

A DESCRIPTIVE STUDY ON STUDENTS' PERSPECTIVE IN ONLINE SPEAKING CLASS AT UNIVERSITAS MUHAMMADIYAH JEMBER IN 2019/2020 ACADEMIC YEAR

Fafa Maulana Muhammad

1510231071

Advisor 1: Anita Fatimatul Laeli, M.Pd

Advisor 2: Kristi Nuraini, M.Pd

Language Education Program Faculty of
Teacher Training and Education University
of Muhammadiyah Jember

Jl. Karimata No. 49

maulanafafa2000@gmail.com

Abstract

This study suggests two research questions. First, how is the students' perspective about online speaking class nowadays. Second, what are the obstacles causes by the students in online speaking class. This study aimed to describe students perspective and their obstacles in online speaking class at Universitas Muhammadiyah Jember. Descriptive qualitative research was used in this study because the data in this study were presented in the form of words rather than numbers, were obtained in a natural context, and were discussed descriptively. This study obtain data in the form of student questionnaires response and the answer of students' interview. The participants of the study were 20 students of Universitas Muhammadiyah Jember. The results showed that students of Universitas Muhammadiyah Jember had several problems such as their confident to speak English and their focus in speaking online class. The most frequent causes of students' obstacle to speak in online speaking class is their focus on the lesson, such as their connection and lack of mastering social media.

Key Word: Students' Perspective and Students' Obstacles

The epidemic of the Coronavirus Novel 2019 (2019-nCoV), which continues to expand, causing the worldwide COVID-19. Pandemic cause the first global health crisis in the millennium era after the first pandemic that human had ever succeeded in getting rid of was in 1967 Harari (2015. p,11). This pandemic crisis has changed the living order of society, with several regulations that have been established by the government. The biggest change in this pandemic situation is in the field of education where teaching and learning activities must change according to current conditions. As well as online learning systems in a learning environment. Stefanovic (2011) stated that the use of e-learning or online learning become essential for higher education institutions and they are considering and accepting this fact in order to compete with other organizations and for meeting financial stability. In the field of education, learning changes become very important so that learning is not interrupted and continued. So many strategies, media, and tools exist to meet the needs of teachers and students, that's why students and teachers have to adapt. The use of applications that support learning such as video meeting

applications which provides tools for learning, communicating and expressing ideas. Video meetings are used to convey learning and information to students and teachers. Students also have to be independent to find something new, not depending on what has been determined so that learning materials are not left far behind.

In this case, the learning that the researcher can focus on is English lessons, more specifically in speaking skill, how students' perspectives on speaking in online learning classe. Because speaking is one of the language skills, it becomes a very important thing to communicate. Speaking is usually associated with being able to express thoughts, opinion and ideas clearly through oral language and being able to speak effectively is perhaps the most important of all skills. Because from speaking, information and knowledge can be conveyed properly to listeners. When we were young, the first language skill we had was speaking, even though we spoke without good grammar. However, by speaking the message can be conveyed directly, to illustrate, mentioning his name.

Basically speaking is a difficult skill to teach students because it requires a lot of efforts that must be applied in learning. it is also stated by Pakula (2019, p. 95) speaking is an important skill in language learning, but it is not an easy skill to learn or teach. In the

change in the learning system, at this time speaking learning in class in the form of practice is quite difficult to imagine if there is no practice in speaking learning activities, the teacher

METHOD

In collecting data, the researcher did an interview. DeMarrais (2004), in Merriam & Tisdell (2016, p. 108) stated that defines a research interview as a process in which a researcher and participant engage in a conversation focused on questions related to a research study. In qualitative research, sampling is determined based on the purpose. It is to find out information as a basic of term and theory (Moloeng, 2002:165). Thus, this research used purposive sampling technique. Purposive sampling is a technique which takes sample by determining such consideration. Consideration implies **“stepping into the shoes of others”**. Effective communication must take the audience into consideration, i.e, the audience’s view points, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. The consideration of choosing the sample is based on the

and students find it difficult to carry out assessment and learning because it is oral production is not included in tests like others skills.

program and the university. Therefore, the researcher collected data of research by conducting direct communication with the subject. This communication took place between the researcher and the students of sixth semester. The researcher took sample of sixth semester students; there were 10 students that the researcher chose to be the interviewer.

According to Arikunto (2010, p.203) instrument of the research is a tool used in collecting data. Such kind of research instruments are test, observation check list, questionnaires, interview, and etc. The research used one instrument to gather the data. The researcher used less structured alternative interview also known as semi structured interview. Semi structure interview is in the middle, between structures and unstructured interview. In semi structured interview the questions are more flexibly worded or the interview is a mix of more and less structured questions (Merriam & Tisdell 2016:111). Usually, specific information is desired from all the respondents, in which case there is a more structured section to the interview.

Result and Discussion

The researcher presented the data collected from interview and questionnaire to 20 students of Universitas Muhammadiyah Jember about students' perspective and students' obstacles in speaking online class. The researcher divided the result into two parts, there were: first interview the students from A class and B class to know the students' perspective in speaking learning online class, the second interview students to find out the obstacles faced by the students in online learning class.

There were 14 out of 20 respondents stated that it was really enjoy when learning speaking online class these days. It can be seen from the statement from them.

Students' samples
interview 1:
"I can understand what lecture said to me but I always thinking about my grammar when I speak" (MR 4) and supported by FR 6 *"I enjoy to speak in online class recently but sometimes I do not feel confident in online class because there are so many reasons such as nervous, grammatical mistake and the pronunciation"*.

Students sample

interview 2:

MR14 stated that *"Speaking online class is very good for us to see how is our speaking skills, I can enjoy with that"*.

It means the students could enjoy to speak English in speaking online class but some of them still fear to speak up because of their speaking skills. Thus, the students should be practice as always to see their speaking skills.

There were 15 out of students stated that it was not really problem during online speaking class. It can be seen from the statement from them.

Students sample interview 1:
"I am nervous and inhibit to speak English in speaking online class"(FR 1). And supported by (FR 5) *"I am fear to speak English in the online class because I do not feel confident with my English skill."*

Students sample interview 2:
FR12 stated that *"Speaking in online class so entertaining for me and challenging for students to speak"*.

It means that the factors which cause speaking problems was when they spoke in front of audiance, their friends laughed at them when they made mistake in speaking online class.

The researcher obtained the data from students' questionnaire from 20 students to get an information about students' perspective and

students' obstacles in online speaking class.

Based on the data, the researcher took data from students' answer per point of questionnaire. In Questionnaire 5, there are 1 students' strong disagree, 2 disagree, 5 neutral, agree 12 and 0 strong agree it showed 85% of students. It meant they disagree learning online speaking class could improve their speaking skill. The researcher took data from students' answer per point of questionnaire. Questionnaire 6 about "The students can improve their creativity in online learning class". There are 5 students strong disagree, 4 disagree, 10 neutral, agree 0 and 1 strong agree it showed 43% of students. It meant they could not show their creativity in learning online speaking class.

In this research finding the researcher found some of students that were interviewed. In this research finding, the researcher found the same categorize with Magdalena Kartika sari (2018). In students' interview such self-doubt or worried in students' perspective and their obstacles. Brown (2001, p. 275) stated that use techniques that cover the spectrum of learner needs, from language-based

focus on accuracy to message-based focus on interaction, meaning, and fluency.

Conclusion

Based on the data of interview the students do not feel confident about their skill in speaking and being less competent than other students and some students are afraid to make mistakes in the foreign language include worrying about their pronunciation. For instance, they got so nervous speaking in public and they just knew that people were thinking about how bad they were at speaking. The students had obstacles that face by the students. Students did not have chance to speak one by one and when students turn to speak they will feel nervous because of that. Beside that their confident is not really improve in this case cause they did not show it up their speaking skill and lose their mentality to speak with students which is good to speak confidently. The most problem of the students is losing their focus because of internet and some of them did not well using the apps so they felt nervous to speak English in speaking online. Thus, the students should be giving pay attention more and learn how to master the apps like zoom, google meet and etc. For suggestion to the teacher, the teacher should give more attention with students which not confident to talk.

The suggestion for the students, The students should practice more in speaking English, memorized about vocabulary and tried to arrange or make a sentence. So the students could face their obstacles and they have to prepare the stuff that they need as well such as establish the internet connection. And the suggestion for the future researcher, The researcher hopes that all that he got from his research can be evaluated and give advice for students, teacher and other researcher to see the students perception and learn how to face the students obstacles.

Pedagogy 2nd Edition. San Francisco: Addison Wesley Longman Inc.

REFERENCES

- Harari, Noah. (2015). *Homo Deus*. Tangerang: Pustaka Alvabet
- Pakula, Heini. (2019). *Teaching Speaking. Volume 13*. Finland: University of Turku.
- Merriam & Tisdell. (2016). *Qualitative Research A Guide to Design and Implementation*. US: Jossey Bass A Wiley Brand.
- Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta
- Brown. H.D. 2001. *Teaching by Principles: An Active Approach to Language*