

Students' Perceptions of the Effectiveness of Online Learning in Intensive Speaking Course

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Abstract

This study aims to investigate students' perceptions of the effectiveness of online learning in intensive speaking courses. The research method used is the descriptive-qualitative method. The participants in this study were students of the 2022 class of the English Language Education study program, at Makassar State University for the 2022/2023 academic year. Eight students were selected as participants using a simple random sampling technique. The instrument of this research is an interview. Qualitative descriptive analysis was used to analyze the data collected in the interview transcripts. Overall, students have positive and negative perceptions of the effectiveness of online learning in intensive speaking courses. The students revealed that online learning in intensive speaking courses had positive and negative impacts on their learning process. Positive perceptions of online learning in intensive speaking courses include 1) increasing skills, 2) flexibility, and 3) increasing self-confidence. In contrast, the negative perceptions found from online learning in intensive speaking courses are 1) non-technical constraints, 2) technical constraints, and 3) lack of interaction. Even though students' perceptions varied, based on the data obtained, students' positive perceptions were more dominant than their negative perceptions. In addition, they all argued that online learning in intensive speaking courses was effective. Therefore, it can be concluded that online learning in intensive speaking courses is effective.

Keywords: *Intensive Speaking Course, Online Learning, Effectiveness, Students' Perceptions.*

INTRODUCTION

At the beginning of 2020, due to the outbreak of the worldwide epidemic of COVID-19 at that time, the education system was heavily impacted and lasted for a long time. To address this, online learning was deemed the best solution at the time, prompting education systems in various countries to implement online learning training. Since then, teacher, student, and education staff have adapted new methods to their learning, and because of this, online learning has had several

positive impacts on the teaching and learning process (Su et al., 2021). Because of the emergence of COVID-19, which made online learning applicable in a variety of countries, including Indonesia and remote areas within Indonesia, Initially, online learning was only used as an additional learning medium for students.

Online learning is effective and has no time or location restrictions as long as the access is properly connected to the internet. This gives students more time to study; students can even study online outside of class on their own time. In addition, students can search for or find their subject matter and then study it again (Syaifudin, 2017). In addition, Su et al. (2021) stated that Students can use a variety of online learning media to improve their English skills. Through online media, students can practice speaking English independently. And online learning media can also be accessed for free as long as the device used is connected to the internet.

Even though online learning was a very important learning medium for the education system during the pandemic some time ago. But online learning is not very effective for students' English-speaking classes because it does not provide enough space for students to participate directly in speaking (Candilas, 2021). In online learning, sometimes students cannot play an active role in the learning process. As a result, online learning is not always effective in learning that requires speaking skills (Syakur et al., 2020).

Some students said that online learning was not interesting. When using online learning, sometimes teachers cannot control or guide all their students, and in the end, students can easily be distracted from their learning focus, causing their understanding of learning to be lacking. Students also feel at a loss when online learning is done more than face-to-face learning because sometimes the teacher cannot maximize his voice due to various factors, whether it's a network connection or sound interference from the electronic media used. Online learning also has an impact on students' physical health, such as through eye fatigue from staring at screens all day and disturbances in body posture. Besides that, there are some students who have limited access to technology and internet connection problems that cause them to participate less in the learning process (Nguyen, 2021).

After reading some research related to online learning from previous researchers, there is still a lack of researchers who find out or research students' perceptions of the effectiveness of online learning in intensive speaking courses. Meanwhile, students' perceptions were one of the things that need to be found out because, through their perceptions, it can be known what they feel when studying at school. Through this research, students can express the things they experience in school, their satisfaction, or the things they hope for in the school where they study. This can of course be used as evaluation material for teachers, schools, or other educational institutions. In addition, Hadiwijaya (2011) argued that through students' perceptions, data collection can be carried out that can be used to improve procedures and services in education. Therefore, student perceptions were important and interesting to study more deeply. Because of the reasons above, the researcher wants to study students' perceptions of the effectiveness of online learning in the intensive speaking course.

LITERATURE REVIEW

Perceptions

Barry (2020) stated that perception is a process when a person thinks about the meaning of what he sees or experiences. In addition, Robbins (2003) stated that perception is a process experienced by an individual in interpreting, processing, or organizing their thoughts in expressing the meaning of things that happen around them. Based on some of the opinions of previous researchers and in accordance with the explanation before, the researcher concludes that perception is a person's assumption about something that exists in their environment and is in accordance with the experiences they have had either from their sight, hearing, or feeling.

According to Irwanto (2002) there are two types of perception, namely positive perception and negative perception. Positive perception is a positive response in the form of knowledge that has benefits and can support the object being assessed or perceived. While negative perceptions are perceptions that show negative responses in the form of knowledge that is contradictory or does not support the object being valued or perceived.

According to Ramadhana (2018) there are two factors that influence perception, namely external perception and internal perception. External perceptions are perceptions that occur or are conveyed because of encouragement from others. For example, such as perceptions that are conveyed because of questions or interviews from other people. While internal perception is perceptions that occur or are communicated as a result of one's own free will and without the influence of others. For example, when someone expresses opinions or comments spontaneously about experiences that happen to him.

Students' perceptions become interesting because they specifically convey what is related to what encourages or motivates students to hinder the achievement of their learning outcomes and they can show their total experience (Drew, 2001).

Conventional ways to teach speaking in learning

In learning speaking skills in traditional classes, it often takes the form of exercises, usually in the form of dialogues or one person asking a question and the other answering (Bahrani & Soltani, 2012). According to the statement Saeed et al. (2016), student interaction plays an important role in the classroom because students can improve their speaking skills in a classroom setting. It also emphasizes that attention is important in the use of interactive instruction for students in their speaking development.

But on the other hand, it is so boring and makes students not interested in learning. Students sometimes prefer to learn about things that interest them. Students will tend to find it easy to master something when they like it. And it can have an impact on students' speaking ability. Navarro and Shoemaker (2000) found that the learning outcomes of students who studied traditionally were not better than those of online learners regardless of the effort or encouragement put into the students, and the students were very happy with online learning.

Based on the several references related to traditional and online learning above, the researcher concludes that traditional or face-to-face learning can improve students' abilities in learning speaking because students will have a lot of interaction speaking English directly with the teacher or other students. However, traditional learning sometimes makes students bored and eventually makes them not interested in learning. Therefore, online learning is an effective

method used in learning speaking compared to traditional learning methods. Online learning makes students more interested in learning and increases their English skills with the various learning media that can be used in online learning.

Online Learning

Sharin (2021) stated that online learning relies on the use of technology to access materials as well as carry out the teaching and learning process. In addition, Rasmitadila et al. (2020) stated that online learning is learning that utilizes the internet by using various media on a computer or mobile technology. With a learning process where teachers and students can interact directly, namely through online conferences, or indirectly, by studying independently by utilizing online media. Based on the explanation before, the researcher concludes that online learning is learning that is done through online media. This requires students to have an internet quota and a good network so they can do online learning properly. But besides that, online learning makes it easy for teachers and students because the implementation can be done in their respective places, anywhere and anytime.

According to Amiti (2020) there are two types of online learning, namely synchronous learning and asynchronous learning. Synchronous learning is an online learning process that utilizes a special online platform for teaching and communicating about a lesson. One of which is in the form of a videoconference, both teachers and students will gather in a forum and then interact in it. In the video conference, the teacher will give instructions or explain material that is student-centered. While asynchronous learning is a flexible and scheduled online teaching and learning process. The teacher will provide material in the form of power points, audio or video, articles, and so on, and upload it on the web or online media, and this material can be accessed at any time by students. Besides that, the teacher also usually provides an online forum that can be accessed at any time but has a predetermined schedule for when students must complete assignments or collect them.

Styfanyshyn and Kalymon (2020) said that online media is one of the good learning resources for learning English speaking skills. Because there are many videos or other learning media that provide useful suggestions to improve students' English-speaking skills. In addition, there are many types of learning materials in online media that can be obtained by students, such as learning materials in the form of files, photos, or videos. In addition, (Baron, 2020) stated that online media can make it easier for teachers to provide students with direction or guidance in improving their English-speaking skills. Students can get feedback on their learning directly from the teacher through online media. Through online media, teachers and students can interact with each other well during the learning process.

But in fact, online learning does not run smoothly. There are still obstacles experienced by students or teachers in the online learning process. Aliyyah et al. (2020) argued that although the government has issued a regulation that school funds can be used for internet quota needs for students. Online learning is still not well implemented by schools. Because of a poor network connection, the learning material also becomes difficult for students to understand. Because there are times when learning is taking place while the internet network is down. If the internet network is problematic, students have difficulty interacting during the learning process. Even if the network is really bad, sometimes some students can't access the internet.

Intensive Speaking

According to Nurfia and Sunubi (2020), intensive speaking is a learning process that involves not only practicing speaking but also paying attention to and studying the pronunciation and structure of the words spoken. Intensive speaking is a strategy or teaching method for speaking that focuses on continuous oral interaction between students and lecturers, accompanied by direction and assistance from the lecturer (Korompot & Jabu, 2019). In addition, Sari et al. (2021) stated that intensive speaking is a teaching method that focuses on the use of English that is actually used in communication with the aim of establishing mastery in speaking English.

Based on the opinions of the previous researchers above, the researcher concludes that intensive speaking is a teaching strategy that provides continuous speaking training by paying attention to pronunciation and grammar.

METHOD

Research Design

This study would use a descriptive qualitative design, as it was expected to be able to describe students' perceptions of the effectiveness of online learning in intensive speaking courses through in-depth analysis. Data would be obtained, interpreted, and described based on the effectiveness of online learning practices in intensive speaking courses based on student perceptions through the use of in-depth interviews as a data collection instrument. The researcher believes that the instrument is appropriate for collecting data because it allows for uninterrupted data collection and was also more flexible for obtaining deeper and more detailed data from data sources.

Data Sources

The data sources in this study are from students in the English Education Study Program class of 2022 at Universitas Negeri Makassar. There are 264 students in total, divided into eight classes. The sample selection would be carried out using a simple random sampling technique. This was because researcher provide opportunities for all 2022 students to become samples. However, the sample to be selected in this study was 8 students from two classes who are selected randomly.

Instrument of the Research

In this research, the researcher would use interviews as an instrument for data collection. Data collection would be carried out through semi-structured and in-depth interviews.

Technique of Data Collection

In this study, the researcher would collect data using interviews. 8 students would be interviewed. The 8 students who would be interviewed were willing and had agreed to be interviewed about their perceptions of the effectiveness of online learning in the Intensive Speaking course.

Technique of Data Analysis

The data obtained and collected by researcher through in-depth interviews would be analyzed using descriptive-qualitative analysis. According to (Miles et al., 2018) in conducting qualitative descriptive data analysis, steps must be involved data condensation, data display, and drawing and verifying conclusions.

FINDINGS

The interviews were conducted virtually via the Whatsapp application with reference to Irwanto's theory in 2002 which consisted of two themes, namely positive and negative.

Positive

a. Increasing skills

There were seven out of eight students (7/8) who confessed orally that online learning in intensive speaking courses increases students' skills. They added that there was an increase in their skills because they knew something new, such as online websites that could help students' learning processes, how to use technology such as computers, etc., especially their English speaking skills, which were continuously honed through online learning. This affects their abilities, especially when students do not understand some of the material they are learning, which they can find out about in online media.

Students perceive online learning in intensive speaking courses as something positive to improve their skills. Some students think that online learning in intensive speaking courses can be a learning medium that they can use easily through online websites. This is considered useful in their future learning process because they already know of online websites that can be used for learning. It was also mentioned as a medium that allows them to practice their English-speaking skills both in class and on their own.

b. Flexibility

Eight out of eight students (8/8) revealed that online learning in intensive speaking courses made the learning process easier for them. With the existence of online media that is used to facilitate them wherever and whenever they are going to study.

Students perceive online learning in intensive speaking courses as making their learning process more flexible. In addition, they revealed that they were able to save on their tuition fees while studying online. They can study at home or anywhere without having to pay for transportation and other things to go to campus. One of them is also giving them a lot of time to study on their own.

c. Increasing self-confidence

There were five out of eight students (5/8) who felt their confidence in speaking increased when studying online in intensive speaking courses. They argue that studying online in intensive speaking courses can train their speaking skills. Students consider online learning in intensive speaking courses to increase their confidence, especially to practice their English speaking skills. Both when studying in class or studying independently using online media.

Negative

a. Non-technical constraints

Two out of eight students (2/8) explained that online learning in intensive speaking courses, sometimes students experience non-technical obstacles. Online learning in Intensive Speaking courses causes students to experience non-technical problems in their learning process so that they have difficulty understanding the material. Some of them mentioned that they found it difficult to understand the material because it was explained online, which sometimes caused teachers to be unable to explain in more detail. It was also said that the limited time and the boring atmosphere because they kept looking at laptop screens made students not understand the material.

b. Technical constraints

Eight out of eight students (8/8) explained that online learning in intensive speaking courses did not always go well due to technical constraints. In online learning in Intensive Speaking courses, they always experience technical problems. There are some students who are located far from the city, so the network connection there is quite bad. A bad network greatly affects the learning process of students and disrupts it. Besides that, the media that students use sometimes contains errors, which also interfere with their learning process.

c. Lack of interaction

Seven out of eight students (7/8) explained that interaction between students and students or lecturers and students was very lacking in the online learning process in intensive speaking courses. Students feel less interaction with other students and/or lecturers when studying online in intensive speaking courses. They revealed that sometimes there were still many other students who were just silent during the lesson. Besides that, a bad internet connection also reduces interaction between lecturers and students.

DISCUSSIONS

The discussion part is displayed in the main theme related to the objective of the research, namely to investigate the students' perception of the effectiveness of online learning in intensive speaking courses.

Based on the results of the interview, students can learn about the use of technology and online websites that can be used for learning, especially in intensive speaking courses. With that, they can use it to practice speaking so that their skills can improve. Students argued that online learning also gives them the opportunity to practice speaking English independently. It is in line with Ta'amneh (2021), who stated that the use of online media is very useful for students and teachers if they make good use of it. Online learning also aims to increase students' awareness of technology and its role in the teaching and learning process. It also gives students sufficient experience and skills through online learning.

Students thought that online learning could save on school fees. Because they do not need to pay for transportation and other things. Besides that, it can make it easier for them because they can access learning material anytime and anywhere. And become a learning medium for students

to study independently. This shows that online learning provides many conveniences for students to learn, so that the learning process becomes more flexible. This is in line with the opinion of several previous studies (e.g., Dung, 2020; Axmedova & Kenjayeva, 2021), which stated that online learning has many sources of online learning material that can be accessed anytime and anywhere. That way, students can learn independently. And online learning has lower learning costs than studying in school directly.

Students argue that studying online in intensive speaking courses makes them more confident in expressing opinions or speaking. Because in the learning process they feel trained because in learning sometimes discussions are held between lecturers and students. This is in line with the study conducted by (Misra & Mazelfi, 2021; Arinda & Sadikin, 2021) stated that the interactions between lecturers and students greatly affect students' self-confidence. When the lecturer provides feedback that motivates students, they will become more confident.

One of the negative student's perceptions of online learning in intensive speaking courses is that they sometimes face technical obstacles in the learning process. Some of them said that because they kept looking at their laptop screens, it made them bored, and there were also those who found it difficult to understand the material because it was explained online. Especially in intensive speaking courses, students need to be active in speaking. So, interaction is needed between students and lecturers so that students don't feel bored because they are constantly looking at the laptop screen. This assumption is in line with Axmedova and Kenjayeva (2021), which state that in online learning, continuously looking at and focusing on screens for long periods of time is one of the biggest challenges. So, do not be surprised if students get bored with it.

One of the negative perceptions about online learning in intensive speaking courses that is most often mentioned by students is technical obstacles that make learning not run well. Students often experience poor internet connections during the learning process, making it difficult for them to understand lecturers' explanations and to interact verbally. This is in line with the opinion of several previous researchers (e.g., Axmedova & Kenjayeva, 2021; Thamri et al., 2022), who stated that internet connection problems are the main problem in online learning. This problem usually occurs in areas that are far from the city because the technology or connections are not reachable there.

The lack of interaction between lecturers and students in online learning is also a problem faced by students. Not only is it caused by internet connection problems, but the lack of interaction between lecturers and students is also caused by the fact that there are still some students who are reluctant to be active in online learning, especially in intensive speaking courses that require students to actively speak. This assumption is in line with the opinion of several previous researchers (e.g., Axmedova & Kenjayeva, 2021; Thamri et al., 2022; Simbolon, 2021; Hiranrithikorn, 2019), who stated that in online learning, social interaction between students and lecturers is lacking and becomes one of the obstacles to their learning. Because all online learning processes are carried out on computer screens or other technologies, there is little or no face-to-face interaction with lecturers and classmates (Zaki, 2022).

Overall, all participants have positive and negative perceptions of the effectiveness of online learning in intensive speaking courses. Even so, students agreed that online learning in the intensive speaking course was effective. Although there are several obstacles that students experience when studying online, such as internet connection problems, which cause a lack of

interaction between students and lecturers. However, this can be overcome by studying independently by utilizing online learning media, which can be accessed anytime and anywhere. Online learning provides space for students to find their own references and can be accessed and played at any time. So, students can practice learning material independently. It has a positive impact on student independence in learning (e.g., Firmansyah et al., 2021 and Dung, 2020).

CONCLUSION

Based on the interview results, this study found that students' perceptions of the effectiveness of online learning in intensive speaking courses consisted of two positive and negative. Positive perceptions of online learning in intensive speaking courses include 1) increasing skills, 2) flexibility, and 3) increasing self-confidence. In contrast, the negative perceptions found from online learning in intensive speaking courses are 1) non-technical constraints, 2) technical constraints, and 3) lack of interaction. From various perceptions, it can be concluded that students with online learning can access many online websites that can be used to study and use technology well. Besides, they can practice independently so that it can have a positive impact on their English-speaking skills. Apart from this, online learning also has disadvantages that are not far from the problem of internet connection. Even though students' perceptions varied, based on the data obtained, students' positive perceptions are more dominant than their negative perceptions. In addition, they all argued that online learning in intensive speaking courses was effective. Therefore, it can be concluded that online learning in intensive speaking courses is effective.

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