments, lack of access to internet, the emerge of technical issues and their difficulty in comprehending the explanation of their teachers are causing the students experiences the anxiety. (Purnama, 2021).

The biggest flaw in online learning is the total absence of meaningful interpersonal contacts between students, teachers, and other students. Students typically have more trouble getting in touch with their teachers when learning remotely. Even while they have the option of sending an email or messages through WhatsApp, as with traditional learning, they might not immediately get a response. Therefore, the problem-solving in online learning approach may be less efficient than in traditional learning methods (Hosseindoost et al., 2022). According to research result by Temmy (2022), the most significant reasons for students' dissatisfaction with online learning are technical issues with internet connections, lack of subject understanding, lack of interaction with friends, reduced teacher interaction, poor learning conditions at home, a lack of self-discipline, and social isolation. The disadvantages of online learning according to Arkorful and Abaidoo (2014) are as follows:

1. By implementing online learning as a teaching strategy, the students encounter the reflection, distance, and lack of connection between them and teachers or them and their classmates. The time management skills and a sense of inspiration are necessary to reduce these effects.

2. In terms of clarifications, explanations, and interpretations, the online learning strategy could not be as effective as the conventional learning approach. The learning process is significantly more successful because of the in-person encounters with the instructors.

3. The ability of learners to develop their communication skills may be negatively impacted by the approach of online learning. Despite possessing outstanding academic aptitude, the students lacked the communication skills needed to share their knowledge with others.

4. It will be challenging to control or regulate the negative behaviours like cheating in online learning evaluations since exams may be administered through proxies.

5. Inadequate selecting skills and the simplicity of copying and pasting in online learning may also lead to piracy and plagiarism.

6. Online learning may also harm the socializing function of institutions and the function of teachers in leading the educational process.

7. Additionally, not all academic disciplines or fields can use the online learning method. For instance, it is impossible to study adequately using online learning for pure scientific fields that include practice, such as biology, pharmacy, and so on.

8. Some websites may get overcrowded or experience heavy usage as a result of online learning. Unexpected costs that take a lot of time and money could emerge from this.

Online learning can be a platform for providing a variety of delivery modalities for diverse types of learners, as compared to traditional classrooms. Online learning is also an effective tool because it can provide unique learning approaches and improve students' academic outcomes. Students can actively participate in an online learning environment where they can practice independent study and sharpen their critical thinking abilities (Rawashdeh et al., 2021). The benefits of online learning for students include the ability to modify instruction to meet each student's unique learning needs and time constraints. It inspires them and captivates them at the same time. The tests and assignments provide instant feedback, making it possible to keep the course material current (Mohammed Nasser Hassan Ja'ashan, 2020).

According to Naidu (2006), online learning is an information and communication technology used for teaching and learning systems. Online learning can incorporate all educational activities conducted by group or individuals who working online or offline, through networked or independent computers and other electronics. Besides, Suartama (2014) stated that through online learning, students are be able to access the material provided anytime and from anywhere, in addition to get the material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers.

The online learning also has its advantages. According to Indrakusuma and Putri (2016), the three advantages of online learning are the flexibility, independent and cost-efficiency. Students are able to conduct the learning activity and accessing the lesson easily, anytime and anywhere. It is so flexible for students who easily get bored during the teaching and learning process. Also, the provided material can be accessed many times as students wants to re-learn it again. Students also able to learn independently during the online learning bye searching for other sources related to the provided material. When they have any question regarding the material or lesson, they can ask their teacher or independently looking for the answer on the internet.

Moreover, implementing online learning during teaching and learning process is cost efficiency. Students are not required to spent their money for transportation for go to school, or other expanses as they in traditional classroom. Students can get the same facilities for learning with low-cost expenses. Online learning is also available for 24 hours, meaning that mastery of the material depends on the enthusiasm and absorption of students, can be monitored or can be tested with an e-test. Online learning also believed for its effectiveness on students' understanding since they use more multimedia facilities, such as animation, sound, images, and videos for the material.

RESEARCH METHOD

In this research, the researcher uses descriptive qualitative method. According to Bostley (2019), researcher's ideas are reflected in the research design. By tying the study together with a structural plan that demonstrates how all the key components collaborate to address the research questions, it helps avoid dissatisfaction in conducting the research. There are many types of research designs that researchers can use, one of them is descriptive qualitative research. Qualitative research emphasizes a variety of approaches and takes an interpretive and naturalistic approach to its subject. By striving to explain the events in terms of the meanings that individuals give to them, qualitative researchers delve into phenomena in their natural environment. qualitative research uses a variety of empirical materials, including case studies, personal experiences, introspective, life stories, interviews, observations, historical, interactive, and visual texts to examine how commonplace and troubling moments and meanings in people's lives are expressed, (Aspers & Corte, 2019).

The researcher chose five students with high, medium and low scores in second grade of Junior High School Al-Fattah as the subject in this research. The subject is also determined based on the following criteria:

1. Student 1 really likes English lessons and gets good scores in the class
2. Student 2 is active in learning English in class and gets good scores on exams
3. Students 3 and 4 is passive and gets standard scores on exams
4. Students 5 do not like English lessons and get slow scores on exams.

FINDINGS AND DISCUSSION

Based on the interview result from five students in Al-Fattah junior high school, the first respondent stated that she felt that online learning during pandemic had some difficulties in its operation. Most of online learning was conducted through Zoom, Google Meet, and Google Classroom that required many data and secured signal for every student. The first respondent explained that she needs to install her own Wi-Fi to study at home during the pandemic. She felt that online learning during pandemic is less effective, since the students and teachers was connected through different places, the time for asking or answering question is very limited during the signal or the connection. She also felt more nervous in turn on her mic to asking or answer the question from teacher during teaching and learning process. Besides all the obstacles she experienced during online learning, she stated that online learning can be saved on every student's device to le-learn again every time. However, she prefers to conduct the learning activities offline in classroom rather than online learning in her house.

The second respondent stated his experience on online learning during pandemic is less effective, since he felt less motivated during teaching and learning process. Also, he spends a lot of money to buy more data in supporting his online learning. Based on his experience, the material given during online learning is not improve his speaking skill improved, because less interaction between he and his friends, the bad signal during the online learning, and the limited time for question-and-answer session. From his statement, he prefers to conduct the learning activities through offline by sitting in the classroom along with his friends.

The third respondent stated otherwise, she claimed that online learning during pandemic is quite effective since it can be conducted every time and the material learned is not as much as in offline learning. Unfortunately, online learning especially for English speaking skill is not applicable since he can't meet her teacher and friends to practice her speaking skills. Also, there are lot of materials that skipped during online learning due the lack of time. She also stated that the are lots of homework for students during online learning compared with offline learning. However, she prefers that teaching and learning process should be conducted offline in classroom for more interactions between teachers and students.

The same statement was stated by fourth respondents that online learning resulted in more homework that offline learning. She stated that online learning during pandemic is not effective at all for her speaking skills since teachers was only explained the material trough Google Classroom and Zoom meeting, without any question-and-answer session. This caused many students was confused and not understand the material properly. She also stated that she felt bored during online classroom, because she can't feel the learning vibe that should be enjoy, communicative, and playful for students.

On the other hand, the last respondent stated that during online learning, teachers was given their students to do the question-and-answer session for students' better understanding about the material explained. For him, online learning during pandemic was not impactful for his speaking skill since he only understands the material explained by teacher, but he cannot practice it with his friends due the lack of time of every session. He also stated that the main obstacle in online learning is the signal and connection for every device, both from teachers and students' device. Sometimes, he cannot understand properly about the material given due the bad signal and connection he had. During online learning, he felt unmotivated and unambitious in learning and practicing his speaking skill.

CONCLUSION

Conclusion

The implementation of online learning to prevent the spread of Covid-19 epidemic in Indonesia is considered less effective since there are many obstacles in its operation. Online learning can be conducted only in subject that no need to do

the practice in laboratory, field, and others. Since English learning is one of the lessons that can be conducted through online classes, students are easy to access the material anywhere and anytime. They also can re-access the material provided by teachers for the better understanding about the lesson. Unfortunately, conducting teaching and learning process for English speaking skill is considered less efficient for students since they are unable to practice their speaking ability with their teachers or their classmates. Also, the time limitation in teaching process through online media is causing students become unmotivated and not interested in joining the class. in addition, the most frequent obstacles faced by students in online learning is the poor signal and connection in their home or the teachers' home that caused students experience the difficulties in understanding the lesson.

Suggestion

The researcher suggest for further research are able to explain more about students' perception toward the use of online media for English speaking along with its solution to overcome it. The researcher also hope that further research are examining not only in junior high school, but also in high school since the difficulties or obstacle faced by students are different.
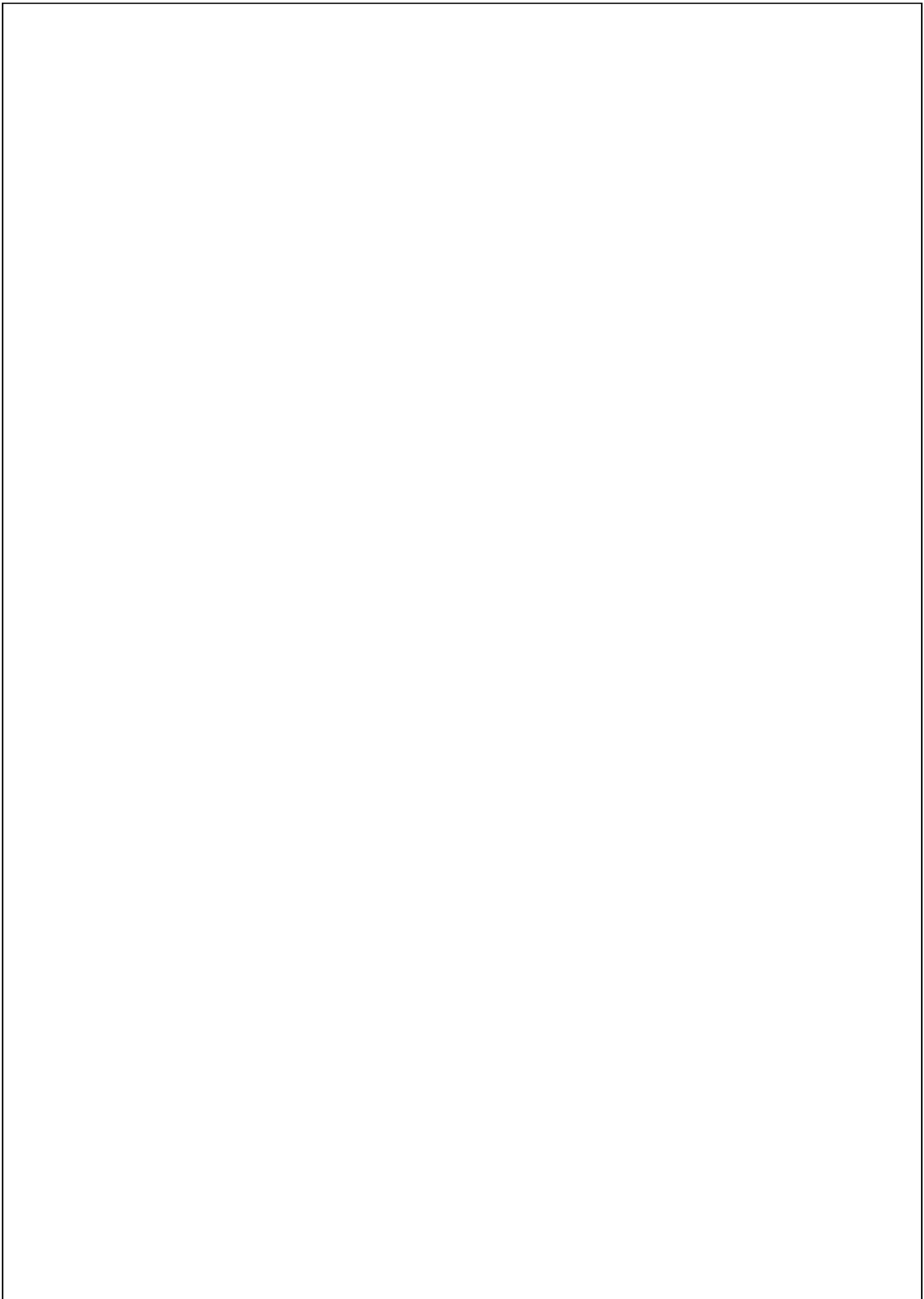
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