The Effectiveness Of Online Learning Activity Through Students' Speaking Ability At Ibrahimy University

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Abstrak Perkuliahan daring saat ini merupakan salah satu metode perkuliahan yang efektif selama masa pandemic covid-19. Perkuliahan daring dapat dilakukan dengan menggunakan teknologi internet dan menggunakan smartphone android ataupun komputer. Tujuan penelitian adalah untuk mengetahui pengaruh metode kuliah daring terhadap tingkat kemampuan mahasiswa tentang materi kuliah speaking I di Universitas Ibrahimy. Metode Penelitian ini menggunakan metode pre eksperimen dengan desain one group pre-pos tes only. Jumlah responden sebanyak 07 orang mahasiswa yang mengambil mata kuliah speaking I secara daring. Pengambilan data dengan menggunakan latihan berbicara Bahasa Inggris dengan merekamnya ke dalam aplikasi kinemaster. Pembuatan video yang merupakan hasil rekaman dari speaking tersebut sebagai data yang digunakan dalam pre dan post test. Kesimpulan dari hasil data yang diambil adalah dengan membandingkan antara nilai rata-rata mahasiswa yang diperoleh pada nilai pre dan posttest. Rata-rata yang diperoleh dari nilai pretest adalah 49,3 dan nilai rata-rata yang diperoleh dari score posttest adalah 63,6. Terdapat selisih 14,3 dari perbandingan hasil rata-rata pretest dan posttest. Oleh karena itu dapat disimpulkan bahwa terdapat keefektifan dari pembelajaran secara online dalam hal speaking mahasiswa di masa pandemi covid.

Kata kunci: pembelajaran daring; kemampuan berbicara; pre-eksperimen studi

Abstract Online learning activity is one of the most effective lecture methods during the covid-19 pandemic. It can be done using a technology connecting internet by Android smartphone or a computer. Through this lecture is applying an online teaching learning process on the students' speaking ability. The research objective is to determine the effect of online learning activity method on the university student on speaking at Ibrahimy University of Situbondo East Java. This research uses pre experimental research with one group pre-posttest design. The number of respondents was 07 persons who take an online learning activity. The data was taken using an application of kinemaster as pretest and posttest scores. The final data that can be conclude by comparing a mean score of the pretest and posttest. The average of pretest shows 49,3 and the average of posttest score shows 63,6. There is a difference from the average result of pretest and posttest 14,3. It can be concluded that there is a significant effectiveness of online learning process through students' speaking in pandemic situation.

Keywords: online learning activity; speaking ability; pre-experimental study

A. INTRODUCTION

The COVID-19 pandemic that is currently being experienced has greatly affected various things, including education. One of the prevention standards that has been carried out by the government is social distancing. It also means that face-to-face lectures as usual are not allowed. Therefore, the activity of teaching should be done by online teaching learning using an internet connection.

The application of a lecture environment in accordance with government recommendations, one of which is online lectures using internet technology.[1] The speaking 1 course was previously a subject with conventional method that was done by face-to-face methods. Not all the university students do online teaching process, but some of the lectures who need a laboratory to practice the teaching learning process can meet with some students to do the learning process in the class or laboratory. Because the speaking 1 course does not require laboratory practice, it can be done entirely by using the online lecture method.

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[1]Setiawan, "Perspektif e-learning dosen program studi sistem informasi", Journal of Computer, Information System, & Technology management, Vol.1 No.2 (2018), 6.

Online learning is different from e-learning. Online learning is the delivery of learning materials through technology with networks as a means of communication. While e-learning is also said to be blended learning, namely a learning approach using a combination of traditional or face-to-face learning using electronic learning media.[2]

Online learning activity was done to seek a quality of learning for the students during covid pandemic. This is an educational process using electronic media and internet technology.[3] Learning using the e-learning method is one of the effective learning method because it utilizes technology information and communication optimally.[4]

E-learning is also one of the educational facilities that combines between communication, self-motivation, efficiency, and technology.[5] Through online learning, the lecturer has a role as a mentor of learning materials, stimulus and direction for students. The stimulus that was given is intended to help students understanding to a lecture material, so it provide the final result in the form of changes behavior in learning and mastering the substance well.[6]

The advantage of online learning that can provide different experiences in learning process. Lectures can use a computer or an android phone anywhere, suppressing independence in learning and also standards the quality of the provision of material is more consistent.

E-learning systems can create individuation, enrichment, acceleration, expansion, productivity and effectiveness in learning so that the quality of education can increase. It also make the teaching learning process be easier

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[2]Littlejohn, "Preparing for Blended E-Learning", (2007).

[3]Wicaksono, "Perancangan dan implementasi e-learning pendukung project", (Sentika, 2015), 343.

[4]Hanum, "Keefetifan e-learning sebagai media pembelajaran", Jurnal Pendidikan Vokasi, Vol.3 No. 1 (2013), 90.

[5]Behera, "E- and m-learning: A comparative study", International Journal on New Trends in Education and Their Implications, Vol.4 No. 4 (2013), 214.

[6]Yuniarti, "Meningkatkan kualitas pembelajaran di Prodi Tata Niaga Jurusan pendidikan ekonomi", Vol. 8 No. 18 (2010), 66.

and more fun, the content of material that is given by the lecturer more clearly. So that students have a high curiosity.[7] Moreover the impact of online learning activity is expected to motivate the students in improving the quality of learning and learning independence. Besides that lecturer is also expected to be able to have a higher quality in teaching materials and can be implemented anytime and anywhere.[8] The students find some references for the knowledge by themselves through internet facilities and directions from lecturers. In addition, this method helps students to study everywhere and every time.[9]

Evaluation is the indicator to measure a successful of teaching learning activity. Those can be done of the various ways of the lecture, namely: tasks and make a video by using an application kinemaster. The assignments that was given can be in the form of material that has been taught. The video that was made by the students is about a story about their experience on the application of kinemaster. Those are used as pre and posttest on this research trough an online learning process on the speaking understanding of the students. It also a technique objective evaluation and can be used as a pre-test as well as a post-test test as a description of students' understanding.[10]

Based on some theories above it can be describe and explain the impact of the online teaching learning process on the students' speaking 1.

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[7]Mustofa, "Formulasi model perkuliahan daring sebagai upaya menekan disparitas kualitas perguruan tinggi", Journal Walisongo, Vol.1 No. 2 (2019), 151.

[8]Prayudi, "E-Learning Readiness Index (ELRI) sebagai model bagi evaluasi e-learning pada sebuah institusi", (2009).

[9]Fitriasari, "Kemandirian belajar mahasiswa melalui blended learning pada mata kuliah metode numeric", Jurnal Elemen, Vol. 4 No. 1 (2018), 1.

[10]Turrahma, "Pemanfaatan E-Learning Berbasis Lcms Moodle dalam peningkatan efisiensi dan efektivitas serta kualitas media pembelajaran siswa", Jurnal Nasional Pendidikan Teknik Informatika, Vol.6 No. 3 (2018), 327.

B. RESEARCH METHODS

This study used pre-experimental research one group pre-posttest design. This research was conducted of seven students at Ibrahimy University Situbondo East Java through online speaking class. Some topics are delivered by the lecturer in online learning activity are new experience, hobbies, and sport.

Speaking material was given face to face by the lecture before covid-19 pandemic. This research is the first time was done by an online learning activity of speaking 1 material through covid pandemic. So, it needs to prepare well as a lecturer and the students to do learning process. Because it related to the internet connection, application to give some materials, and also the way to do the evaluation.

Online learning activity was given by zoom application about 100 minutes. Lecture gave some topics and shared screens via online or virtual using zoom application. After the researcher explains the learning topic, then students are given the opportunity to ask virtually or via the chat column. The discussion was also going on while online teaching learning process.

Learning achievement is measured through the results of pre-test and post-test. Pre-test and post-test materials are given by two topics, those are about love and life. Pre test and post test is given through a kinemaster application

Pre-test and post-test scores appear from some aspects that related with speaking component. Some criteria for evaluating speaking task are pronunciation, fluency, vocabulary, grammar, and discourse features (cohesion, sociolinguistic appropriateness) task (accomplishing the objective of the task),. [11]

The researcher use only four aspects of some criteria of speaking task. Those are vocabulary, grammar, fluency and pronunciation. Pretest material

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[11]Brown, Teaching by Principles: an Interactive Approach to Language Pedagogy (Pearson Education, 2015), 386.

is about a love. Students can express their idea about his topic. By speaking up on the application on kinemaster application. However a material of posttest is about life. The students can express their idea by speaking up on the kinemaster application.

The aspects that was used by researcher has Speaking score ranged from zero (minimum mark, if they cannot speak) to 25 (maximum mark) according to Speaking Scoring Criteria by Phillip, in Behtazh: 122.[12]

Vocabulary: mark four for using advanced words appropriately, three for applying simple words without any errors or advanced words with some errors, two for using simple words, one for applying words incorrectly that caused interrupting communication.

Grammar: rating criterion gave four for using complex syntax rules correctly; three for applying simple rules properly, two for using both complex and simple rules with a few problems, one for applying simple rules with some problems.

Pronunciation: There were four levels to mark pronunciation level including pronouncing the word correctly, with minor errors, with a number of errors, and at the lowest level pronouncing the word completely incorrect. The raters rate them from four to one respectively.

Fluency: The learner's speech is generally fluent. The learner's speech is generally fluent, with minor problems. There are problems in their speech which cause their fluency to become decreased. The learner has problems with fluency that make the responses difficult to understand.

Here is the simple check list for English speaking rating (adopted by the researcher).

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[12]Behtaz, "The Effect of Project Based Learning (PBL) on the Components of Speaking Ability", Journal of Applied Linguistics and Language Research, Vol.4 No.3 (2017).

Table 1. Check list of Speaking

Learners' name :				
Vocabulary	4	3	2	1
Grammar	4	3	2	1
Pronunciation	4	3	2	1
Fluency	4	3	2	1
The learner either says nothing or fails to answer the question. 0				

The description of the score is 4 means the students get skore 25, 3 means student get score 20, 2 means the student get score 15 and 1means the student get 10.

While doing of pre-test and post-test it helps the researcher to avoid the possibility of cheating from the students. Pre-test and post-test scores were calculated from the point that was gotten by the students' speaking on their expression of video on kinemaster . Results assessments were analyzed by comparing a mean score of mean pretest and posttest. When it turns out that the posttest average score is significantly higher than the average score of pretest, then it is concluded that the instructional treatment is effective.[13]

The average or arithmetic average in terms of this formula:

$$X = \frac{\Sigma x}{N}$$

Where:

X : the mean

Σ : the sum of

x : each of the values in the distribution

N : the number of class

An essential step within the conduct of investigating was the measurement. The researcher use that formula to compare pretest and posttest.

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[13]Mohammad Adnan Latief, Research Method on Language Learning (Malang: Universitas Negeri Malang, 2017), 97.

C. RESULTS AND DISCUSSION

There are four aspect of speaking criteria that used in this research. Those are vocabulary, grammar, fluency, and pronunciation. It has the same criteria for the pretest and posttest in speaking component. The score of students' speaking can be seen of the calculating from some criteria. Here is a speaking score of each students in the pretest score.

Table 2. The score of pretest on students' speaking

| Student | Component | Criteria of speaking | | | | |
		Vocabulary	Grammar	Fluency	pronunciation	Total
1	Rating	1	2	1	1	5
	Score	10	15	10	10	45
2	Rating	1	1	2	2	6
	Score	10	10	15	15	50
3	Rating	1	2	2	2	7
	Score	10	15	15	15	55
4	Rating	2	1	1	1	5
	Score	15	10	10	10	45
5	Rating	1	2	1	2	6
	Score	10	15	10	15	50
6	Rating	1	2	2	1	6
	Score	10	15	15	10	50
7	Rating	2	1	2	1	6
	Score	15	10	15	10	50
Total Score						345
Mean						49,3
Median						50
Percentage						49%

The same criteria of speaking component that also used in posttest such as vocabulary, grammar, fluency and pronunciation. Here is a speaking score

Table 3. The score of posttest on students' speaking

Student	Component	Vocabulary	Grammar	Fluency	pronunciation	Total
			Criteria of speaking			
1	Rating	2	2	2	1	7
	Score	15	15	15	10	55
2	Rating	2	1	2	3	8
	Score	15	10	15	20	60
3	Rating	2	3	4	3	12
	Score	15	20	25	20	80
4	Rating	2	2	1	2	7
	Score	15	15	10	15	55
5	Rating	1	2	2	3	8
	Score	10	15	15	20	60
6	Rating	2	2	3	4	11
	Score	15	15	20	25	75
7	Rating	2	1	2	2	7
	Score	25	10	15	10	60
Total Score						445
Mean						63,6
Median						60
Percentage						64%

Based on the table above it shows the average of pre-test score is 49,3 and average of posttest score is 63,6. It means that there is a significant higher than the average score of the pretest. It can be conclude that the online teaching learning activity did not give any obstacles in teaching learning process through covid pandemic.

In this research also describe some of the classification of the speaking score. Those ate good, enough, and poor. According to Arikunto (2013) stated that the value of measuring a score is can be classified into three level, those are good is between (76% to 100%), enough is between (56% to 75%0 and poor is (<=55%). From this classification the score of the students speaking understanding on the online learning activity can be seen on the table above that is from a percentage of

pretest score 49% is include to poor level. Therefore in the percentage of posttest score is 64% is include to enough. [14]

According to Rosmita Dewi Yuniarti (2010) also states that the score of students learning activity by using an online learning activity are better, even the students in online learning are getting a higher score than in face to face learning activity. It is because the students can study by themselves related with the material that was given by the lecturer.[15]

The researcher get a doubt before doing this research, because it was the first of the online learning activity on the speaking subject. But, while conducting the research it was very interesting because the online learning activity was running well. It got a good response from the students' attention, and also the activity of study in speaking are active by shared some screen and doing a discussion via online learning.

Some of the problems also come into an online teaching learning in speaking through conducting this research. One of the problems is the voice of the lecture and also from the students are not very clear enough. It was because a signal that not always well

Many researchers also state that the problem of the teaching through online learning is the signal,[16]. It is not always get a good signal because sometimes the voice was not too clear. Also stated that the quota of internet is limited. So it will disturb the access the lecture.

According to Wardani, at al (2018) state that the online teaching learning activity has a kind of problem in the connection of the internet which has a function to connect the lecturer and the students to do the teaching process. [17]Because of it the process of learning can't run well.

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[14]Suharsimi Arikunto, Prosedur penelitian: Suatu pendekatan praktik (Jakarta: Rineka Cipta)
[15]Ibid[6]
[16]Yazdi, "E-learning sebagai media pembelajaran interaktif berbasis teknologi informasi", Jurnal Ilmu Foristek, Vol. 2 No.1 (2012), 143.
[17] Wardani, "Daya tarik pembelajaran di era 21 dengan blended learning", Jurnal Kajian Teknologi Pendidikan, Vol.1 No.1 (2018), 13.

Even though the connection of the internet has a problem, but the teaching online learning can be running as good as possible. With some application of meeting online such as Zoom, Microsoft Team, Google meet, act. Those can be done by the lecturer and the students to discuss while teaching online learning process.

D. CONCLUSION

Based on the result of the research that has been explained related to the result of the pretest and posttest of the online teaching learning activity through the students speaking ability at Ibrahimy Univesity, it can be concluded that there is a positive effect of the online teaching through students speaking. It should be a kind of strategy of teaching learning activity while covid pandemic for offer the teaching learning process. The goal of teaching still can be achieved through the online teaching learning. Even the lecture and students can increase the knowledge of technology by using some of application through online teaching learning. Not only can operate a computer or smartphone but also extend the information by using a technology. Moreover the technology and information always grow up throughout the ages.

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