

## ENGLISH TUTOR'S AND STUDENTS' RESPONSES TO ONLINE LEARNING IN DEVELOPING SPEAKING SKILLS AT CENTRAL COURSE KAMPUNG INGGRIS PARE

Nova Fajar Sari<sup>1</sup>, Ulfa Yuliasari<sup>2</sup>

<sup>1,2</sup> Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Ronggolawe

<sup>1</sup>\*Email: [novafajarsari16@gmail.com](mailto:novafajarsari16@gmail.com)

### ABSTRACT

This study aims to explore the responses of English tutors and students toward the implementation of online learning in developing speaking skills at Central Course Kampung Inggris Pare. The background of this study is based on the increasing use of technology in English language teaching, particularly in non-formal educational settings. A descriptive qualitative method was employed in this research. Data were collected through interviews with an English tutor and questionnaires distributed to students who participated in online classes at Central Course. The findings show that students responded positively to online learning. They stated that the technology used supported their learning process, the materials were accessible, tutors provided sufficient support and constructive feedback, and they had more opportunities to practice speaking. Furthermore, students felt more confident and motivated to improve their speaking skills through online learning. From the tutor's perspective, online learning was considered an effective alternative despite challenges such as limited interaction and technical issues. The tutor applied various strategies, including video-based speaking tasks, group discussions, personalized topics, and continuous feedback. Overall, the results indicate that online learning can serve as an effective platform for developing students' speaking skills when supported by appropriate teaching strategies and active engagement from both tutors and learners.

**Keywords:** online learning; speaking skill; student responses; tutor responses; Central Course Kampung Inggris

### INTRODUCTION

Speaking is widely recognized as a critical skill in language acquisition, serving as a primary indicator of a learner's communicative competence. Recent studies emphasize that speaking not only facilitates the practical use of language but also reflects the learner's ability to engage effectively in real-life interactions. For instance, speaking skills are essential for learners to express ideas, emotions, and opinions, thereby enabling meaningful communication (Alaudinova & Po'latova, 2023). Similarly, speaking proficiency is vital for learners to participate actively in various social contexts, enhancing their overall language development (Suriya, 2023). In addition, the Common European Framework of Reference for Languages (CEFR) emphasizes that speaking is a fundamental element of communicative language competence and promotes its incorporation into both language teaching and assessment practices. The general goal of language learning is mutual communication and understanding between nations (Council of Europe, 2020). Speaking skill is not something that can be mastered quickly, as it presents significant challenges. It involves more than just understanding semantic rules or applying suitable teaching strategies. In essence, developing speaking skills requires consistent practice and sufficient opportunities to use the language (Huda, 2020).

Speaking is a productive and expressive language skill that enables individuals to interact directly or face-to-face with others for particular purposes (Darmuki & Hariyadi, 2019). It encompasses the ability to convey ideas, emotions, and thoughts clearly and accurately (Kurniati & Ervina, 2019). Speaking also reflects a person's competence in using language to share opinions or deliver messages in accordance with the listeners' needs. Through speaking, students are able to express their ideas effectively while building and maintaining positive relationships with others (Nuryanto et al., 2018). The main purpose of speaking skills is to communicate. Speaking, in general, has the purpose of informing, entertaining, and persuading (Saddhono & Slamet, 2017). Importantly,

speaking skills are not innate but must be continuously practiced and developed to improve (Sholihah, 2020).

Online courses have emerged as an effective solution for individuals who aim to enhance their English proficiency but face limitations of distance and time. The use of technology enables both students and tutors to conduct the teaching and learning process more easily, even when separated by location (Alchamdani et al., 2020). Distance learning can be implemented in various ways through different online platforms, utilizing internet networks to facilitate the learning process (Yuliasari et al. 2023).

Online learning refers to a teaching approach that utilizes electronic media and digital tools to improve access to education, facilitate communication, and support interaction. It may function as either a fully online or blended learning model, promoting innovative methods of understanding and enhancing the learning process (Sangra et al., 2012). However, the integration of technology into education is not always simple, as it can be affected by various unpredictable challenges.

With the advancement of information technology, online learning has increasingly become an essential component of education across different levels, including English language teaching. It is a mode of education that relies on the internet to deliver learning materials, facilitate interaction, and enhance learning outcomes (Moore et al., 2011). During the COVID-19 pandemic, online learning was rapidly and widely adopted as the primary means to ensure the continuity of teaching and learning amid physical restrictions. As a result, numerous studies have concentrated on examining its implementation, challenges, and effectiveness in an emergency setting.

However, the current situation has significantly changed. Online learning is no longer a form of crisis response, but has become a permanent alternative or complement to face-to-face learning. In various language institutions, including Central Course, online learning is now implemented in a planned and structured manner as part of a modern educational strategy that adapts to the needs and learning styles of students in the digital era. The Community of Inquiry (CoI) framework highlights that online learning becomes most effective when cognitive presence, social presence, and teaching presence are integrated, thereby positioning it as a sustainable and long-term educational approach (Garrison et al., 2001).

The aim of this study is to explore the responses of English tutors and students regarding the implementation of online learning as a model to support the development of speaking skills at Central Course Kampung Inggris Pare.

## **METHOD**

This study employs a descriptive qualitative research design, with data collected from interviews with English tutors at Central Course Kampung Inggris Pare and a questionnaire distributed to students. The descriptive approach was used to obtain information about the current situation. The purpose of descriptive research is to describe systematically and factually about the existing condition (Moleong, 2017). Furthermore, qualitative research focuses on people's thoughts, perceptions, opinions, and beliefs, which cannot be quantified (Creswell, 2014).

## **RESULT AND DISCUSSION**

To support the effectiveness of the learning process, especially in developing students' speaking skills, online learning is applied as an alternative method of instruction. At Central Course Kampung Inggris Pare, online learning provides a flexible platform that allows both tutors and students to engage in speaking activities through digital interaction and virtual communication tools.

### **The Tutor's Responses on the interview**

The writer interviewed the English Tutor at Central Course. The writer gave oral questions to the tutor as follow:

1. What is your opinion about the implementation of online learning in teaching speaking skills at Central Course Kampung Inggris Pare?

Answer: From the tutor's perspective as a tutor, online learning was initially a big adjustment, especially because Central Course emphasizes face-to-face interaction and real-time speaking practice. However, over time, we've found ways to adapt. With the help of platforms like G-

meet and WhatsApp, online learning became a practical solution during the pandemic and even after, especially for students who couldn't come directly to Pare. Although it lacks some aspects of direct interaction, I think it still serves as a helpful alternative when managed properly.

From the interview, it can be concluded that the tutor views online learning as a necessary and useful alternative during the pandemic, especially for students who could not attend classes offline. Although it was initially an adjustment, it has become a practical solution when properly managed.

2. In your experience, how effective is online learning in improving students' speaking abilities?

Answer: Online learning can be effective, but it depends a lot on the student's motivation and the learning environment at home. Some students improve significantly because they have access to recorded materials, more flexibility, and personal reflection. But others struggle with consistency, internet problems, or shyness when speaking through a screen. Overall, I would say it's effective, but not as immersive as offline classes in Pare where students speak English almost all the time.

The tutor believes that online learning can effectively improve speaking skills for motivated students. However, the effectiveness varies depending on student engagement and learning conditions, and it is generally less immersive than traditional face-to-face speaking classes.

3. What challenges do you face when conducting speaking activities in an online class?

Answer: One of the biggest challenges is limited interaction. In offline classes, I can correct students directly, observe body language, and engage the whole class at once. Online, it's harder to manage students' focus and ensure that everyone is participating. Technical problems like poor internet connection and audio issues also interrupt the flow of conversation. Another challenge is encouraging shy students to turn on their mic and speak up, especially in group discussions.

The tutor stated that the main challenges of online speaking classes are limited student interaction, internet connection problems, and difficulty in encouraging shy students to participate actively in speaking tasks.

4. What strategies do you apply to keep students engaged and active in speaking during online learning?

Answer: I use several strategies, such as assigning speaking tasks with video submissions, creating breakout room discussions on Zoom, and holding mini speaking games or role plays. I also try to personalize the topics to match students' interests, like talking about hobbies, future goals, or daily routines. Giving regular and constructive feedback is also key. Most importantly, I try to maintain a friendly and supportive tone so students feel comfortable making mistakes and learning from them.

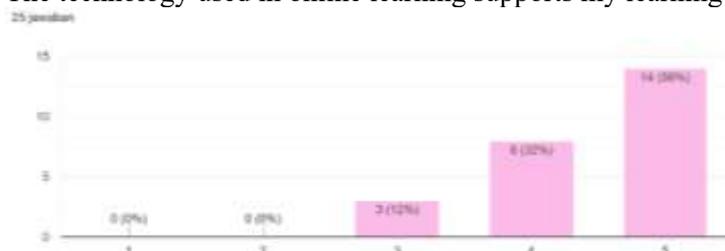
Based on the interview, the tutor uses strategies such as video-based speaking assignments, breakout room discussions, personalized topics, and supportive feedback to keep students engaged and active in online speaking activities.

### **The Students' Responses on the Interview**

There are fifteen questionnaire items used in this study to find out the students' responses toward the implementation of online learning on speaking skill at Central Course Kampung Inggris Pare. The questionnaire focused on various aspects such as the use of technology, accessibility of materials, tutor's support and feedback, speaking opportunities, learning engagement, confidence, and motivation. Based on the results of the questionnaire, the students' responses are positive. Most

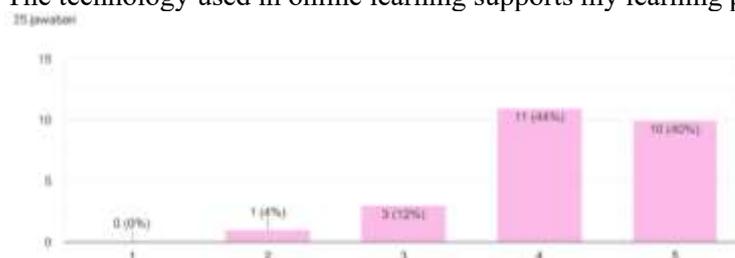
of them agreed that online learning supports the development of their speaking skills, helps them gain confidence, and allows them to participate actively in speaking activities. The detailed results of the questionnaire are described as follows:

1. The technology used in online learning supports my learning process.



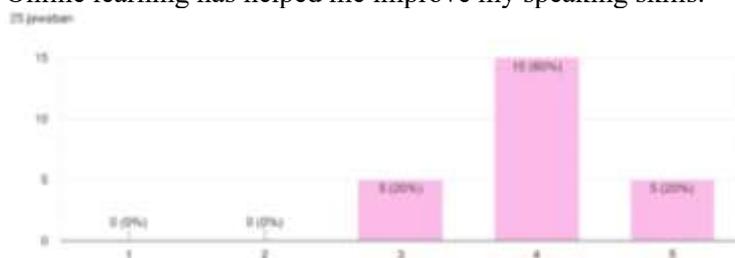
There were 14 students (56%) who chose to strongly agree, and 8 students (32%) who agreed that the technology used in online learning supports their learning process. Meanwhile, 3 students (12%) were neutral, and no students disagreed or strongly disagreed. This indicates that the majority of students found the technology supportive of their learning.

2. The technology used in online learning supports my learning process.



10 students (40%) strongly agreed and 11 students (44%) agreed that the technology supports their learning. 3 students (12%) responded neutrally, and 1 student (4%) disagreed. None of the respondents strongly disagreed. It can be concluded that most students perceived the technology as beneficial in online learning.

3. Online learning has helped me improve my speaking skills.



5 students (20%) strongly agreed and 15 students (60%) agreed that online learning has helped them improve their speaking skills. 5 students (20%) were neutral, and no students disagreed or strongly disagreed. This suggests that a large portion of students believe online learning contributes positively to their speaking ability.

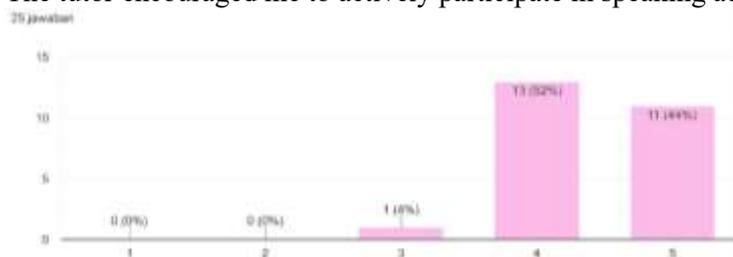
4. Online learning gives me the opportunity to practise speaking more often.



8 students (32%) strongly agreed and 13 students (52%) agreed that online learning provides more opportunities to practice speaking. 4 students (16%) remained neutral, and none

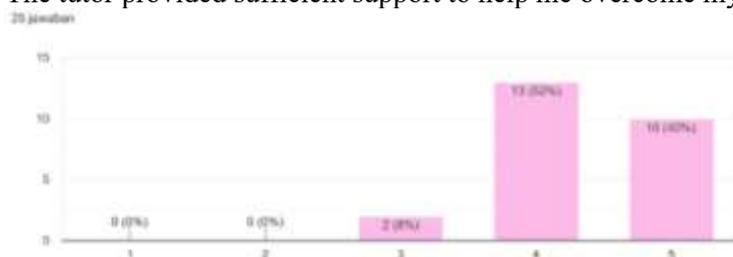
disagreed. This indicates that most students found online learning beneficial for increasing speaking practice.

5. The tutor encouraged me to actively participate in speaking activities during online learning.



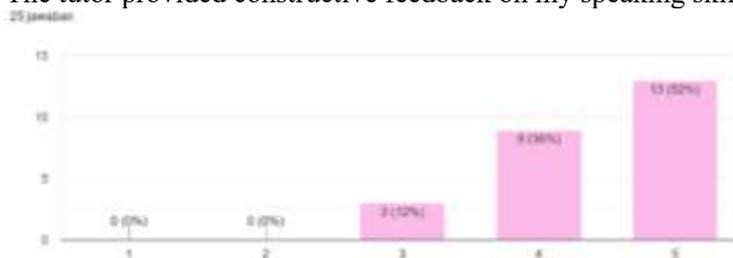
11 students (44%) strongly agreed and 13 students (52%) agreed that the tutor encouraged active participation. 1 student (4%) was neutral, and no students disagreed. This reflects that the majority of students felt supported to participate in speaking activities.

6. The tutor provided sufficient support to help me overcome my difficulties in speaking.



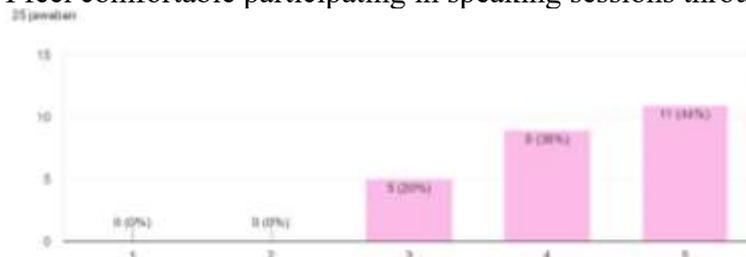
The data shows 10 students (40%) strongly agreed and 13 students (52%) agreed with the statement. 2 students (8%) were neutral, and none disagreed. This suggests that most students perceived the tutor's support as effective in overcoming speaking challenges.

7. The tutor provided constructive feedback on my speaking skills.



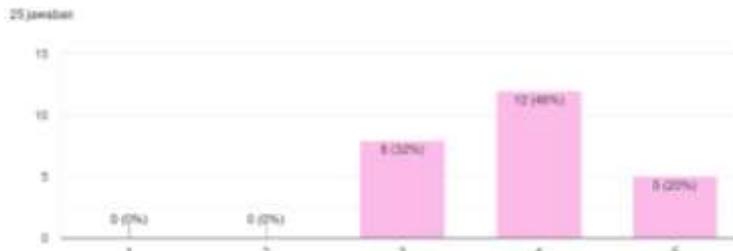
13 students (52%) strongly agreed and 9 students (36%) agreed that tutors gave helpful feedback. 3 students (12%) were neutral, with no students disagreeing. This indicates that feedback from tutors was well-received by most students.

8. I feel comfortable participating in speaking sessions through online platform.



According to the data, 11 students (44%) strongly agreed and 9 students (36%) agreed with the statement. 5 students (20%) were neutral. No one disagreed. This suggests that the majority of students feel comfortable participating in speaking sessions online.

9. I feel actively involved in speaking activities during online learning.



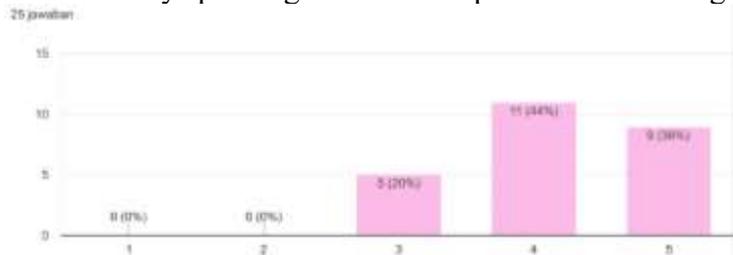
5 students (20%) strongly agreed, and 12 students (48%) agreed that they were actively involved. 8 students (32%) were neutral. No students disagreed. This implies that while many students felt engaged, a significant portion were ambivalent.

10. I feel more confident speaking English after taking online lessons.



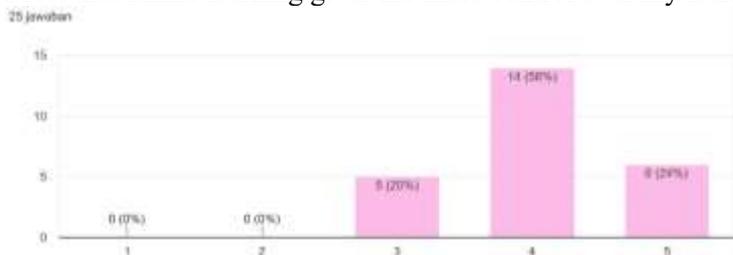
9 students (36%) strongly agreed and 11 students (44%) agreed that their confidence increased. 3 students (12%) were neutral, and 2 students (8%) disagreed. This suggests that most students gained confidence, though a small number remained uncertain or disagreed.

11. I feel that my speaking skill have improved since taking this course online.



From the data, 9 students (36%) strongly agreed and 11 students (44%) agreed with the statement. 5 students (20%) were neutral. No students disagreed. This indicates that the majority of students felt that online course can improve their speaking skill.

12. I feel that online learning gives me more control over my learning process.



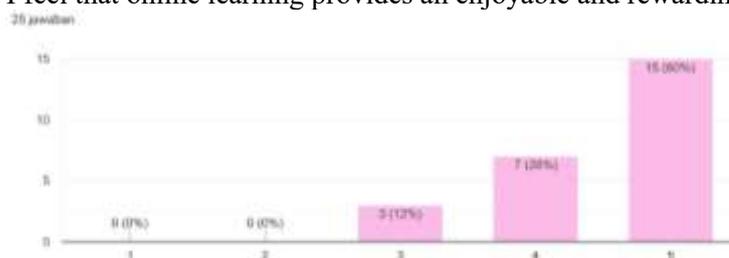
6 students (24%) strongly agreed and 14 students (56%) agreed with the statement. 5 students (20%) were neutral. No students disagreed. This shows that most students appreciated the greater control over their learning process provided by online learning.

13. I feel more responsible for improving my own speaking skills in online learning.



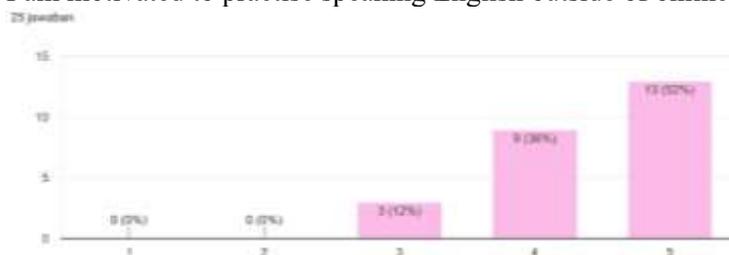
Based on the data, 7 students (28%) strongly agreed and 14 students (56%) agreed that they felt more responsible for their own speaking improvement. 3 students (12%) responded neutrally, and 1 student (4%) disagreed. This indicates that most students gained a sense of personal responsibility in their learning through online methods.

14. I feel that online learning provides an enjoyable and rewarding learning experience.



15 students (60%) strongly agreed and 7 students (28%) agreed that online learning was enjoyable and rewarding. 3 students (12%) were neutral, and no students disagreed. This reflects that the majority of students had a positive learning experience through online platforms.

15. I am motivated to practise speaking English outside of online learning sessions.



13 students (52%) strongly agreed and 9 students (36%) agreed with the statement. 3 students (12%) responded neutrally, and no one disagreed. This suggests that most students were encouraged by the online learning environment to continue practicing speaking outside class.

## DISCUSSION

The findings of this study revealed that both English tutors and students at Central Course Kampung Inggris Pare gave generally positive responses toward the use of online learning in developing speaking skills. Students agreed that online learning supported their learning process, particularly by making materials more accessible and providing more chances to practice speaking. This aligns with Brown's (2004) theory, which emphasizes that motivation, sufficient input, feedback, and opportunities to use language are essential in speaking skill development. Students also felt more responsible and independent in their learning, which reflects a shift toward learner autonomy an important aspect in modern language education.

In addition to the questionnaire responses, interviews with the English tutor indicated that although online learning presented certain challenges, such as limited face-to-face interaction and technical issues like internet connectivity, it was still considered a viable method for teaching speaking. The tutor acknowledged that student participation could be encouraged through creative strategies, such as video-based speaking tasks, breakout room discussions, and the use of personalized, relevant topics. This finding supports Harmer's (2007) view that meaningful and contextualized speaking activities are key to engaging learners and improving communicative competence.

Furthermore, the findings of this research are in line with previous studies. For instance, Ardilla (2022) found that online learning improved students' speaking performance significantly, with students expressing satisfaction with their learning experiences. Similarly, Kardana and Pusparini (2023) reported increased speaking test scores after online learning was implemented. However, the findings contrast slightly with those of Dieni and Mahanani (2022), who found that students still faced difficulties such as nervousness and lack of confidence when speaking through online platforms. This suggests that students' responses to online speaking classes may vary depending on context, delivery method, tutor involvement, and students' digital literacy or personality.

In conclusion, the data demonstrate that online learning can be effectively applied in a non-formal education setting like Central Course Kampung Inggris Pare. When combined with supportive teaching methods and technological tools, it offers flexible opportunities for students to practice and improve their speaking skills. The tutor's role in providing feedback, encouragement, and structured speaking activities remains vital to ensure active participation and learning success in virtual environments.

## CONCLUSION

Based on the findings, it can be concluded that both English tutors and students at Central Course Kampung Inggris Pare gave positive responses toward the implementation of online learning in developing speaking skills. Students stated that online learning made learning materials more accessible, provided more opportunities to practice speaking, and increased their confidence and motivation. Tutors also considered online learning as an effective alternative despite challenges such as limited interaction and technical issues. To overcome these, tutors applied strategies such as video-based speaking tasks, group discussions, personalized topics, and continuous feedback. Overall, the study concludes that online learning, when supported by appropriate strategies and active participation, can effectively enhance students' speaking skills in a non-formal learning context.

## DAFTAR PUSTAKA

- Alaudinova, S., & Po'latova, D. (2023). Improving speaking skills of students through innovative technologies. *Academic Research in Educational Sciences*, 4(3), 175–180. <https://doi.org/10.24411/2181-1385-2023-13063>
- Alchamdani, A., Sari, N. W., & Wulandari, A. P. (2020). The impact of COVID-19 pandemic on online learning process in the college at Indonesia. *Journal of Critical Reviews*, 7(15), 776–780.
- Ardilla, R. (2022). *The effect of E-learning on students' speaking skills achievement during Covid-19*.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Strasbourg: Council of Europe Publishing. <https://www.coe.int/en/web/common-european-framework-reference-languages/>
- Darmuki, A., & Hariyadi, S. (2019). The development and evaluation of speaking learning model by cooperative approach for students of Indonesian language and literature education. *International Journal of Instruction*, 12(2), 275–292. <https://doi.org/10.29333/iji.2019.12218a>
- Dieni, M., & Mahanani, N. (2022). *The effectiveness of online learning in speaking course*.
- Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7–23. <https://doi.org/10.1080/08923640109527071>
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Huda, M. (2020). Enhancing students' speaking skill through YouTube-based activities. *ELT-Echo: The Journal of English Language Teaching in Foreign Language Context*, 5(2), 95–106. <https://doi.org/10.24235/eltecho.v5i2.7090>

- Kardana, I. K. G., & Pusparini, N. K. D. (2023). *The effectiveness of applying online learning methods to improve the speaking skills of English education students during the Covid-19 period.*
- Kurniati, E., & Ervina, E. (2019). Students' perception on their speaking skill development. *Jurnal Ilmiah Pendidikan Scholarly*, 1(2), 134–140. <https://doi.org/10.47453/jips.v1i2.24>
- Mathews, S. A. (2008). Shifting paradigms: From teacher-centered to student-centered instruction in English language teaching. *Journal of Language Teaching and Research*, 9(3), 643–650.
- Moore, M. G., Dickson-Deane, C., & Galyen, K. (2011). E-learning, online learning, and distance learning environments: Are they the same? *The Internet and Higher Education*, 14(2), 129–135. <https://doi.org/10.1016/j.iheduc.2010.10.001>
- Nuryanto, A. D., Nuraeni, R., & Darmawan, D. (2018). Improving students' speaking skill through storytelling learning model. *Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 55–61.
- Saddhono, K., & Slamet, S. Y. (2017). The development of Indonesian language teaching material based on multicultural context by using CTL approach in junior high school. *Advanced Science Letters*, 23(10), 10054–10056. <https://doi.org/10.1166/asl.2017.10070>
- Sangrà, A., Vlachopoulos, D., & Cabrera, N. (2012). Building an inclusive definition of e-learning: An approach to the conceptual framework. *The International Review of Research in Open and Distributed Learning*, 13(2), 145–159. <https://doi.org/10.19173/irrodl.v13i2.1161>
- Sholihah, M. (2020). The use of role-play to improve students' speaking skill. *PROJECT (Professional Journal of English Education)*, 3(2), 158–164. <https://doi.org/10.22460/project.v3i2.p158-164>
- Suriya, D. (2023). Enhancing speaking skills through online interaction platforms. *Journal of Language and Education Innovation*, 6(1), 32–38.
- Yuliasari U, Panggabean CIT, Kurniawati D, Wardhono A. 2023. English Teacher's And Students Responses To Learning English Using Blended Learning At Senior Vocational School. *Didakt J Pemikir Pendidik*. 29(2):168. <https://doi.org/10.30587/didaktika.v29i2.6024>