The Effect of Online Learning Process on Speaking Skill

by Hanum Sukma

The Effect of Online Learning Process on Speaking Skill

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Article Info	Abstract
	This study aims to find out students' speaking skills during online learning. The research method used is quantitative research with ex-post facto research type. The research population was PGSD students second-semester which amounts to 316 people. The research sample was taken using a purposive sampling technique, with 118 students. Methods of data collection using a questionnaire and observation in an instrument. The data analysis technique used is descriptive analysis and inferential analysis. The results showed no effect of online learning on students' speaking skills. Students remain skilled at speaking even in online learning because it is influenced by the mindset of students so that they have the courage and high initiative to respond to the stimulus provided by the lecturer. The ability of lecturers to package impressive learning can also increase learning motivation so that students are more confident in speaking and expressing opinions.
	Abstrak
	Penelitian ini bertujuan untuk mengetahui keterampilan berbicara mahasiswa selama pembelajaran daring. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan jenis penelitian *ex-post facto*. Populasi penelitian adalah mahasiswa PGSD semester 2 yang berjumlah 316 orang. Pengambilan sampel penelitian menggunakan teknik *purposive sampling* dengan jumlah 118 mahasiswa. Metode pengumpulan data menggunakan angket dan observasi berupa instrument. Teknik analisis data yang digunakan yakni analisis deskriptif dan analisis inferensial. Hasil penelitian menunjukkan bahwa tidak terdapat pengaruh pembelajaran daring terhadap keterampilan berbicara mahasiswa. Mahasiswa tetap terampil berbicara meskipun dalam pembelajaran daring, karena dipengaruhi oleh pola pikir mahasiswa sehingga mempunyai keberanian dan inisiatif tinggi untuk memberikan respon terhadap stimulus yang diberikan oleh dosen. Kemampuan dosen dalam mengemas pembelajaran yang mengesankan juga dapat meningkatkan motivasi belajar sehingga mahasiswa lebih percaya diri dalam berbicara mengemukakan pendapat.

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INTRODUCTION

As an effort to prevent the spread of Covid-19, the Indonesian government has adopted a policy that universities ask all students to attend lectures at home (Wahyu & Simanullang, 2020). Therefore, the lecture process is held by carrying out online learning. Online learning is an educational innovation involving information technology elements in learning (Wulandari & Agustika, 2020). Technology makes it easier for students and lecturers to conduct lectures, even though they are in different places (Alchamdani, Fatmasari, Anugrah, Sari, Putri, & Astina, 2020). Online learning activities utilize networks (internet, LAN, WAN) as a delivery method, interaction and facilities and are supported by various other forms of learning services (Anugrahana, 2020).

Online learning is a solution to continue to carry out teaching and learning activities even though it is not done face-to-face (Purwanti & Krisnadi, 2020). The effectiveness of online learning will be achieved if the prerequisites have been met, namely the availability of online media, time management and internet connection (Harunasari, Dwigustini, Halim, & Susilawati, 2021). The application of online learning at home (online) by lecturers is expected not to reduce students' understanding in receiving teaching materials/materials during lectures (Widiyono, 2020). However, in reality, the implementation of online learning has several obstacles, such as lecturers and students complaining about signal and quota constraints in online learning. Online learning cannot be implemented (Firmansyah & Minandar, 2021).

Students feel that there are too many assignments, even though students do not understand the learning material because the methods used are only lectures and question and answer discussions. The monotonous learning causes students to feel bored and lazy to speak and express their opinions. This impacts the lack of student understanding of the lecture material. Students are reluctant to ask questions about material that they do not understand. Whereas in online learning, students are expected to be free to express ideas that do not appear during face-to-face lecture activities because of shame, shyness, fear or even lack of good verbal skills (Munadliroh & Faizah, 2020). Therefore,

Speaking skill is one of the productive and expressive language skills used to communicate directly or face to face with other parties for certain purposes (Darmuki & Hariyadi, 2019). Speaking skills are a set of abilities to express ideas, feelings, or thoughts adequately and accurately (Kurniati & Ervina, 2019). Speaking skill also means a person's skill in language when expressing opinions or conveying messages according to the needs of his listeners. Students can communicate their ideas and maintain good relations with others (Nuryanto, Abidin, Setijowati, & Simulyasih Sb, 2018). The main purpose of speaking skills is to communicate. While speaking, in general, has a purpose of informing, entertaining, and persuading (Saddhono & Slamet, 2017). Speaking skills are not a type of skill that can be inherited but must continue to be trained to improve speaking skills (Sholihah, 2020).

There are several relevant research results, such as research by Sholihah (2020), which states that during the implementation of online learning, the practice of speaking skills encounters several obstacles so that learning becomes less than optimal. Another study conducted by Syaifudin (2017) stated that the application of the Blended Learning method improved students' speaking skills. Because speaking skills must be trained in person, it will be difficult to do it only through online media. Students think that learning that is carried out using Blended Learning is also more fun and interactive. Furthermore, research by Rodrignes & Vethamani (2015) found that the implementation of online learning affected the development of students' speaking skills. This online learning program demonstrates greater language proficiency and stronger self-confidence, thereby making students' speaking skills more developed. Then research by Purnama (2021) states that students have high learning motivation and are actively involved during online learning activities. Students also find it easier to express themselves and feel that learning is not boring and more interesting, so

that students' speaking skills are increasing. This is in line with Fakhruddin (2019) research, which states that the google meet platform can improve students' speaking skills. This increase can be identified from the increase in the achievement of speaking skills. In addition, students' self-confidence also increases. Then research by Purnama (2021) states that students have high learning motivation and are actively involved during online learning activities. Students also find it easier to express themselves and feel that learning is not boring and more interesting so that students' speaking skills are increasing. This is in line with Fakhruddin (2019) research, which states that the google meet platform can improve students' speaking skills. This increase can be identified from the increase in the achievement of speaking skills. In addition, students' self-confidence also increases. Then research by Purnama (2021) states that students have high learning motivation and are actively involved during online learning activities. Students also find it easier to express themselves and feel that learning is not boring and more interesting, so that students' speaking skills are increasing. This is in line with Fakhruddin (2019) research, which states that the google meet platform can improve students' speaking skills. This increase can be identified from the increase in the achievement of speaking skills. In addition, students' self-confidence also increases. Students also find it easier to express themselves and feel that learning is not boring and more interesting, so that students' speaking skills are increasing. This is in line with Fakhruddin (2019) research, which states that the google meet platform can improve students' speaking skills. This increase can be identified from the increase in the achievement of speaking skills. In addition, students' self-confidence also increases. Students also find it easier to express themselves and feel that learning is not boring and more interesting so that students' speaking skills are increasing. This is in line with Fakhruddin (2019) research, which states that the google meet platform can improve students' speaking skills. This increase can be identified from the increase in the achievement of speaking skills. In addition, students' self-confidence also increases.

Judging from previous research, no research discusses how much influence online learning has on students' speaking skills. Therefore, the researcher chose this topic to be used as research. The study looked at online learning in general without requiring certain applications/platforms in the implementation of online learning. This research is considered important because speaking skills are abilities that must be mastered by students as a means of communication, sharing knowledge, ideas, thoughts and messages/information with a specific purpose (Darmuki & Hariyadi, 2019). Other than that, students as prospective teachers are required to have speaking skills that are used to communicate with students during the implementation of learning in class. By having good speaking skills, students will convey the material clearly and more easily understood by students. This facilitates the achievement of learning objectives. When associated with the current Covid-19 pandemic, the researchers hope that the implementation of online learning is not an obstacle for students in improving their speaking skills.

Based on the above background, research was conducted on the effect of online learning on the speaking skills of undergraduate students of a university in Yogyakarta. This study aimed to determine students' speaking skills during online learning. The results of this study are expected to contribute to educators improving the quality of online learning so that students' speaking skills are getting better.

METHODS

The research method used is quantitative research with this type of research *ex-post facto*. Ex-post facto research examines causal relationships that researchers do not manipulate or treat (Sappaile, 2010). This research was conducted at Ahmad Dahlan University Yogyakarta in the Primary School Teacher Education study program. The research population is the second-semester PGSD students with a total of 316 people. Sampling using purposive sampling technique taken from three classes, namely class F, G, and H with a total of 118 students. Data collection is done by filling

out questionnaires and observations. The questionnaire/questionnaire contains 15 statements regarding the effectiveness of online learning distributed via a google form. As for the observation method is in the form of an instrument for assessing students' speaking skills during the learning process through virtual meetings.

To obtain a questionnaire with valid data, validity and reliability tests were carried out. In the validity test using SPSS 23, the data can be valid if the value of r count > r table. Based on the calculation, the r table value is 0.170, so that the 15 statements in the online learning questionnaire can be said to be valid. While on the speaking skill instrument, there is one point that is not valid so that the point is not used, then a re-validity test is carried out with the results of 14 points in the speaking skills instrument being declared valid. Furthermore, the reliability test can be said to be reliable if > 0.6. In the online learning questionnaire, the result is 0.790 > 0.6, so the questionnaire is reliable. While on the speaking skill instrument, the results obtained were 0.697 > 0,

The data analysis technique used in this research is descriptive analysis and inferential analysis. In the descriptive analysis, the variables described are the online learning and speaking skills of PGSD students at Ahmad Dahlan University. While in inferential analysis, there is a statistical prerequisite test before performing the regression test. The prerequisite test includes the normality test and linearity test. In the normality test with Kolmogorov-Smirnov, the data can be said to be normally distributed if the significant value is > 0.05. While in the linearity test, the data can be said to be linear if the significant value is > 0.05. Then a simple regression test was conducted to determine whether the X variable affected the Y variable or not. It can be said to be influential if the significance value is <0.05.

FINDINGS AND DISCUSSION

Overview of Speaking Skills in Online Learning

After performing descriptive statistical tests, the following results were obtained.

Table 1. Statistics of Online Learning Questionnaire Results

	mean	67
	Min	40
	Max	87
Online Learning	Std. Dev	8,340
	Vase	69.5962
	Mode	65
	median	65

Table 1 shows that the online learning questionnaire results given to 118 respondents obtained an average score of 67, median 65, and mode 65, as for the lowest score of 40 and the highest score of 87. This indicates that the results of the statistical analysis of the online learning questionnaire Indonesian Language Skills course at University PGSD Study Program students with an average score in the Good category.

Table 2. Statistics of Student Speaking Skills Observation

	mean	63
	Min	50
	Max	85
Skills Talk	Std. Dev	6,847
	Vase	46.88
	Mode	58
	median	62

Table 2 shows that the results of the observation of speaking skills in which 118 respondents obtained an average score of 63, median 62, and mode 58. As for the lowest score of 50 and the

highest score of 85. This shows that the results of statistical analysis of speaking skills observation during Indonesian Language Skills course at Ahmad Dahlan University PGSD study program students with an average score in the Good category.

The Effect of Online Learning on Students' Speaking Skills

Inferential statistical analysis shows the results of the normality test *Kolmogorov-Smirnov* with a significance value or P-value = 0.20 (sig value >), which indicates the data comes from a normally distributed population. For linearity test with a significance value or P-value = 0.494 (sig value >) which means that the data from each variable has a relationship. Meanwhile, the regression test using a simple linear test showed a significance value of 0.440 with a criterion value of sig > (0.05). This means that variable X (online learning) has no effect on variable Y (speaking skills). Thus, it can be concluded that there is no effect of online learning on the speaking skills of Ahmad Dahlan University PGSD Study Program students.

The implementation of online learning is relatively more efficient because lecturers and students can communicate easily through internet facilities on a regular basis without being limited by distance, place, and time (Hayati, 2020). Online learning certainly has a positive impact that will provide benefits to each party, including: (1) Institutions can overcome the problem of class limitations. Usually, in the implementation of face-to-face lectures, there are often class shortages so that these complaints can be resolved with online lectures, (2) Lecturers can use their free time to do research and serve the community, (3) Students who study while working are certainly very helpful because lectures can be done via the internet.

The implementation of online learning does not affect students' speaking skills. This is because the mindset of students growing up makes them more appreciative of others, especially lecturers who provide learning. The courage and high initiative that students have been able to respond to the stimulus given by the lecturer. Students act as givers and receivers, not only as listeners. This learning interaction makes students play the centre in learning activities (Patiung, Tolla, Anshari, & Dolla, 2015). Learning independence also affects students' speaking skills because this independence can increase understanding related to the learning material presented. Students become more enthusiastic about asking questions about the learning material in order to deepen their understanding. This, of course, can train students in expressing their opinions about the learning material that they have understood.

The use of interesting learning media and the ability of lecturers to package impressive learning can increase student learning motivation. This motivation will lead to an optimistic attitude in students, which can reduce the anxiety of someone who will speak. This is because an optimistic attitude is the biggest contribution to fluency in speaking (Fitri, Zola, & Ifdil, 2018). High learning motivation can also increase students' confidence in speaking and expressing opinions. In line with Baron's opinion (2020), students get more motivation, interest, and confidence in learning to make students skilled in speaking. While some of the reasons students are afraid to speak can be influenced by feelings of anxiety, not understanding what will be said, and not knowing how to say it (Setyonegoro, 2013). But for someone skilled in speaking, speaking becomes something easy. Someone who already has speaking skills can express what he has to say well.

CONCLUSION

Based on the study results, it can be concluded that there is no effect of online learning on the speaking skills of university students. Students are still skilled in speaking, even in online learning. This is due to university students' courage and high initiative in responding to the stimulus provided by the lecturer. On the other hand, interesting learning media can also increase student learning motivation. This can make students more confident in speaking and expressing opinions. However, this study has limitations, namely from all PGSD 2nd-semester students, totalling 316 people, only 118 students were taken as research subjects. The implications and potential of the results of this

study are used to increase knowledge and can be used as a relevant reference for researchers conducting similar research. As for suggestions for other research can take more samples so that research results are more accurate.

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