

THE EFFECT OF ONLINE LEARNING ON STUDENTS' SPEAKING ACTIVITIES DURING PANDEMIC COVID-19

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Abstract: This study aimed at investigating the positive and negative effect of online learning on students' speaking activities during pandemic covid-19. The design of this research was qualitative approach with descriptive qualitative design. The participants of this research were the forth semester of English Education Department University of Islam Malang. To explore the data, the researcher used an online-based questionnaire and an online-based interview as the methods of collecting the data. The instruments used in this research were questionnaire adapted from (Yustina Fitriani, 2020). To get additional information, the researcher also used open-ended interviews in obtaining the data. The findings of this study showed that online learning had some positive and negative effects for the students' speaking activities. Some positive effect of online learning in speaking class activities could increase their creativity and felt easy to study outside the class, it also made flexibility of the leaning process and the material that the lecture gave could be accessed any time, the students also could know and master any kinds of media as a learning style method. Some negative effects of online learning in speaking class activities made the students got difficulty to interact directly with the lecturer and friends, the students lack of motivation and practicing their speaking skill ability, the students also had a problem with the internet network. It made the students did not get the efficient class in speaking online learning activities.

Keywords: The effect, Online learning, Speaking activities.

INTRODUCTION

The Covid-19 pandemic has brought some effects in Indonesia. This pandemic condition has forced all activities that tend to cause crowds to be stopped, including teaching and learning activities at schools and campus. As a result, the learning process is carried out to be online. Walabe & Luppisini (2020) stated that E-learning refers to courses that use technology and the internet to provide constructive learning opportunities for students.

According to Cakrawati (2017) the use of online learning platforms is considered worthwhile due to it less time and effort. It means students having positive experience while performing online learning. In contrast, there are some issues faced by students during online learning. Availability and sustainability of

internet access, accessibility of teaching instruments, and compatibility of devices are numerous factors students not ready for this quick change in terms of teaching and learning process (Setyawan et al., 2020). Online learning is considered to be the best solution for teaching and learning activities in the midst of the COVID-19 pandemic. Even if it was agreed, this study was controversial. For the teaching staff, online learning is only effective for assignments, while making students understand online learning material is considered difficult.

Armasita (2017) said that speaking is an activity used by someone to communicate with other. In the other sense, speaking is the ability to express ideas or thoughts in oneself that other people are involved in with words that can be understood and accepted by many people. Abdullah (2017) said that learning to speak obviously more difficult than learning to understand the spoken language. Having the skill in speaking means that someone has courage or confidence.

Leong, Lai-Mei & Seyedeh Masoumeh Ahmadi, 2017, p.35) also explained that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of 4 productive skills that must be mastered in learning foreign language (Bahadorfar, Maryam & Reza Omidvar, 2014: 9).

The development of Information and Communication Technology (ICT) has a big impact on education in Indonesia, especially in the learning process. Shenoy Veena, Sheetal Mahendra & Vijay (2020) explained that technology has a key role in educating the future generations. Dewi (2019) also stated in her journal that Information and Communication Technology (ICT) can be applied in teaching and learning languages. It means that the learning process can be applied not only to classes (traditional learning), but also to online learning (modern learning). Cakrawati (2017) explained that the language learning should not only occur in the classroom, technological devices can be used by teachers or lecturers and students to facilitate language learning. Online technologies also ensure valuable sources as asynchronous for the language learners while practicing foreign language (Celikbas 2018:133).

METHOD

In this study the researcher used qualitative approach as the research design. The data from this research were collected using two instruments thus were questionnaires and interviews. The questionnaire was the first instrument for this research to collect data. The research would get the answer to the research problem. To get additional information about the effect of online learning on students speaking activities, the researcher also uses open-ended interviews in obtaining the data. The researcher chose the forth semester of EFL students at University of Islam Malang who study speaking class. There were five classes of speaking class in that semester, and two students in each class would be chosen as the sample. Thus, the total of the participants needed by the researcher was ten participants.

In this case, there were several steps for collecting the data. The first step was the researcher looked for participants. Second, the researcher created WhatsApp group and distribute the questionnaire link to the participants.

After getting the link, participants were allowed to open it and started to fill in all the questions which there was no time limit which consisted of close-ended questions to figure the effect of online learning on students' speaking activities. The interview which consisted of ten questions aimed to gain in-depth explanation and description of the used of online learning.

FINDINGS AND DISCUSSIONS

Once the researcher has done collecting the data, the researcher presented the results of the data. In order to answer the research problem of this study, the researcher provided the finding of this study that was the effect of online learning on students' speaking activities for EFL learning forth semester at University of Islam Malang during pandemic covid-19. The researcher analyzed an in-depth students' effect of online learning on students speaking activities by discussing 20 statements obtained from the questionnaire and also discussing 10 responses obtained from the participants of the interview.

The researcher used the questionnaire and interview method which consists of twenty statements and divided into 2 aspects as follow:

1. Positive effect of speaking online learning activities
2. Negative effect of speaking online learning activities

These components are used to analysis the positive and negative effect on students speaking activities during Covid-19 pandemic at the forth semester of EFL learners at University of Islam Malang. The first aspect "positive effect of speaking online learning."

Based on the findings as explained in the previous part before, the researcher come up with an idea that the EFL learners at Unisma got several positive effect in speaking online learning activities.

Most of the respondents stated that online learning in speaking class activities could increase their creativity and felt easy to study outside the class, it also made flexibility of the leaning process and the material that the lecture gave can be accessed any time. Besides that, the students also could know and master any kinds of media as a learning style method. Such as, google meet, google class room, zoom meeting, YouTube, Quizziz and Edmodo.

Conducted by Jannah (2021), revealed that online assessment mainly had positive impacts in online EFL Indonesian classes during the Covid-19 pandemic. This study enhanced flexibility and improved language knowledge in online assessment, as well as leading the learners to autonomous learning, the majority of the learners had positive attitudes to the online testing.

Agarwal and Pandey (2013) explain that e-learning become the method of training teacher in educational field, here are some benefits of e-learning when it compared with traditional methods: e-learning is cheaper that traditional methods of teaching because it doesn't need paper or pencil and it can be do in any place and any time; e-learning is more flexible environment for students; and

personalization means that in e-learning the training material is not chosen by teacher or some organization and can help students to obtain their own requirement of knowledge.

Another research conducted by A., Santosa, P. I., & Nugroho, E. (2019) stated that there are many advantages to the use of information and communication technology in implementing online learning, including that it is not bound by space and time. Oknisih, N., & Suyoto, S. (2019) also stated that online learning has the advantage of being able to foster self-regulated learning. The use of online applications is able to increase learning independence, affordable fees for participants, and unlimited access in the development of knowledge.

The second aspect “negative effect of speaking online learning.”

Most of the respondents stated that online learning in speaking class activities made the students got difficulty to interact directly with the lecturer and friends. Moreover, the students lack of motivation and practicing their speaking skill ability. Besides that, the students also had a problem with the internet network. It made the students did not get the efficient class in speaking online learning activities.

Conducted by Alawamleh (2020), it was proven that online education had a negative impact on the productivity level of students as well as the teacher - learner communication. In this study, due to the decreased level of motivation, suffering from understanding online materials, low frequency of communication between the teachers and learners, and more importantly their isolation feeling because of online education, the majority of the learners preferred conventional classes over online education.

Lestiyanawati (2020) also stated that there are six disadvantages that arise during online learning, those are teachers' limitedness in accessing technology, the lacking school facilities in supporting e-learning, the difficulties of teachers in explaining the material, students' limitations in accessing the internet, students' economically disadvantaged family's backgrounds, and the parents' support system

Another research conducted by (Salleh, et al, 2020) also said that e-learning has a negative impact in his journals such as: no self-discipline, no face-to-face interaction, lack of input from lecturers, good online learning is difficult to do, no facilities to support online learning, and hard to resolve difficulties.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, there were several positive and negative effect of online learning on students speaking activities. The positive effect of speaking online learning classes were the students could record and repeat the material, felt easy to learn outside the class, made flexibility of the leaning process and the material that the lecture gave can be accessed any time. The students also could know and master any kinds of media as a learning style method. The negative effect of speaking online learning classes were the students got difficulty to interact directly with the lecturer and friends. Moreover, the

students lack of motivation and practicing their speaking skill ability. Besides that, the students also had a problem with the internet network. It made the students did not get the efficient class in speaking online learning activities.

The researcher provides several suggestions related to this study. There are three suggestions to be presented, first for the speaking lecturer, the second for the students and the last for future researcher.

First of all, the researcher would like to suggest lecturers should be keep up to date to the new ways of exciting learning. Lecturers can combine using social media to improve the excitement for students. However, the lecturers must be equipped with knowledge about social media and spend much time to prepare the materials of speaking online class activities in using social media for learning before including social media in the classroom.

The second, the researcher would like to suggest for students. In speaking online learning class activities, the students had to be more active giving opinions and new ideas to the lecturers in order to make a better learning process. Lecturers could not walk alone. They also needed the students to give another insight how to make the class fun and interesting.

The third, the researcher would like to suggest for future research. This study was done in the post of Covid-19 era which made the researcher could not do the interview session face-to-face due to the academic year had not started yet which made most participants were contacted virtually. The future research had to explore more effect of online learning and how to avoid the problems that can arise when using online learning even if the pandemic is over.

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