

## ONLINE LEARNING IN SPEAKING CLASS DURING THE COVID-19 PANDEMIC

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### Abstract

This research examined the implementation of online learning in an English speaking class at a school of foreign languages in Indonesia during the Covid-19 pandemic. It studied the obstacles that the students experienced in the learning process. This research was descriptive qualitative. Data were obtained from observations, questionnaires, and interviews. The results showed that the implementation of online learning in the speaking class ran well. The students could follow the instructions given online by the lecturer, and they could apply their knowledge by taking part in class activities, class assignments, and class exams. The lecturer supported the students whenever they needed it. The online learning at the language school, which was combined with Google Classroom and Zoom Meetings, could make the learning process more optimal.

**Keywords:** online learning, Covid-19 pandemic, speaking class, Zoom meeting, Google Classroom

### INTRODUCTION

The first impression people make toward a person is mostly based on the person's ability in how good their speaking skills. According to Brown and Yule, "Speaking is the skill that the students will be judged upon most in real-life situations" (125).

Speaking class can be an opportunity for the students to improve their speaking skills. The teacher has a big role to help the students to be confident in expressing themselves through speaking. In this case, the teacher needs to try various media of teaching.

One of the teaching media is Learning Management Systems (LMS). LMS is a media to communicate between students and teachers asynchronously. Teachers can create and give assignments for students in LMS. This is a kind of platform to promote online learning. There are several LMSs that can be used as teaching media, for example, Google Classroom, Schoology, Moodle, Edmodo, and Quizlet.

LMS seems not to be enough for online learning. Teachers and students need more direct interactions besides meeting offline. In this case, a conference room can be a solution. One of the software-based conference rooms is Zoom. William explains that Zoom is a cloud-based service that offers Meetings and Webinars and provides content sharing and video conferencing capability. This technology provides teachers to present the content of their lessons in various ways, such as screen sharing the materials, annotating their screen shared, and recording the video as well (15). Besides, the meeting can be recorded and then shared to students so that they can watch the recording if they do not understand the material.

At STBA LIA Yogyakarta, online learning combines both Google Classroom and Zoom application. Google Classroom is an asynchronous, while Zoom application is a synchronous media. Hrastinski explained that the asynchronous media is commonly facilitated by several tools, such as e-mail and discussion boards. This media supports work relations among students with teachers even when they cannot be online at the same time. Students are possible to log onto e-learning at any time. On the other hand, the synchronous media is commonly supported by video conferencing or chat. This has the potential to promote e-learners in the development of learning communities. Students and teachers can experience synchronous e-learning as more social and avoid frustration by asking and answering questions in real-time. The combination using Google Classroom and Zoom technology can be a good way for the learning process through online learning (51-52).

Indeed, there has been some research that discussed the implementation of online learning. Yet, they have different online learning platforms, discussions, and theories with this research. Nabilah's research investigating the implementations of distance learning during the Covid-19 Pandemic at a junior high school in Bringin, Salatiga revealed the implementation of distance learning had several advantages and disadvantages. However, there were more disadvantages than advantages. This research also suggested that the implementation of distance learning during the COVID-19 pandemics should use appropriate strategies and media.

Other research reported that teaching speaking during the Covid-19 pandemic faced several problems, such as bad internet connection, no internet data, no available devices (Fitriani et al., and Ariani & Tawali). Kadnawi add his finding that there is also distraction at home (Kadnawi).

There were also benefits from studying online. Students did not have to go to campus, so it saved time and money; they could learn from different places and at any time, and the class was easy to control (Kadnawi). In addition, Fitriani et al. found out that students liked the learning environment and some shy students wanted to talk in class because they did not feel embarrassed to express their idea.

This research discussed the implementation of online learning that combined synchronous and asynchronous media in a speaking class of the students at STBA LIA Yogyakarta during the Covid-19 pandemic. This research attempted to reveal the obstacles encountered during the implementation of this online learning.

## **METHOD**

This was descriptive qualitative research. This research was done at STBA LIA Yogyakarta during the Covid-19 Pandemic. The subjects of research were 30 Diploma and Undergraduate students of English who took the online Speaking 2 class.

Data were collected from observations, questionnaires, and interviews. The researchers observed the Speaking 2 class by watching the Zoom Meeting recordings to study the learning process in class, such as the method the lecturer used, the obstacles and challenges the lecturers and students faced when they learned together, and how they solved those obstacles and challenges.

A questionnaire with 9 Yes/No questions and 6 open questions in English asking the learning process in the Speaking class using the Google form was created and distributed to the students. To confirm the data, interviews with 4 students and the speaking class lecturer were conducted. Five questions related to student's learning process in class as well as the obstacles were asked to the students. The lecturer was asked 10 questions concerning the learning process and the obstacles.

## **RESULTS AND DISCUSSION**

### **Results**

#### ***Results of Observations***

Class observations were done by joining the class Google Classroom and watching the Zoom Meeting recordings. The lecturer recorded every Zoom meeting and uploaded it into her YouTube channel or on the class Google Classroom. There were 12 synchronous meetings and 4 asynchronous meetings. The synchronous meetings were carried out using the Zoom app and the asynchronous meetings used Google Classroom.

In the online meetings, the lecturer opened her class by greeting the students cheerfully. She explained the material that the students would learn in the beginning of the course. She used different methods and strategies to teach the class. Sometimes, she asked students to read aloud, to give their opinion about certain topics, to discuss in pairs or in groups, to present the discussion result, to record their opinion and send it to WhatsApp group, and to answer the lecturer's questions. She recorded the Zoom meeting to facilitate students who had difficulties in following the course due to bad connection. The students actively joined the class. Almost of them joined to the online class.

In the teaching-learning process, the lecturer tried to make students speak. She asked students one by one to read aloud or to answer some questions, but sometimes the students faced a bad connection so that they did not answer or do what the lecturer asked for. She shared the Power Point Presentation material using the screen sharing. She tried to use some features in the Zoom application, but she did not use breakout rooms for discussing the topic in class. The lecturer asked students to make a group discussion outside the class and present their work in the next meeting. At the end of the presentation, the lecturer gave her opinion and also corrected their pronunciation mistakes. To make class lively, she joked around with students and gave an appreciation to the students about their speaking progress.

From the student's side, almost all students came to the online class. Most of them follow the class by turning off the camera. Some of them argued that the camera made their connection unstable, they did not wear appropriate outfit, or other reason that made them off cam. Most of the students were active in class.

**Results of Questionnaires**

Of 30 students, fourteen responded to the questionnaire. The table below is the students' responses.

Questionnaire responses

No	Question	Yes	No
1	Are you satisfied with this online class?	7	7
2	Has this online learning been enjoyable?	10	4
3	Do you have a good access to the internet?	5	9
4	Do you use your own gadget to study online?	14	0
5	Did the lecturer give the students a clear instruction during the class?	12	2
6	Did your lecturer give all students a chance to speak equally?	13	1
7	Do you have any issues or problems with your group assignments?	4	10
8	Do you approach your lecturer for help in the assignments?	3	11
9	Did you always come to Zoom meetings?	14	0

Half of the respondents did not feel satisfied because they considered online learning was not effective, especially for a speaking class. They needed an offline class where they could see and have a direct conversation with face-to-face practice. They also said that they found it difficult to understand the materials better and sometimes experienced a bad internet connection. However, there were seven students who answered yes. They felt happy with online learning because at least they did not need to socialize with other people and they could spend their time doing things they liked while having a class.

Most of the respondents thought that online learning was enjoyable because they could learn from anywhere while doing other activities, and they did not need to go to campus. Some answered no, because they considered online learning could make them feel bored. It was more enjoyable doing offline learning.

Bad internet connection sometimes happened in the middle of the course. Most of respondents did not have good internet connection because they lived in the areas that did not support a good internet connection.

From the teaching learning process, the lecturer gave the materials through Google Classroom and Zoom meetings. All respondents answered that they always tried to come to the scheduled Zoom Meeting. They said that they did not want to miss the lesson.

Most respondents said that the lecturer delivered the materials clearly. She explained very detail. She made the students easier to understand the learning materials. The lecturer explained

the material first; then, if someone did not understand, she would explain it again. Meanwhile, there were students who said that the lecturer sometimes only focused on teaching. To make it worse, the internet connection was frequently unstable. For these students, this made them difficult to understand the materials.

The respondents said that the lecturer tried to motivate them to speak. She made the students practice speaking by asking them to create a video conversation with their speaking partners, to write an essay then present it in class, to talk in class, and to answer some questions from her. When students could not attend a Zoom meeting, they practiced speaking with their friends, talking in front of a mirror, watching the Zoom Meeting recording, reading an English book loudly, discussing the assignments with their friends, or joining an English club outside the campus.

There were thirteen respondents who said that the lecturer encouraged them equally to speak in class. The students had the same chance. However, there was one respondent who answered no. She/he considered that in a class, they did not have the same chance to speak.

In the peer interaction, the students said that it was fine with the group assignments as long as they worked according to the rules and they could manage the communication well. Meanwhile, those who answered yes said that they sometimes found problems when they had to unite their different ideas. They also said that sometimes other students in the group did not care with the work and did nothing for the group. When they faced problems, most of them said that they did not ask for help from the lecturer. They tried to manage the assignments themselves. Only few of them asked the lecturer for some help to motivate the inactive member of the group.

In general, the implementation of the speaking class during the pandemic went smoothly. Students were able to adapt to the condition even though, according to them, it was unsatisfactory. They said that they needed practice speaking in face to face class.

### ***Results of Interviews***

Four students and the lecturer of the class were interviewed after the researchers done the observations. The students were asked questions to deepen the information obtained from the questionnaires and observations. The questions were open-ended so that the students could express and give their opinions, thoughts, and feelings.

#### **a. Interview with Students**

The first student stated that the implementation of online class in the speaking class ran well. She explained that the internet connection was one of the problems. However, an online class made the students easier to learn from anywhere, especially for students who did not stay in Yogyakarta. They could learn together on the Zoom Meetings, and somehow by learning online, students also felt confident to speak English because they did not have to face real people. Overall, if she could

choose, she would go with offline learning. It is because, for her, the speaking practice had to be done directly in real life.

The second student said that the online speaking class was not a big deal and it did not matter for her to do the online class. She stated that the implementation of online class in the speaking class was good. She found it easier to take notes and understand the materials from Google Classroom that the lecturer shared and also from the Zoom Meeting recordings that the campus gave. However, since it was a speaking class, it needed speaking practice. She still needed speaking practice with the activities based on real-life situations and required direct communication. She thought the atmosphere and the feeling would be different.

The third student mentioned that the implementation of online class in the Speaking 2 class of even-semester students at STBA LIA Yogyakarta during the Covid-19 pandemic ran well even though online speaking class was unsatisfactory. The delivered materials were also hard to understand by the students. It was because she thought that speaking classes needed to be practiced face to face in real life. However, she still found the benefits of online classes, which was she did not have to always get ready for the class. Moreover, she also stated that by doing online classes, the learning activities could be carried out from anywhere. After all, she definitely would go with offline learning if it came to the speaking class.

The fourth student considered the online speaking class was fine and flexible. She said that the implementation of online class in the speaking class was good. She could learn anywhere, even from the toilet. Moreover, she liked how the lecturer delivered the materials and how the lecturer motivated the students to speak in an online situation. This student stated that the lecturer was friendly, active, and lively. However, she still chose offline learning for speaking.

#### **b. Interview with Lecturer**

The class lecturer explained that actually the classes were helped by applying or using the Google Classroom, Zoom Meetings, and the WhatsApp group. The class information was shared in the WhatsApp group to raise more communication. Then, the announcement and the instructions were shared on Google Classroom. The Zoom meetings were for the discussions of the materials, individual discussions, and also group practice. Moreover, she stated that the offline class before the Covid-19 Pandemic was more effective because she was able to monitor and check the students directly. Also, there was an active communication, the students could interact face to face, and they also could ask and answers questions without internet connection problems.

In the Covid-19 Pandemic, the online Speaking class was pretty difficult and challenging. She had to prepare more for the discussion topics, the materials on on Google Classroom, and the Zoom Meetings.

The first preparation was the topics. The topics should be really relevant to the current situation to draw the students' attention. She had to encourage the students to give their opinions

or at least to answer the questions. Sometimes they were shy to say something and had difficulties to arrange sentences. Maybe, that was why they hid behind the camera.

Then, the second was the material on Google Classroom and Zoom meeting. She uploaded the material on the Google Classroom before the Zoom meeting. Each Zoom Meeting was one hour or one hour thirty minutes, so it was pretty tiring looking at the screen for a long time. It is different from an offline meeting.

Then third, she gave the assignments that could be done online. In the Speaking 2 class, the students were expected to communicate, do, and create good conversations in English. The assignment for this class was in the form of video project. It should be done at least by two students. They created conversation, performed it, recorded it, uploaded it on YouTube, and shared the link on Google Classroom. For Speaking 2, to check the understanding, students discussed the instructions and the materials uploaded on a Zoom Meeting. She asked questions to each student related to the topic of discussion. Sometimes she called them one by one. She also asked the students to perform conversation while correcting their pronunciation mistakes.

In the learning process, the students approached the lecturer for help, especially when they started to do a project or assignment. Some students found problems with their speaking partners when it came to the group conversation. Sometimes they had a problem with the time given; they also found difficulty in uploading the video assignment because of the internet connection.

Actually, it was fine for the lecturer to teach Speaking via Zoom meetings. The students and the teachers could be anywhere to join the class. However, a speaking class would be more effective if it is done face to face or offline, especially if it comes to a discussion, conversation practice, and interview.

With the combination of Google Classroom and Zoom Meetings, the lecturers could make the class more optimum. However, the effect of online learning for speaking classes on the students' outcome could be not very satisfying, especially for the first and second-semester students. It was probably because when it came to speaking, it should be face to face to make it more interesting for the first-semester students. The lecturer encouraged the students, but sometimes they still could not make improvement. When they were shy, they turned off the camera, and did not say anything until the lecturer called them to ask a question.

An offline class took around ninety minutes, but Zoom meetings only took one hour. However, for higher semester students, they were considered not having a problem with online learning. They could manage themselves and they could perform the conversations well. The lecturer said that teaching speaking online during the Covid-19 Pandemic was interesting and challenging at the same time. She could teach from anywhere. She also could stay at home and still could handle the class without going to the office.

However, she chose to apply blended learning, a combination of online and offline learning. It would be more effective for her. When there were challenges, she had to prepare more. She

should choose the relevant topics and prepare the instructions earlier. Everything should be done earlier. Sometimes, when teaching in the classroom, the lecturer and students were both ready. Meanwhile, in a Zoom Meeting, sometimes the lecturer was ready, but the students joined the Zoom Meeting outside the room, and they were very noisy there. Also, the students sometimes joined the Zoom Meeting while attending a party. Moreover, the lecturer should pay attention to the ability of their internet quota. The longer the Zoom Meeting, it would take more internet quota. It would be difficult for them if they were not ready and had to purchase it with their own money. Thankfully, the lecturer and the students got the internet quota from the government.

In addition, the lecturer should monitor and check students' progress on Google Classroom and announce the activity on Google Classroom and via the WhatsApp group. She said that many students joined the Zoom Meeting with the camera off. Sometimes, the lecturer should check whether they really followed or participated in the class or not. It became the biggest challenge actually. Some students could adapt directly, be encouraged to do the activities, follow the instruction, and participate in the discussion. However, there were still some who found it difficult to adapt to these online speaking classes. If the students faced an unstable connection, they could not turn on the camera on the Zoom Meeting. The lecturer needed to be really patient. She herself had an internet connection using the cable and the provider. Sometimes she still faced unstable connections, especially during the rainy days. Again, she should be more patient. It was also pretty challenging to make the class active in the Zoom Meeting. The lecturer always tried to make the class active by encouraging the students to speak equally, asking them to answer her questions one by one and also giving some assignments to improve their speaking skills.

Overall, actually, the lecturer and students chose offline learning over online learning for a Speaking class. They still considered offline learning would be more effective for speaking classes because speaking needs practice face to face.

## **Discussion**

### ***The Implementation of Online Learning in Speaking Class***

The implementation of online learning in the Speaking 2 class during the Covid-19 pandemic went well. The students could follow the instructions from the lecturer online, and they could apply their knowledge by taking part in class activities, class assignments, and class exams. The lecturer supported the students when they needed it. They had a total of 16 meetings with eleven times online meetings using the Zoom app and five times offline meetings using Google Classroom.

In the implementation of online learning, it was seen that the lecturer and the students had successfully played their roles. The lecturer used both Zoom Meetings and Google Classroom to handle the class. She tried to encourage the students to speak equally by just asking them one by one to read the materials or to read the conversations. She also tried to make the class active by joking around with the students. Moreover, if there was a technical problem during the class, the

lecturer could solve it by moving the class to the WhatsApp group. She also delivered the materials clearly despite the online learning with the unstable internet connection. During the exam, she could make the class run smoothly by asking and interviewing each student one by one. The students followed her instructions well even though some of them sometimes had no response when she gave questions during the class. Some students said that bad internet connection made them cannot follow the class optimally. For the students, some of them were active enough to participate in the class. It was seen when they asked the lecturer questions if they did not understand the materials. Half of the students felt unsatisfied because they considered online learning unsatisfactory, especially for speaking classes. They wanted an offline class where they could see and have a direct conversation with face-to-face practice. They also said that they found it difficult to understand the materials better and sometimes experienced a bad internet connection. However, half of them felt satisfied with online learning because at least they did not need to socialize with other people and they could spend their time doing things they liked while having a class. The respondents also said that an online class made the students easier to learn from anywhere, especially for students who had not stayed in the town. However, some of them found it difficult to understand the materials. It was because they considered that speaking classes needed to be practiced face to face in real life. They still needed speaking practice with the activities based on real-life situations and required direct communication.

The lecturer also confirmed that the implementation of online learning in the speaking class ran well. She stated that with the combination of Google Classroom and Zoom Meetings, the lecturers could make the class more optimum. She explained that actually the classes were helped by applying or using Google Classroom, Zoom Meetings, and the WhatsApp group. The information was shared in the WhatsApp group. Then, the announcement and the instructions were shared on Google Classroom. Meanwhile, the Zoom Meetings were for the discussions of the materials, individual discussions, and also group practice.

In the speaking class, the students were expected to communicate, do, and make conversations in English. The assignment for this class was in the form of video projects. It should be done at least by two students. They created conversation, performed it, recorded it, uploaded it on YouTube, and shared the link on Google Classroom. For Speaking 2, to check the understanding of the instructions and the materials, students discussed them all via a Zoom Meeting. She asked questions to each student related to the topic discussion. Sometimes, she called them one by one. She also asked the students to perform conversation while correcting their pronunciation mistakes.

Even though in the questionnaire only few respondents said that they run to the lecturer if they had problems, but the lecturer said that the students tended to approach the lecturer for help in Speaking class, especially when they started to do a project or assignment. Some students found problems with their speaking partners when it came to the group conversation. Sometimes

they had a problem with the time given; sometimes they also found difficulty in uploading the video assignment because of the internet connection. Actually, it was acceptable for the lecturer to teach speaking using Zoom Meeting. It was good for the future because the students and the teachers could be anywhere to join the class. However, in her opinion, speaking class would be more effective if it is done face-to-face or offline, especially if it came to a discussion, conversation practice, and interview.

In the class, the lecturer encouraged the students but sometimes they still could not make improvement. When they were shy, they turned off the camera, and did not say anything until the lecturer called them to ask a question. In her opinion, teaching speaking online during the Covid-19 pandemic was interesting and challenging at the same time. She could teach from anywhere. She also could stay at home and still could handle the class. She could not need to go to the office. However, she chose to combine an online and offline learning.

The lecturer should prepare the material earlier, monitor and check students' progress on Google Classroom and announce the activity on Google Classroom and the WhatsApp group. She said that many of the students joined the Zoom meeting with the camera off. Sometimes, the lecturer should check whether they really followed or participated in the class or not. It became the biggest challenge actually. Some students could adapt directly, be encouraged to do the activities, follow the instruction, and participate in the discussion. However, there were still some students that found it difficult to adapt to these online speaking classes. If the students faced an unstable connection, they could not attend the Zoom meeting on cam. The lecturer herself had an internet connection using the cable and the provider. Sometimes she still faced unstable connections, especially during the rainy days. It was also pretty challenging to make the class lively in the Zoom meeting. The implementation overall ran well even though there were still some problems during the learning process. However, the lecturer and the students could manage the problems by always trying and giving their best.

### ***Challenges in the learning process***

Based on the results of observations, interviews, and questionnaires, most students said that the problem in the learning process through online learning was the unstable internet connection. Sometimes the lecturers and the students could leave suddenly because of the unstable internet connection. Moreover, most students had to turn off the camera, and they had no responses when the lecturer called them. The internet connection was one of the problems in an online class. Most of the students said that they did not have a good internet connection because of the place where they stayed. One of them said that she/he sometimes could not join the Zoom meeting with the camera on because of the connection. They actually needed a stable connection. Moreover, the lecturer should pay attention to the ability of their internet quota. The longer the Zoom Meeting, it

would take more internet quota. It would be difficult for them if they were not ready and had to purchase it with their own money.

Other challenges faced by the students are the distraction. They said that they liked online learning because they can do something else while listening to the lecturer. By doing this, they had to split attention so that they cannot focus only on the course. They are distracted by other activities. Besides, some students thought that they did not need to socialize with other people and they could spend their time doing other things while having a class. In this case, some students felt more comfortable without interaction with others.

From the lecturer's side, the challenges are the preparation, the internet connection, and the student's inactivity. It took more time to prepare the materials for online class. The materials usually used by the lecturer before the pandemic, must be adapted. The lecturer tried to make the class lively because it is a speaking class, so students must speak during the lesson. But sometimes, some students preferred not to speak and not to open the camera so that they can hid themselves.

Those reasons were also mentioned by Klawitter's in "5 Challenges Students Face with Online Learning in 2022". According to her, the 5 challenges are: distraction everywhere, staying motivated, technical issues, diminished social aspects, and being left behind. In this research, only three of these challenges were found based on the results of this research. Yuzulia added that the difficulties in learning online faced by students include poor internet connection, lack of motivation, easily getting distracted, and more stress due to the teachers' amount of tasks.

## **CONCLUSION**

The online learning at the language school which is combined Google Classroom and Zoom meetings could make the learning process optimal. However, the effect of online learning for speaking classes on the students' outcomes could be unsatisfactory, especially for the first semester students. It was probably because when it came to speaking, it should be face-to-face. Thus, in online learning, the lecturer never stopped encouraging the students by asking the students to speak equally, asking them to answer her questions one by one, and also giving some assignments to improve their speaking skills.

The problems faced by students are the unstable internet connection and the time given for the assignments. Apart from problems, the students and the lecturer found many benefits in online learning. They can learn and teach anywhere, do not need to get ready to go to campus, can learn and teach while doing other activities, and many more. However, they still considered offline learning would be more effective for speaking classes because speaking needs practice face-to-face. To sum up, the lecturer and the students chose offline learning over online learning for speaking classes. Even though the implementation of online learning for the speaking class was good, it was not fully maximal.

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