Students' Perception toward Online Learning in Pandemic Situations in English Speaking Classrooms

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This study was aimed to know the students' perception of online learning on Public Speaking class during Covid-19 pandemic. This study was qualitative descriptive approach. Three instruments were used to collect the data, those are: observations, interview, and documentation. The subject of this study were the second semester students of the English Education Study Program in IAIN Palangka Raya. Purposive sampling was used to determine them based on some criteria needed. The result of this research viewed those students enjoyed online learning during the Covid-19 pandemic because they feel happy that they can still learn even through online learning. In a pandemic situation, they find it helpful to have online learning through applications that make it easier for them to learn to speak, such as *WhatsApp* and *Google meet*. Their lecturer also explains the material well, making it easier for students to understand the material. However, some students considered that they were dissatisfied through online learning in speaking classes because they could not meet face to face when learning public speaking.

INTRODUCTION

Today in the modern era, humans have managed to find a wide range of useful technologies for their daily lives. Many technological innovations have been present in the community created to meet people's daily needs. According to Raja (2018), in the field of education, the role of technology is fourfold: it is included as part of the curriculum, as a system of instructional delivery, as a means of supporting instructions, and also as a tool to improve the entire learning process. The technology used in education can be in the form of the Internet or applications that support the online learning process, such as *WhatsApp, Zoom, Google Classroom*, etc., which help facilitate the teaching and learning process.

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 3 of 2020 on the Implementation of Emergency Coronavirus Education (Covid-19), one of which stressed that online (distance) learning was carried out to provide students with meaningful learning experiences without being burdened by the demands of completing all classroom and graduation curriculum achievements. So, in the current situation of the Covid-19 pandemic, online learning was chosen to be one of the best solutions to meet the needs of learning to speak English. According to

Dabbagh and Bannan-Ritland in Morales (2010), online learning is mediated guidance via the Internet

Online learning is a change in the learning process where students not only listen to material descriptions directly from their teachers, but students can learn teaching material that can be visualized in various formats or forms that are more dynamic and interactive which can be accessed anywhere, even the distance of teachers and students is far away.

English has four primary skills, such as reading, writing, listening, and speaking. These abilities must be taught excitingly, but in this study, the researcher focuses on speaking skills. According to Leong et al. (2017), speaking is an essential skill because it is one of the skills needed for a conversation. Speaking is the most frequently used language in almost any setting. The ability to speak is one of the benchmarks for success in learning English.

According to Baron (2020), student interaction plays an essential role in the classroom because students can improve their speaking skills in a classroom environment. However, in the speaking class that used online learning, we will not look at hand movements, body language, eye contact, and other components' effectiveness in speaking. We will not feel talking directly with lecturers or friends in the class. Public Speaking course which was held during Covid-19 pandemic brought out some dilemma on students' comprehending.

The theoretical basis of E. Burns (2009, p.304), perceptions are divided into positive and negative perceptions in identifying the student's perception. All personal behaviors, thoughts, and actions regarding oneself, capacities, and bodies influenced by self-perception. It is also prejudice by the reaction of others to them. In turn, this perspective influences each individual's demeanor and the choices people make in life. Positive perception is a valuable present that prepares the self-confidence and power to catch on to the world, endure crises, and focus outside oneself. It increases the construction of relationships and giving to others. The negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth.

IAIN Palangka Raya is one of the campuses that implements online learning in a pandemic situation. In the second semester, the Public Speaking Survival English course is the first speaking class that uses online learning. Thus, online learning is a new thing that requires adaptation for students in speaking classes. The views of students about this learning system will also vary.

This research needs to be done for several reasons: (1) Online learning is used as a learning system in the Public Speaking class. The *Public Speaking Survival English* subject is for the first time speaking class in the second semester of the TBI study program. So that during the pandemic, the second-semester students in the Academic Year 2020/2021 experience learning speaking classes online. (2) Speaking is an important subject to start mastering English. Through online learning, does the Speaking class experience any problems during online learning, or is online learning practical for students in the Speaking class. (3) the researcher is curious about students' perceptions of online learning in the Public Speaking class during the pandemic situation. By knowing student perceptions, the lecturer can better understand students in the learning process. So that, according to those reasons, the researcher wants to know about students' perception toward online learning in pandemic situation in English speaking classrooms at IAIN Palangka Raya.

The research questions of this study are:

1. How is students' perception toward the implementation of online learning in English Speaking classrooms?

2. What are the handicaps on the implementation of online learning in English Speaking classrooms?

The answers of these questions are expected to give the lecturer about students' perception through online learning in English speaking classrooms. By knowing the answers, the lecturer can know whether any obstacles are felt by students and the extent of their understanding of the material presented through online learning. Also, the lecturer can choose online learning strategies that make it easier for students in English speaking classrooms. A few researchers focused on the use of applications in online learning or perceptions of online learning in pandemic situations. Therefore, this research focuses on students' perceptions on online learning are applied in their speaking class during the Covid-19 pandemic. The researcher chooses this topic research because it is a relevant topic today, especially in pandemic situations through online learning in English-speaking classrooms.

METHOD

Research Design

The design of this research is qualitative. According to, Qualitative research gathers data through analyzing documentation, observing behavior, or interviewing subjects (Creswell, 2009, p. 175). This study focused on student's perception of online learning in pandemic situations in English-speaking classrooms.

The researcher uses a qualitative descriptive design in order to describe students' perceptions of the implementation of online learning in English-speaking classrooms and to describe the handicaps that students felt on the implementation of online learning in English-speaking classrooms, especially in the second semester of the English educatin study program at IAIN Palangka Raya.

The respondents of this study were students enrolled in the second-semester of English Education Study Program at IAIN Palangka Raya. The researcher used purposive sampling to choose respondents with a specific goal in mind. The researcher analyzed what needs to be known and sets out to identify people who can and are willing to provide the information based on their expertise or experience (lu, 2013, p.15)

The researcher chose second-semester of IAIN Palangka Raya in English Education study program students because they had experience in online learning in the *Public Speaking Survival English* class during the 2020/2021 academic year. In this research, the researcher determines the specific characteristics of the informants, as follows:

1. Second-semester students who are taking the *Public Speaking Survival English* course in the academic year 2020/2021.

2. Students who are active when discussing material during online learning in the Public Speaking course.

3. Students who are less active when discussing material during online learning in Public Speaking course.

4. Students who are undergoing online learning in a City, Suburb, and Borderland.

Based on the criteria mentioned above, the researcher selected respondents from two classes of second-semester students in the IAIN Palangka Raya English education study program for the 2020/2021 academic year. The researcher took 15 people out of the total population

Data Collection

In collecting the data, the researcher applied procedures as follows:

1. Data collection procedures for Observation
   Data collection for observation consists of three steps:
   a) To join the group class, the researcher first requested permission from the lecturer
   b) While the lecturer begins the lesson, the researcher joins in group class.
   c) The researcher observed the lecturer and students find out the situation in the English-speaking class using online learning.
2. Data Collection Procedures for Interview
   a) The researcher asked several questions to the students who had been chosen as informants for this study.
   b) The researcher interviewed the respondents and recorded their answers.
   c) The researcher collected the data about students' perception toward online learning in English speaking classrooms.
3. Data Collection Procedures for Documentation.
   In this study, the researcher obtains documentation from interview transcripts, video recordings, and pictures taken from second-semester students while they were completing online learning in the class in the Public Speaking Survival English course.

Data Analysis

According to Miles and Huberman (1994, p.10), data analysis was the process of analyzing data collected using various techniques. The researcher gathered data from observations and interview. The researcher used the data analysis technique there are; data collection, data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

In this session, the writer discussed two problems that were conducted as a research problem of study. This research focused on students' perception of online learning and the handicaps in implementing online learning in a Public Speaking course. Based on the data that has been collected, the implementation of online learning in public speaking courses is felt by students majoring in English class 2020 at IAIN Palangka Raya. The researcher used purposive sampling to interview 15 students majoring in the English studies class of 2020 who took public speaking courses. The researcher asked the respondents/informants nine key questions to determine their perspective on implementing online learning in public speaking courses.

1. **Students' Perception toward Online Learning in Pandemic Situations English Speaking Classrooms**

In collecting data, the researcher found that most of the second semester students experience the same perception in terms of what devices are used for online learning, how the internet network is in their area when doing online learning, applications for online learning that are suitable for online learning in the classroom Public Speaking, the difficulties of online learning, and also their feelings when studying online in the middle of the Covid-19 pandemic situation

Based on the data taken through interview, it could be stated that the second-semester students in English speaking classrooms at IAIN Palangka Raya had similarities and difference from the students' perception on online learning compared with previous study written by Wibowo et al. (2020) which was stated that the delivery of a public speaking course through online learning is causing some dissatisfaction. In this study, most of respondents think that online learning helps them in learning Public Speaking during the Covid-19 pandemic.

Based on the answer of interview, the researcher found to support online learning, the second-semester students use mobile phones. They prefer using mobile phones because it is more straightforward than laptops, especially when learning through WhatsApp groups. In addition, they also use laptops as a second supporting device in online learning. This is in line with the research findings of Fitriani et al. (2020) stated that online learning is a method of teaching and learning that makes use of the internet and learning technologies.

In learning public speaking, lecturers often use *WhatsApp* groups to discuss the material. Through *WhatsApp* groups, lecturers send material in videos to students to study and then discuss them together. In line with Amelia (2019) stated that the teacher can use *WhatsApp* applications to share educational and learning resources as well as establish broad-based discussions on a variety of topics, especially in speech. Based on observations, the researcher observed that students were quite active in discussing through *WhatsApp* groups.

In addition, based on the interview item 3, most of all respondents stated that the application that is suitable for online public speaking learning is *Zoom* or *Google Meet*. Respondents considered that public speaking courses could not be conducted online only through group discussions via text, such as *WhatsApp* group text messages. They can only understand the material theoretically, but not practically. They feel that online learning in public speaking classes is not practical because they cannot practice speaking directly. They prefer online learning through the *Zoom* or *Google meet* application in video conferences to support speaking practice skills. Through *Google Meet*, learning can be done face-to-face even though online in a pandemic situation.

Students and lecturers can interact directly at the same time to discuss learning materials. For progress in learning to speak, both lecturers and students can meet intensively (Wibowo, 2020, p. 113). Based on the respondents' interview answers, online learning through *Google meet* is considered more beneficial for them in learning public speaking. This finding is different from previous research from Susilawati and Triyo (2020) which stated WhatsApp as an application that increases learning motivation in online learning in the Covid-19 pandemic era.

Through video conferencing learning, students can also practice their speaking skills by interacting with lecturers when discussing the material. However, students feel ineffective in online learning in speaking classes because they do not use this application often. The lecturer

used *WhatsApp* groups more in every lesson compared to *Google meet*.It makes respondents feel that learning public speaking online is less effective because it is only through WhatsApp groups.

Based on this study, the researcher concludes that students feel happy during online learning and difficulties. They felt happy because they can still study as usual even though it is online. In a pandemic situation, they find it helpful to have online learning through applications that make it easier for them tolearn speaking, such as *WhatsApp* and *Google meet*. In addition, students also felt safer because learning can be done from home, so they do not worry about contracting the coronavirus. They also argue that lecturers in public speaking courses teach them in an easy-to-understand way and use applications that support their learning. Therefore, students do not have too much difficulty understanding the material being explained

Based on the research findings, it can be concluded that most of students gave a positive response to online learning in Public Speaking class in the Covid-19 pandemic. However, some students considered that they were dissatisfied through online learning in speaking classes because they could not meet face to face when learning public speaking.

Based on the result of interview, the researcher found the students' feeling during online learning in public speaking courses. They felt happy and sad through online learning. During the Covid-19 pandemic, online learning is very useful. With online learning, students can carry out the teaching and learning process even from home. Based on the observation, the lecturer used applications such as *WhatsApp* and *Google Meet* which made it easier for students to learn Public Speaking online. Besides that, students can also access the internet and use applications that support English learning to broaden their horizons. In addition, the thing that makes students feel sad is that they cannot experience a normal college life.

2. The Handicaps on the implementation of online learning in English Speaking classrooms

Based on the interview answers in item 2, the researcher concluded that the first difficulty experienced by students when learning speaking through online learning was when the weather was not good or when it rained, which disrupted the network. One of the disadvantages of online learning is that it depends on the internet network. In line with Indira and Sakshu (2017), online learning is considered disadvantages: poor communication, isolation, frustration, stress, poor learning, and teaching performance, wasted resources, and loss of revenue in some cases.

The researcher concluded that the next difficulty was that online learning in the Public Speaking class did not much improve students' ability to speak English. Through online learning, Public Speaking students interact more through WhatsApp groups, so that the speaking component they got were little bit. Although they can understand the explanation from the lecturer regarding the Public Speaking material, most of them think that online learning in the Public Speaking class does not improve their speaking skills. Through the Public Speaking online class, students said that they did not know the correct way of public speaking, not fluent in

CONCLUSION

Based on the result of this study, the students gave a good perception of online learning because it could help learning from home so as to reduce the spread of the coronavirus. The researcher concluded that the respondents like online learning because it helped them safety health, saving costs for transportation. It could be an alternative to spread disease in a pandemic situation and flexible. For online learning media in speaking class, students prefer video conferencing such as Zoom or Google meet to support their online learning in speaking class. Based on the students' feeling during the Covid-19 pandemic, they felt online learning were very useful. With online learning, students can carry out the teaching and learning process even from home. However, they also feel sad because they cannot experience a normal college life.

The researcher concluded that students have internal and external factors that affect them when they learn public speaking. Internal factors come from the learners themselves, such as feeling nervous, feeling shy, incapable of understanding, and afraid of making mistakes in using English. The external factors are vocabulary, internet network, internet quotas, time to study, and disturbing home activities.

ACKNOWLEDGMENT

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