

LEARNING SPEAKING PROBLEMS IN ONLINE LEARNING DURING COVID-19 OUTBREAK FOR ESP LEARNERS

Romadhon

Politeknik Piksi Input Serang
e-mail: romadhon@piksiinputserang.ac.id

Abstract

Because of the pandemic, Indonesian government implemented new policies in the education system. Previously, education and training took place in the luring situation on a regular basis, particularly in higher education institutions, and now it is entirely daring. The current study aims to examine students' issues in speaking for ESP contexts during the COVID-19 circumstance when they were learning the English language by the online situation. The descriptive qualitative design was used in this study. The information was gathered using questionnaire in the help of Google form media and also interviews with 40 students from the fourth semester of the Management Informatics Diploma Major at Piksi Input Serang Polytechnic in Banten. Based on this study, the research findings highlighted a variety of issues for students. Six issues emerged during distance learning in the Speaking course. The first issue that arose was students' learning equipment and supporting facilities. The second issue was dealing with students' accessibility restrictions to Online Video Conference. The third issue was students' concerns on the lecturer's materials during an online lesson. The fourth issue was the students' approach to completing the lecturer's task or assignment. The use of online streaming videos as a media of learning resources also had a role in the fifth and final issue that emerged during distance learning amid COVID-19 pandemic situations is students' limited cell signal and internet quota. The findings can be used to further enhance and improve online teaching and learning techniques. Further research into how students deal with obstacles is encouraged.

Keywords: EFL, ESP, Online Learning, Speaking

I. INTRODUCTION

In the early 2020s, a virus known as Covid-19 caused significant disruptions to daily life in a number of nations around the globe, including Indonesia. The 2019 Coronavirus Disease (COVID-19) outbreak is starting to have an impact in the field of education. Accordingly, the authority mandated a policy for all schools and universities to reduce the number of people coming into contact with one another, thus stopping the transmission of COVID-19. Specifically, this regulation went into effect at the beginning of 2020 at Piksi Input Serang Polytechnic in Banten. The traditional method of classroom instruction has been replaced by online-only instruction. As a result, everything engaged has a new experience, most notably the students, due to the novelty of distance learning and the fact that many lecturers have less expertise in teaching digitally.

Studies of online education in COVID-19 have been undertaken by many researchers, Ayu (2020) investigated how English language educators applied EFL distance classes and the problems they encountered in higher education institutions that offered online and remote learning. Another

previous research by Nartiningrum & Nugroho (2020) that draws a parallel to the current study since both of them is interested in the perspective of the student regarding online teaching in the era of the pandemic.

During face-to-face learning, the instructor and the student are positioned so that they are physically facing each other. On the other hand, online learning entails instruction through an online connection between the lecturer and the individual student (Ayu & Pratiwi, 2021). An online connection is one that is linked to a network on a computer system or is available through mobile devices. This may take the shape of images, photographs, or papers of varying lengths and formats that are traded digitally over the internet (Nartiningrum & Nugroho, 2020). Interaction in an online class is handled very differently from what it is in a traditional classroom setting. Online education is an excellent choice. Learning that takes place specifically through the use of internet-based technology and gadget technology is referred to as information and communication technology, or ICT for short. Online learning is a form of distant education. Courses can be taken online through a program called "online learning" to make them accessible to as many students as possible across a wide geographic area (Prasetya, 2021). Learning through the use of internet-based technology is referred to as online learning. The success of distance education is heavily reliant on the accessibility of online networks and information technology.

II. LITERATURE REVIEW

The term "online learning/daring" refers to a form of education in which instructors and students do not physically interact with one another (Albert Sangra et al., 2012). In order to study online, you need access to the internet. Learning occurs simultaneously for both the teacher and the learners, albeit it takes place in separate locations. It is possible to make use of a wide variety of programs and platforms, including Whatsapp, TikTok, Youtube, Zoom, Google Classroom, Edlink, and others. In order to participate in this online education, the primary piece of hardware required is a computer or a smartphone that is joined to the network connection.

There may be difficulties when moving from face-to-face instruction to online learning since the lecturer must impart knowledge to the learners. One of the main problems with online education is the "gap" that exists between how instructors were taught to teach and how the content must be delivered for it to be effective in virtual classes (Ayu & Pratiwi, 2021). Educating internet systems poses a number of challenges and issues. When the Studying online is employed, EFL instruction that relies heavily on actual usage also poses students some difficulties. (Khajlo, 2013). For example, during the listening session, the ICT tools used by teachers to instruct learners who are in different locations are frequently inefficient (Nartiningrum & Nugroho, 2021). Furthermore, when administering speaking exams, lecturers are unable to fully supervise the students. Students encounter difficulties while trying to mimic their lecturer's speaking style in speaking classes that are taught remotely or online, and the lecturer finds it difficult to effectively instruct the students to talk (Arumsari & Octaviani, 2021).

The ability of the parents to provide their children with supportive resources may vary because many parents become unemployed in this COVID-19 circumstance (Logan et al., 2021). To help the company or business they work for to survive, several of them had their salaries reduced or went bankrupt. Another issue with distance learning is that several parents and students do not own computers or Mobile devices, which makes it difficult for them to benefit from the system (Ludji & Marpaung, 2021). The provision of educational services for students, given by the government, is still in need.

With the idea of the internet and technology as the foundation, it is obviously important while implementing an e-learning platform (Bhuana & Apriliyanti, 2021). The lecturer needs to be proficient with technology and the internet, especially in this 4.0 era (Ginting et al., 2021). The blended learning program will incorporate online instruction to supplement traditional classroom discussions. The most recent knowledge in the system of education and learning must be adapted by lecturers (Rahayu & Wirza, 2020). The COVID-19 pandemic has made it necessary for learners to do their studies at home, which makes the e-learning platform obligatory used to support the educational process (Prasetya, 2021).

When carrying out the process of e-learning, the virtual classroom can make use of a variety of informational and technological resources. Whatsapp is one of many applications that is used to handle e-learning, and it continues to be the most popular (Salem M. Alqahtani et al., 2018). Students' positive attitudes on the integration of Whatsapp into educational settings are a direct result of the platform's ability to effectively boost academic progress. Whatsapp is another useful tool that may be used to increase the learning motivation of learners. It is one of the programs which is used the most frequently in modern communication (Fauzi & Raya, 2022). It is a free communication program that has a large user base. There are a large number of additional free resources available, many of which are geared to facilitate communication between students and instructors and the running of virtual classes (Drawback, 2020). The program used included Zoom video conference, Microsoft team, Instagram, Youtube, and many other similar platforms (Nehe, 2021). When it comes to carrying out remote learning, the instructors and the students might come to an understanding regarding which application should be used. It needs to be changed depending on the lecturer's skill in accessing technology as well as the state of the students in order for the process of education and learning to be configured properly and efficiently (N.P.S. Widiastuti et al., 2021).

III. RESEARCH METHOD

The qualitative descriptive design (Johnson & Christensen, 2016) was used in this study. The data came from an online questionnaire and interviews with 40 students from the fourth semester of the Management Informatics Diploma Major at Piksi Input Serang Polytechnic in Banten, Indonesia. The subjects took ESP class and was chosen on purpose for ease of access.

The questionnaire had 24 questions. 4 Point Likert Scale were used in the questionnaire system, including options as follows: 4 points strongly

agree, 3 points agree, 2 points disagree, and 1 point strongly disagree (Turner, 2014, p. 19). It was anticipated that they would give more honest comments when prompted to report on their learning challenges during the pandemic. The researcher used an online questionnaire by using Google Form and an interview to get accurate data from students dealing with challenges during the distant learning activity. The researcher in this study made use of a semi-structured interview technique. Although the researcher had prepared a set of questions for the subject, the researcher was free to ask any additional questions that arose during the course of the interview. An interview has the benefit of immediately providing vast amounts of detailed data. People's opinions, attitudes, and experiences can be gathered through interviews since it allows respondents to express themselves freely. Interviews shed light on people's perspectives, the significance of events from their own perspectives, the nature of the setting, and perhaps even rarer topics. Responses to questions and concerns can be quickly addressed in interviews. Researchers described the information gathered from online surveys and in-person interviews qualitatively.

IV. FINDINGS

Online education is a way of instruction that relies on the accessibility and interactivity of the web. The goal of an online learning initiative is to educate a vast number of people on various topics. In today's society, it's impossible to imagine a future without the possibility of online education. Instructors and students can keep on with classes and homework at home even as the COVID-19 pandemic spreads. However, the success of online education depends crucially on the accessibility of many forms of communication and information technologies. WhatsApp and Edlink were used to help with online class learning. Positive attitudes regarding Whatsapp's use in the classroom can be fostered and learning outcomes improved with the help of Whatsapp. It's a free app that efficiently use data plan. Students were given a chance to ask questions, interact and receive clarification from the instructor in real time during the class by using the video conferencing feature of ZOOM Meetings.

Table 1

The Findings of Students Problems During Online Learning in Pandemic

| No | Problems | Percentage | | | |
|----|--|----------------|-------|----------|-------------------|
| | | Strongly agree | Agree | Disagree | Strongly Disagree |
| 1 | Students' learning devices and supporting facilities | 25% | 55% | 15% | 5% |
| 2 | Limited accessibility to Online Video Conference | 40% | 45% | 10% | 5% |

| | | | | | |
|---|--|--------|--------|-------|------|
| 3 | Students' concerns on the lecturer's materials during an online class. | 35% | 45% | 7.5% | 2.5% |
| 4 | Students' problem to completing the lecturer's task or assignment | 17.5% | 52.5% | 22.5% | 7.5% |
| 5 | The use of online streaming videos as a media of learning resources. | 20% | 65% | 10% | 5% |
| 6 | Students' cell signal and internet quota | 50% | 30% | 10% | 10% |
| | Mean | 31.25% | 48.75% | 12.5% | 6% |

The information presented above only identified issues when the focus was on student difficulties with online education. In the segment below, further information will be discussed.

V. DISCUSSION

Online courses during COVID-19 outbreak scenarios presented students with a number of challenges, the first of which was the quality of their learning equipment and associated resources. Eighty percent of people polled said that having access to technological resources such computers, androids, and an online network was a problem. Several students did not have access to wifi or the internet at home, as shown by the interview. As a result, students' interest in learning to communicate via the Internet dropped. In online learning, educators asked their students for as much bandwidth as they can to spare. In ESP online course, along with other courses, the activity consumed up student's monthly data allowance. The students can't seem to figure out how to divide up the data cap. This prevents them from making full use of online learning opportunities to improve their English communication skills because they have used up their monthly data quota (Asio et al., 2021).

Second, overcoming barriers that prevent students from using the Video Conference Platform. The results showed that 85% of students who tried to access the ZOOM conference via their computers were unsuccessful. The interviewee speculated on the significance of her shaky internet connection, and it turned out that her suspicions were correct. Students who choose to stay home from the hybrid online class because it is thundering and lightning outside miss out on participating in class discussions and completing assigned readings (Komsiyah, 2021).

Third, there was the problem of how to help students overcome their difficulties when attempting to elaborate on the lecturer's topics in asynchronous online instruction. With 35% strongly agreeing and 45% agreeing, the data suggests that 80% of students had trouble following up with the lecturer's explanatory materials. In light of what they learned during the interview, they should contact the lecturer right away to double-check and confirm the information. Only 7.5 and 2.5 percent, or 10 percent in total, had

no trouble drawing conclusion upon the lecturer's materials through asynchronous learning. That is, they had a strong grasp of the subject matter.

The difficulty the students had in finishing the project or assignment given by the lecturer was the fourth issue. Seventy percent of learners had difficulty finishing the lecturer's assigned work. According to the interview, students valued opportunities for peer and group discussion while they were engaged in face-to-face instruction. It turns out that under a pandemic scenario, most of them only reflect the student's proficiency in one particular style of spoken English. After students have practiced and recorded their work, they submit it. The participants rarely engaged in one-on-one conversation. They care less about completing and presenting assignments in English class. As a result, deadlines for tasks that should have taken a week were frequently pushed out to a full two weeks. The instructor was thus sluggish in keeping track of and grading student assignments.

The fifth problem concerned about using Online Streaming Media as a means of education. Data showed that 20% strongly agreed and 65% agreed, meaning that 85% of the students had no trouble when the lecture used an Online Streaming video as a source of learning materials because it gives simple guidance and compelling information to the learners. A combined 15% complained that the length of the videos was too much of a distraction. This figure was comprised of 15% of participants who said the videos were too long both frequently and overall. Apparently, the interviewees discovered that the students got tired after watching it for a while. Not every young person could follow the conversation happening in the virtual world.

The Department of Informatics at Poltek PIS implemented an online learning approach during Covid-19, but limited mobile service and bandwidth caused issues for students. Teaching and learning at the university level are challenging no matter the medium. Students in the Department of Informatics are shown a *.ppt presentation file, and the lecturer provides further explanations in paper or on a whiteboard. The instructor led the online class using Video Conferences or Zoom, where they taught using multimedia presentations. Despite extensive explanation and illustrative examples, many students still struggle to grasp the concepts presented. They only used zoom or meet, yet many college students still didn't understand the information and couldn't answer questions during the Q&A session. Poor signal and frequent disappearance are common reasons given by college students via group WhatsApp for students dropping in and out of meetings and zoom sessions. Students have a problem with educators having too many assignments and not enough time to gather them (Pradana & Syarifuddin, 2021).

VI. CONCLUSION

In light of the COVID-19 epidemic, the term "online learning" is used to describe a supplementary method of education that may be used by learners of any situations. All stakeholders need to be ready for its adoption, despite the fact that it raises a number of challenges for both educators and students. Thus, the goals of this research were to identify the obstacles to online education for ESP learner students during the disease outbreak and to propose strategies for overcoming those obstacles. The researcher hopes that the

results can be used as a resource by policymakers, educators, students, and parents to better shape government initiatives related to distance education. During the COVID-19 disease outbreak, the principle of education policy is to make sure that students continue to receive a high-quality education by prioritizing their safety and the safety of their teachers, school administrators, support staff, families, and the community as a whole, as well as by considering their individual psychological and developmental needs.

REFERENCES

- Albert Sangra, Dimitrios Vlachopoulos, & Nati Cabrera. (2012). Building an inclusive definition of e-learning: An approach to the conceptual framework. *International Review of Research in Open and Distance Learning*, 13, 145–159.
- Arumsari, & Octaviani, K. (2021). The effectiveness of virtual learning on English speaking skill for students of information system program. *Surakarta English and Literature Journal*, 4(1), 32–43.
- Asio, J. M. R., Gadia, E., Abarintos, E., Paguio, D., & Balce, M. (2021). Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal. *Studies in Humanities and Education*, 2(1), 56–69. <https://doi.org/10.48185/she.v2i1.224>
- Ayu, M. (2020). Online Learning: Leading e-Learning at Higher Education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 7(1), 47–54. <https://doi.org/10.36706/jele.v7i1.11515>
- Ayu, M., & Pratiwi, Z. F. (2021). The Implementation of Online Learning in English Language Teaching during Pandemic: The Teachers Voice. *Journal of Research on Language Education (JoRLE)*, 2(2), 93–99. <https://ejournal.teknokrat.ac.id/index.php/JoRLE/index>
- Bhuana, G. P., & Apriliyanti, D. L. (2021). Teachers' Encounter of Online Learning: Challenges and Support System Corresponding email. *Journal of English Education and Teaching (JEET)*, 5(1), 110–122.
- Drawback, A. O. R. (2020). *Premise : Journal of English Education and Applied Linguistics VIDEOCONFERENCING FOR SPEAKING ASSESSMENT MEDIUM : ALTERNATIVE OR DRAWBACK ?* 9(2), 111–128.
- Fauzi, I., & Raya, U. P. (2022). TEACHING ENGLISH USING WHATSAPP DURING LEARNING FROM HOME : LET : Linguistics , Literature and English Teaching Journal TEACHING ENGLISH USING WHATSAPP DURING LEARNING FROM HOME : IMPACTS TO STUDENTS AND. *LET: Linguistics, Literature and English Teaching Journal*, 1(2), 59–78.
- Ginting, D., Woods, R., Nuswantara, K., Sukaton, O. Z., & Jiuangga, V. V. (2021). Teachers voice: Their experiences in emergency remote teaching amid covid-19 pandemic1. *Mextesol Journal*, 45(4), 0–3.
- Johnson, R. B., & Christensen, L. (2016). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. SAGE Publications. <https://books.google.co.id/books?id=6gFHDQAAQBAJ>

- Khajlo, A. I. (2013). Problems in teaching and learning English for students. *International Journal of Engineering Research*, 7(3), 56. www.ijerd.com
- Komsiyah, I. (2021). The Challenge of Zoom Cloud Meeting in Online Learning Process. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 829–835. <https://doi.org/10.35445/alishlah.v13i2.820>
- Logan, N., Ogurlu, U., Garbe, A., & Cook, P. (2021). Parent voices: Suggestions for remote learning during covid pandemic and beyond. *Journal of Ethnic and Cultural Studies*, 8(4), 1–17. <https://doi.org/10.29333/ejecs/850>
- Ludji, I., & Marpaung, T. (2021). Parents' Perception on the Implementation of Home Learning during Covid-19. *Jurnal Basicedu*, 5(5), 3636–3643. <https://doi.org/10.31004/basicedu.v5i5.1013>
- N.P.S. Widiastuti, N.N. Padmadewi, & N.L.P.E.S. Dewi. (2021). the Use of Videoconference for Speaking Class in Mahasaraswati Denpasar University: Practice and Perception. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 9(2), 67–74. <https://doi.org/10.23887/jpbi.v9i2.410>
- Nartiningrum, N., & Nugroho, A. (2020). Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 4(2), 115. <https://doi.org/10.29240/ef.v4i2.1494>
- Nartiningrum, N., & Nugroho, A. (2021). English Teachers' Perspectives on Challenges, Suggestions, and Materials of Online Teaching amidst the Global Pandemic. *IJEE (Indonesian Journal of English Education)*, 1(1), 101–119. <https://doi.org/10.15408/ijee.v1i1.17886>
- Nehe, B. M. (2021). Students' Perception on Google Meet Video Conferencing Platform During English Speaking Class in Pandemic Era. *Journal of English Education*, 10(1), 93–104. <https://journal.uniku.ac.id/index.php/ERJEE>
- Pradana, M., & Syarifuddin, S. (2021). The Struggle Is Real: Constraints of Online Education in Indonesia During the COVID-19 Pandemic. *Frontiers in Education*, 6(September), 2020–2021. <https://doi.org/10.3389/feduc.2021.753776>
- Prasetya, R. E. (2021). Engagement Strategies in Electronic Tools English Online Learning: Higher Education Context. *IJEE (Indonesian Journal of English Education)*, 8(2), 309–326. <https://doi.org/10.15408/ijee.v8i2.22358>
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan*, 20(3), 392–406. <https://doi.org/10.17509/jpp.v20i3.29226>
- Salem M. Alqahtani, M., Bhaskar, C. V., Vadakalur Elumalai, K., & Abumelha, M. (2018). WhatsApp: An Online Platform for University-Level English Language Education. *Arab World English Journal*, 9(4), 108–121. <https://doi.org/10.24093/awej/vol9no4.7>
- Turner, J. L. (2014). *Using Statistics in Small-Scale Language Education Research: Focus on Non-Parametric Data*. Taylor & Francis. <https://books.google.co.id/books?id=TafmAgAAQBAJ>