

THE EFFECTS OF ONLINE LEARNING ON STUDENTS SPEAKING SKILL ACHIEVEMENT

Suci Dhea Anjani^{1*}, Kelik Wachyudi²

Universitas Singaperbangsa Karawang

¹ 1810631060242@student.unsika.ac.id, ² kelik.wachyudi@staff.unsika.ac.id

Abstract

This research expects to untangle online learning outcomes on students' speaking skill achievement during the pandemic. The method employed in this research was secondary data collection because it was reasonable in this present situation and as an effort to diminish the spread of COVID-19. The number of subjects of the research was seven articles that analyzed secondary students. The research provides information related to the students' speaking skills achievement through online learning. This study reveals that most students decrease learning speaking skills through online learning mode during pandemic COVID-19. The researchers discovered a few problems during the learning process, such as; decreasing pronunciation, lack of seriousness, and becoming less enthusiastic about learning to speak English.

Keywords: Online Learning, Speaking Skills, Achievement

INTRODUCTION

Covid-19 has become challenging to the worldwide education system, rousing teachers to change conventional teaching mode to an online mode of instruction. Numerous academic institutions that had been reluctant to abandon their previous pedagogical approaches were forced to make the whole transition to online teaching and learning. Students who still desire information at their age cannot escape online learning since they must study with various methods and adapt quickly to the present state until it heals. Covid-19 is one of the challenges for the current education system. The fact of the Covid-19 has encouraged teachers to adjust to online teaching modes. Numerous academic institutions that had been reluctant to switch their previous educational practices have done so. This exploration aimed to investigate the impact of online learning on students' speaking skill achievement by conducting a systematic evaluation of prior studies. Indeed, the impacts of online learning and the development of speaking skills on students will be identified to improve students' performance during online learning activities. Fortunately, modern technology assists people in communicating with one another without meeting face to face directly. Flexibility is an intriguing component of online learning (Dhawan, 2020); students may arrange or organise their time to complete online courses. Zoom, Google Classroom, Google Meet, Edmodo, and other programs that facilitate online learning activities. Students have no learning constraints; Students can learn without being constrained by time and place constraints. Students are assisted in the online learning process because this technology can be utilised without limited space and time. However, it may be different in speaking skills because introverted students need to communicate through media rather than a direct conversation with their peers. In the meanwhile, (Rahmawati et al., 2021). There are few types of research that have been conducted the effects of online learning on students speaking skills achievement. One of them by (Alhawiti, 2017) with the title, The Effect of Virtual Classes on Student English Achievement at Tabuk Community College. The result of the research was Students in the experimental group achieved much more progress on

the English accomplishment exam overall and also the post-test results revealed that the amount of development made was statistically significant for each component of the English language.

METHOD

The researcher's approach to research is dictated by the field of study and the research questions. Creswell (2009), a research technique, outlines how a researcher collects, analyses, and assesses data for a study. The researcher employs the secondary data gathering approach when doing the investigation. Secondary data analysis evaluates data gathered by someone else for another primary purpose. Johnston (2014), using existing data is a feasible option for researchers with restricted moments and resources. The context of the pandemic when this research is conducted has made the researchers take qualitative as the method. In this scrutinising, the data was collected from distinct sources, including scholarly papers, books, and research on the topics formed in this study. However, the researcher drew the sample from various journals, including Taylor & Francis, Sage, and Research Gate. After researching, reading, and analysing around 15 articles. The researchers discovered that merely five journals are relevant to the issue.

RESULTS AND DISCUSSION

Results

This study aimed to untangle the impact of online learning on students' ability to speak in public. As teachers, the researchers can see each student's progress in the learning process, mainly speaking ability. As a result of the study, the lack of direct practice in the speaking learning process has significantly impacted students. In speaking, circumstances require a direct conversation with people who can enhance students' speaking skills because they can interact with each other and evaluate their mistakes while speaking. In such mode, the students are interested in a speech, and they do not quickly get bored in the learning process.

Meanwhile, in online learning, students cannot directly communicate with one another since there can be numerous hurdles in communicating through media, such as a lack of internet connection that might abruptly disconnect or a voice not heard correctly, affecting students' pronunciation. Based on the outcomes of their analysis, the researcher (Mardiah, 2020) revealed various issues that hindered pupils' speaking achievement. Student difficulty and scores decreased after finishing e-learning; some of the factors impacting this were pronunciation.

Discussion

In practice, e-learning presents may still be inadequate. Based on the teacher's view, the issues are striking because institutions such as some universities have not provided funding for teachers to carry out e-learning. The university offers no specific online learning application to the teachers, so they move to available applications such as WhatsApp, Zoom, Edmodo, Google Classroom, and et cetera. Learners can also employ the application for low-data learning. Thus, students' understanding of the content given in the learning activity is small improved by integrating e-learning. However, based on the earlier research, only a few students perceived the usefulness of online learning in enhancing their speaking skills. Otherwise, they may prefer to learn online due to their introverted disposition, which allows them to avoid direct connection with their peers or teachers.

CONCLUSION

The researchers are concerned that using online teaching tools does not seem to extensively influence students' speaking skills. Some of the issues include a lack of online learning

resources, students' awareness of ICT, and indirect interaction between students, impacting students' progress in speaking abilities. Based on another result, some introverted students are less enthusiastic about online learning because the teacher uses video conferencing to contact them one by one. They are not shy about expressing their opinion. As a result, teachers must consider students' situations regarding internet access, available devices, and student data (units of credit) and choose the appropriate package.

ACKNOWLEDGMENTS

The researcher thanks to the supervisor, who has been patient in guiding this scientific paper to completion. Last but not least, the researcher's gratitude to her parents, who have prayed for her to succeed and supported her effort to accomplish this scientific paper.

REFERENCES

- Alhawiti, M. (2017). The effect of virtual classes on student English achievement at Tabuk community college. *International Journal of Learning, Teaching and Educational Research*, 16(5), 90–101.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach* (3rd ed.). Thousand Oaks, CA: Sage.
- Dhawan, S. (2020). Online Learning: A panacea in the time of COVID-19 crisis. *Journal of educational technology systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Hart, C. M. D., Berger, D., Jacob, B., Loeb, S., & Hill, M. (2019). Online learning, Offline outcomes: Online course taking and high school student performance. *AERA Open*, 5(1), 233285841983285. <https://doi.org/10.1177/2332858419832852>
- Johnston, M. P. (2014). *Secondary data analysis: A method of which the time has come*. 619–626.
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Mardiah, H. (2020). *The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic*. 1(2), 49–55.
- Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011). Effects of e-learning on language learning. *Procedia Computer Science*, 3, 464–468. <https://doi.org/10.1016/j.procs.2010.12.078>
- N, N. (2021). Effect of Online Learning on Students' Learning Achievement. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 12(2), 165–171. <https://doi.org/10.37640/jip.v12i2.865>
- Rahmawati, P., Sihombing, C., Karnela Br Ginting, E., & Arimonnaria, E. (2021). the Effect of E-Learning on Students Speaking Skill Progress: a Case of the Seventh Grade At Smp. *Indonesian EFL Journal*, 7(1), 69. <https://journal.uniku.ac.id/index.php/IEFLJ/index78>. <https://doi.org/10.25134/iefjl.v7i1.3995>
- Safitri, H., Rafli, Z., & Dewanti, R. (2020). *International Journal of Multicultural and Multireligious Understanding Improving Student s ' Speaking Skills through Task-Based Learning : An Action Research at the English Department*. 88–99.
- Saleem, M. A., & Rasheed, I. (2014). *Use of E-learning and its Effect on students*. 26(April 2012), 47–52.