

EXPLORING STUDENT'S PERCEPTION OF ONLINE LEARNING FOR PUBLIC SPEAKING COURSE (A CASE STUDY AT *KIND ENGLISH COURSE PARE KEDIRI*)

Mega Kristina¹

¹English Education, Universitas PGRI Ronggolawe

*Email: megakristina18@gmail.com

ABSTRAK

The purpose of this study is to find out students' perceptions of online learning and what difficulties students encounter during online learning at the Kind English Course. This research uses qualitative methods. Researchers conducted data collection obtained from observations, filling out questionnaires and interviews with students. Data collection was carried out to determine students' perceptions of online public speaking learning and the difficulties faced during online classes at Kind English Courses during the pandemic Covid19. The results of this study indicate that the perceptions of 8 students about online learning in good English courses during the Covid-19 pandemic are very effective and help students in public speaking fields, students feel they can study at home and do not have to go to English village Pare Kediri. Students also stated that even though they attended online class students also felt their speaking abilities increased and they also felt more confident. Although online learning is said to be effective students also have difficulties in online classes. Students do not interact with the tutors and other students, because with public speaking learning, students can increase their confidence in public speaking, besides that the student are sometimes limited by their trouble of connection, as the results the materials explained by the tutor does not sound so clear.

Keywords: Public Speaking; Online Learning; Perception; difficulties.

INTRODUCTION

Nowadays, in the modern era along with the development of technology and human resource capabilities, English is one of the most indispensable subjects for students. Students are taught various language skills such as listening, writing, speaking, and reading. By Mastering four English skills. Students will find it easier to communicate by communicating [1]. There are many problems faced by EFL students as public speakers. Sometimes they lack confidence, they feel shy and they don't know how to improve their public speaking skills and how to solve their problems [2]. Pare Kampung Inggris Kediri is the interesting place for students to learn English [3]. Based on the study [4] stated that one of the methods used in several course there is an English area in Basecamp which is an alternative method for special learning and effective for practice their speaking. To overcome these problems students look for solutions including trying to find a different atmosphere for learning by going to other places, meeting new teachers, new learning methods, and new people with different habits from all.

However, in the current situation, namely the 2019 corona virus or Covid-19, students cannot go anywhere and have to stay at home. Here, looking for another way to keep learning, namely by looking for online classes in the English Village of Pare Kediri by using online media, students can study at home and do not have to go to Pare. During the Covid 19 epidemic, *Kind English Course* Pare Kediri as one of the English courses at "Kampung Inggris Pare Kediri" which survived in this pandemic situation by conducting online courses. They use WhatsApp or Google meet as an online learning medium. Media can do live video conferencing anywhere and anytime, easy to use and free. Of course it can be available as a medium to improve students' speaking achievement.

Speaking is the use of language to communicate with other [5]. According to [6] speaking is the intention of delivering events, ideas, thoughts, feelings to others in a clear, logical, purposes and systematic use of oral language, so the intent to understand other people.

Public speaking is called one of the skills that must be mastered. Speaking is a very important communication skill for intellectual development, career trajectories, and civil involvement. Talking in public universally applies to all types of majors and jobs [7].

Online learning is a learning system among college students and teachers/instructors now no longer head to head immediately however the usage of digital media with inside the internet network concurrently in different places [8]. Online learning are various types of curricula who practice by using the internet to facilitate the interaction between teachers and students or among students groups [9]

RESEARCH METHOD

This study uses descriptive qualitative research methods because the researcher tries to discover events, facts, phenomena, variables and accidents by transcribing the behavior and activities of the research subjects [10]. The data explained and analyzed by this study are related to what is happening in the online learning activity. The current status of phenomenon is applying online class for public speaking course. Furthermore, this research was made to know students' perceptions about the ability to speak on Public Speaking class during Covid-19 pandemic at *Kind English Course* and to determine the difficulties for public speaking online learning in *Kind English Course*.

There are several instruments used to collect data from participants, which are mainly used by researcher. Addition, in collecting data, the researcher uses online media to observe, give questionnaire in the form of Google and interview form through cellphone or smart phone to find out the data of the research questions of this study. Data collection for qualitative research in the Covid-19 pandemic period can be done by using the Reflection of Participants to replace observations directly using a cellphone or smart phone. This method is very practical [11] Because the researcher can use this method in the situation of Covid -19 Pandemic which is requiring every person to have physical distancing.

Observation

To analyze data from observations, researcher use descriptive methods to describe the impact of observations in online learning for public speaking activities based on the total knowledge of online comment rubrics.

Researchers describe the situation and conditions in online mastery and well-known activities that show the properties of student motivation. It is a number of components observed in the class included with the aid of rubrics. Data analysis is an essential activity that must be done by the researcher, because it is impossible for the researcher to get conclusion without proceeded by the data analysis [12]. In this research, the researcher uses qualitative data analysis. After collecting the data through questionnaire and observation the writer then analyze the data based on the steps below first is identifying the answer from questionnaire, list the value of the answers, and the result is discussed and describe to get conclusion.

Questionnaire

For answering the research questions, the researcher compiled the data descriptively and analyzed the data that are relevant with the researcher purpose. The type of questionnaire was rated scales or also popular by using Likert scale. The researchers obtained data that quantified based on Likert-scale. Each question consisted of four available options Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The respondents can only choose one of those options. After the students chose the option they can go to the next statements. The researcher accumulate the amount of the option about students' perception and students' difficulties toward joining online learning for public speaking in *Kind English Course*. there are several steps that appllied by the researcher to the data from the students' perception and students' difficulties. these steps are below.

1. Finding out the statistic based on the statement of problems
2. Classifying every answer based on every object of the questionnaire. In the first and second section questionnaire are to know about the students' perception and for the third section questionnaire are to know about students' difficulties in the online learning especially for public speaking in *Kind English Course Pare Kediri*, the researcher used qualitative technique based on how many students answer each item in questionnaire. items in the questionnaire had been draw at the table of statements. (see appendix 2)
3. Arranging the data taken from questionnaire in from of table.

4. The data taken from questionnaire were analyzed by using a simple percentage using the formula below

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of students' perception or students' difficulties in joining online learning for public speaking course

F= The number of frequency of the respondent answer

N= Total answers to all respondents' questions

Interview

The interview used semi-structured interview. once the data collected, it will be transcribed to find relevant data that corresponded to the studies questions [13]. Right here are a few steps in reading facts as follows:

1. Organizing and transcribing the raw data for analysis.
Transcribing the interviews, typing up field notes, sorting and arranging the data into different types properly.
2. Reading through data.
Providing some general sense of information like general thoughts of what participants are stated.
3. Coding the data.
This stage is a process of organizing data by determining and collect some categories appropriately.
4. Looking for patterns or themes to be interpreted.

FINDING AND DISCUSSION

Based on the result of conducting observations, giving questionnaire and doing interview that already did by the researcher in Kind English Course Pare Kediri about Students' Perception and the difficulties that faced by the students of Online Learning for Public Speaking in every online meeting and then obtained the following research result:

A. Observation

The first observation data is about preparation that did by the teacher. Based on the observation at Kind English Course, the data was found that the preparation for public speaking online learning is implemented by using Google Meet during pandemic covid-19.

The online learning begins with a placement test in order to determine the ability of students. After knowing the abilities of new students it can be determined what level of public speaking material will be given. The preparation in Kind English only has lesson plans, even it is not as detailed as the curriculum or lesson plans in formal schools, the teacher at Kind English have prepared media and materials such as PPT, PDF and Google Meet. According to the teacher those media is complete to teach the students because every course has different standards as the class for teaching public speaking. One of the forms of preparation in Kind English is the attendant list student always checked by the teacher in every meeting, if there were students do not join more than three times they will not get certificate after they had finished the course.

The second observation data is about the implementation of online learning public speaking during the learning process. By seeing observation on 25th June, 2021 until 10th July 2021 with teacher of public speaking online learning found that it used Google Meet application in the 1st meeting to 10th meeting. In the opening of teaching public speaking by using Google Meet during the covid-19 pandemic the teacher started by logging to Google Meet after that prepare platform of the online meeting and shares the link to the WhatsApp group. for the next step, the tutor started teaching public speaking by using Google Meet during the covid-19 pandemic . It is not much different from the tutor offline class when delivering material according to the lesson plan. In the opening the teacher always check the readiness of learning online, the theory, the tools and the media for conducting the online learning. After all the students had joined the online learning, the teacher start to begin the online learning by having greeting and prayers, after that the teacher check the students attendance, then asking someone condition. Here the teacher did not provide motivation to students at the beginning of learning due to a short time, to appreciate students will be given finished learning programs on June 11, 2021. For delivering the material, for the first the teacher tell about the theory to be learn, then the teacher explained the theory clearly and fluently. The teacher gave example of how to practice the theory, then giving chance to the students to practice it in turn. After that the teacher let the students'

having discussions, questions and answers with other students. For the closing part, the teacher gave some feedback and discuss about the students' practice and give some suggestion in the last of the learning. Before closing the class the teacher and the students concluded the learning outcomes.

The third observation data is about the implementation of online learning public speaking during the learning process. By seeing observation on 25 July the students' respond that the researcher found in public speaking by learning Public speaking online during pandemic covid-19 at Kind English Course. Students are satisfied with this public speaking learning because benefits they get, especially for those who are does not have public speaking skill and confidence. During the learning students always pay attention when the teacher deliver the material. After the teacher finished to deliver the material the students ask about the material that they had not understand about what the teacher explain. The students are very active in the online class, sometimes they are confused about the material they rise their hand . it became a signal that they have something to ask. During the online learning students also challenged, when the teacher give some chance to practice most of them are rise their hand because they want to try speak in front of the online class where all the students will pay attention to the speaker. If there was student presentation the other students will silent and listen it carefully, and they give some question after the speaker finished what they had deliver.

B. Questionnaire

The results of students' perceptions when displayed in the form of diagram, it can be seen in the image below:

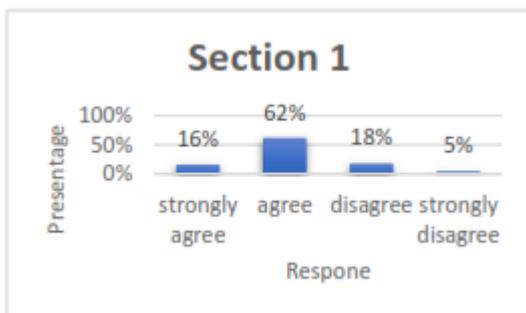


Figure 1. Students' Perception of Online Learning Section 1

Based on the percentage diagram above that student perceptions of online learning in general in *Kind English Courses* obtained a percentage of 16% or 24 strongly agree, 62% or 94 agree, 18% or 27 disagree, and 5% or 7 very disagree. From the effects of the diagram above it is able to be concluded that students believe and agree to online learning in *Kind English Courses* because the percentage reaches 62% or 94 agree.

The agreed result means that most students stated that online learning in *Kind English Courses* is very good during the COVID-19 pandemic to train public speaking. with online learning students feel it can be more productive to learn or activity than staying at home because they can not do activities outside the home, besides students feel happy and helped on the other hand also the costs incurred are not much compared to having to go to Kampung Inggris Pare. Students argue they disagree because such less effective learning is done when online and less mastering material.

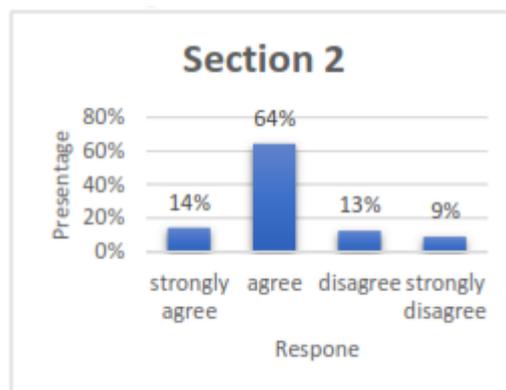


Figure 2. Students' Perception of Online Learning Section 2

Based on the percentage diagram above that the perceptions of student information on online learning in general in *Kind English Courses* obtained a percentage of 14% or 8 strongly agree, 64% or 36 agree, 13% or 7 disagree, and 9% or 5 very disagree. From the effects of the diagram above it is able to be concluded that students approve online learning in *Kind English Course* because the percentage reaches 64% or 36 agree.

The results obtained from the graph diagram above can be concluded agree that students at *Kind English Courses* are very helped by online learning because students can know their future career plans and develop

English skills, especially public speaking for their future career path. students think they disagree because such online learning does not guarantee for the future of students in the future.

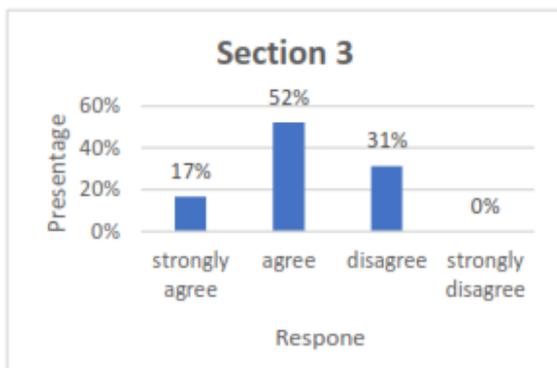


Figure 3. Students' Perception of Online Learning Section 3

Based on the diagram of the percentage above that the difficulty of students in online learning in general in *Kind English Courses* obtained a percentage of 17% or 8 strongly agree, 52% or 25 agree, 31% or 15 disagree, and 0% or 0 very disagree. From the effects of the diagram above it is able to be concluded that students still experience difficulties in online learning in in *Kind English Courses* because the percentage reaches 52% or 25 agree.

The results obtained from the graph diagram above that students in *Kind English Courses* Although online learning can help many things, but there are still many difficulties students from other limited learning, lack of interact between teachers and students or students with students, as well as students are sometimes constrained by the signal Lost so what the teacher explained was not well conveyed. The results obtained from the graph diagram above that students in *Kind English Courses* Although online learning can help many things, but there are still many difficulties students from other limited learning, lack of interact between teachers and students or students with students, as well as students are sometimes constrained by the signal Lost so what the teacher explained was not well conveyed.

C. Interview

The results of the interviews conducted resulted in From the answer to question number 1, all the students that had interviewed by the

researcher were getting difficulties in joining online learning for public speaking . Some of them stated that online learning was not really effective for studying public speaking because it was limited about what they to expressed, also for the students who are not able to understand the material easily they felt difficult to follow the class.

From the answer to question number 2. all the students had their own way to cope the problem or difficulties that faced by them. As like as they will directly ask to the teacher about their difficulties after the class finished. Some of them also overcome their problem by them self such as they were realized that they need to improve their confidence self so when they, they felt like they are in the same atmosphere like in the offline class. They also need to do some exercise and some repetitions.

From the answer to question number 3, most of them felt that their speaking skill were improved than before after learning public speaking online although they had some difficulties but they can their problem itself.

From the answer to question number 4, all the students said that they are more confident and their public speaking is better after joining the online class

On the last question of the interview all the students stated that joining the online public speaking can improve their speaking skill. Moreover in this condition they can join the online learning wherever and whenever they are.

CONCLUSION

Based on the results of the analysis obtained conclusions as below:

Student perceptions in online learning are students interested in learning online. Students also feel happy to join online classes and they also agree that online learning is effective for them because they can save their money and also time, they can learn when they had free time at night and they also didn't need to come to Pare Kediri, Because it's far from their residence. Students also stated that even though they attended online class students also felt their speaking ability to increased then before and they also felt more confident. After joining online learning at *Kind English Course* they got a nice public speaking experiences and it can be a skill owned for their future.

Moreover based on the second research question about students' difficulties faced by students. The results showed that Students had difficulties to interact with tutors and other

students because of the limited time in online learning, although there are media that had implemented by the teacher and they can ask to the teacher in the other chance or after the online class finished if they had problem during the class before. but to be able to practice public speaking is very needed because it requires a lot of audiences, besides those difficulties the signals sometimes disappear. So, What the tutor explained was not very clear for the students.

REFERENCES

- [1] Kamil, D., & Mukminin, A. (2015). Indonesian students' multicultural awareness in homogeneously and heterogeneously populated schools and multicultural education policy. *Asia-Pacific Collaborative Education Journal*, 11(1), 29–41.
- [2] Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education Company.
- [3] Ahsanu, M., Februansyah, R., & Handoyo, R. P. (2014). English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java). <https://doi.org/10.2991/icpm-14.2014.68>
- [4] Ardiani, Rini. (2016). "Students' Perception On The Influence Of Kampung Inggris Pare Course Toward Their Speaking Skills". Thesis English Education Department. Faculty Of Language Education. Universitas Muhammadiyah Yogyakarta.
- [5] Fulcher, G. (2014). Testing second language speaking. In *Testing Second Language Speaking*. Taylor and Francis. <https://doi.org/10.4324/9781315837376>
- [6] Ardiani, Rini. (2016). "*Students' Perception On The Influence Of Kampung Inggris Pare Course Toward Their Speaking Skills*". Thesis English Education Department. Faculty Of Language Education. Universitas Muhammadiyah Yogyakarta.
- [7] Rockler-Gladen, N. 2009. Job skills that every college student needs: Writing, speaking, professionalism, and other important knowledge. Suite 101.com. Retrieved from http://studyskills.suite101.com/article.cfm/job_skills_that_every_college_student_needs/.
- [8] Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed*.
- [9] Nguyen, T. (2015). The effectiveness of online Learning: Beyond no significant difference and future horizons. *Journal of Online Learning and Teaching*, 11(2).
- [10] Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306. <https://doi.org/10.1080/08923647.2019.1663082>
- [11] Torrentira, M. C. , J. (2020). Online Data Collection As Adaptation in Conducting Quantitative and Qualitative Research During the Covid-19 Pandemic. *European Journal of Education Studies*, 7(11), 78–87. <https://doi.org/10.46827/ejes.v7i11.3336>.
- [12] Riduwan. (2012). *Metode dan Teknik Menyusun Proposal Penelitian*.
- [13] Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed*.