Students' Perception of Online Learning: A Case Study in the Speaking Class at a University in Surakarta

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Abstract

Online learning is the creation and proliferation of personal computers, the globalization of other human ideals and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems—the primary method for uniting distance learning instructors with remote students in networking. This study investigates students' perception of online learning in the speaking class. The researchers used a qualitative approach in this study; three students were observed and interviewed. The finding of the study is all all of the students had a positive response toward the implementation of online class in learning speaking. Students believe that this online speaking lesson has been beneficial to them, particularly in terms of speaking fluency (self-confidence). Students have greater courage to stand out in front of the class, students have more confidence to converse together in English, and students are more involved in the learning process, improving their speaking skills, and gaining new knowledge and experiences while studying English. In terms of implementation and problems, students believed that virtual learning is an effective medium for teaching speaking during a pandemic if lecturers can carry out their tasks and students can always respond to the issue adaptively in terms of both material and technology. However, students believe it is ineffective owing to their restricted internet connection and inconsistent network. As a result, lecturers must facilitate students' speaking class experiences in online class.

Keywords: *Students' Perception; Online Learning; Case Study; Speaking Competence*

1. Introduction

The development of Information and Communication Technology (ICT) has a big impact on education in Indonesia, especially in the learning process. Shenoy Veena, Sheetal Mahendra & Navita Vijay (2020) explained that technology has a key role in educating the future generations. It means that the learning process not only can be applied in the class (traditional learning) but also can be applied in online learning.

Cakrawati (2017) explained that language learning should not only occur in the classroom, technological devices can be used by teachers and students to facilitate language learning. Online

technologies also ensure valuable sources as asynchronous for the language learners while practicing foreign language (Celikbas 2018). Based on the Ministry of Education regulation number 36962/MPK.A/HK/2020 about online learning and work from home in preventing CoronaVirus Diseases, it states that during the Covid 19 all institutions should enforce online learning from home for students. Based on this regulation, educators must use online learning platforms to facilitate students such as Zoom Cloud Meeting, Google Meet, Cisco Webex, etc.

Online learning is considered to be the best solution for teaching and learning activities in the midst of the COVID-19 pandemic. Even though it has been agreed upon, this study has caused controversy. For the teaching staff, online learning is only effective for assignments, while making students understand online learning material is considered difficult. In addition, the technological and economic abilities of each student are different. Not all students have facilities that support online learning activities. Inadequate internet connection, unsupported devices, and expensive internet quotas are obstacles to online learning. However, learning must continue. Each education provider has their own policies in responding to this rule. Several higher education institutions provide internet quota subsidies to students for the implementation of online learning.

Although there are several higher education institutions in Indonesia that are ready to carry out online learning, the presence of COVID-19 pandemic shows that there are more higher education institutions that are not ready to implement an online learning system. For example, the use of online learning technology is still dominated by universities in big cities because of financial capacity and the availability of digital learning (e-learning) systems that are better than small institutions in rural areas. In addition, there are many educators who still have difficulty using online learning technology, whether using e-learning or other platforms from third parties such as Zoom Cloud Meeting, Google Classroom, and CloudX. It makes online learning take place only by giving assignments remotely without any feedback or interaction with students.

Based on the explanation above, the writers intend to know the students' perspective of online learning on speaking class during COVID-19 Pandemic. Rodrigues & Vethamani (2016) have conducted the impact of online learning in the development of speaking class. The result shows the improvement in speaking grades, and vocabulary and listening skills despite unstable internet connection. Ming Huang (2021) investigated EFL students' remote speaking class learning experiences in a Canada University during COVID-19 pandemic. The finding shows that students perceived online ESL learning as similar to their previous face-to-face learning experience, with interactive and collaborative learning activities for practicing spoken English.

Nurwahyuni et al. (2021) investigated online learning speaking at intensive English class during COVID-19. The findings indicated that the implementation of online learning speaking was quite effective to apply during Covid-19. It facilitated the students to learn easily. Furthermore, the use of Google meet can provide real-time interaction like face to face communication. It helped the instructor to explain and give feedback to the students. Also, the use of video recording was quite flexible for students because they can re- watch the explanation from the instructor and learn everywhere.

Ningias & Indriani (2021) have conducted research about EFL students' perspectives on their self-efficacy in speaking during the online learning process. The result shows that students show positive responses and they have enough and positive speaking self-efficacy during online learning. The results reach the average of those positive responses. Hence, the study is dealing with the above background. It is carried out with the title ?Students' Perception of Online Learning: A Case Study in the Speaking Class at a University in Surakarta.

2. Research Methodology

In this research, the researcher attempted to examine the university students, especially those who got Speaking subject. Defined students' perception of the implementation of online learning and the challenges.

Participants

The participants of this study were English Department Students in one of the Universities in Surakarta. The researcher used descriptive qualitative research, selecting the sample is the process of selecting data small number of individuals for a study so that the individual choose would be able to help the researcher understand the perception about using online learning. The purpose is to choose participants who would be good informants who had the ability to interpret their thoughts and also to communicate effectively with the researcher.

Research Instrument

To collect the data, the researcher used observation and interview. The observation technique was the non-participant observation, and the researcher acted as an observer who did not involve in the event (Yin, 2018). There were two main activities for this technique: observing and gathering field notes. The researcher also conducted an interview session with participants in order to confirm the participant's responses to the questions guidelines. The statements of the interviewees were considered as supporting factors which are used in this analysis. Then it comes as results that would be collected. The questions were given by researchers and then the interviewees would answer based on their understanding and experiences related to the research. The questions of the instrument were semi-structure and it included an in-depth interview which was chosen by the researcher which contained a topic that related to the field of study.

The Procedure of Data Collection

The participants were asked to answer the questions from researcher. First, the researchers explained the purpose of this study to the participants. Each questions they had answer based on their experiences. For ethical considerations, the participants' identities were abbreviated. The informed consent form has also been distributed to inform the participants that this research is used only for academic purposes.

Data Analysis

Data analysis of this research systematically searching and arranging the interview transcripts, field notes, and other materials that you accuulate to increase your own understanding of them and to enable you to present what you have discovered to others‖. In short, data analysis is systematically process to analyze data which have been collected. In this research, the researcher analyzed the data using three concurrent flows including data reduction, data display and drawing conclusion/verification (Miles & Hubberman, 1994).

3. Findings

3.1. Students' Perception of the Implementation of Online Learning

Students' perception of online learning implementation refers to the student's opinions about understanding, acceptance, and evaluation, as shown in Table 3.1.

Table 3.1. Students' Perception of the Implementation of Online Learning

Perception	Participant 1 (P1)	Participant 2 (P2)	Participant 3 (P3)
1. Understanding	• Online • Learning through: Zoom and Gmeet	• Flexible • Without face-to-face	• Distance learning • Using internet connectivity
2. Acceptance	• The network is stable • Understanding • Material	• Good network connectivity	• Signal
3. Evaluation	• Use of technology • Internet networks	• Network connectivity • Technology	• Internet network

The elaboration of Table 3.1 presented below:

a. Understanding

Table 3.1 indicates the understanding all the participants (3) agree that online learning is about online mode, learning through an application such as Zoom and Gmeet, flexible, and without face-to-face. Understanding means the results of the analysis, which are subjective or different for each individual. This is mentioned by P1, *"Online learning is carried out using tools such as Zoom and Gmeet and does not require students and lecturers to meet face-to-face."* Similarly, P2 mentioned *"Online learning is a more flexible learning and does not have to be face-to-face."* In addition, P3 also agree that *"Online learning is distance learning by relying on the internet and not face-to-face between students and lecturers."*

b. Acceptance

Table 3.1 shows the acceptance that all the participants (3) agree that online learning is network connectivity, understanding, and material. Acceptance is the process of reabsorption and is an indicator of perception in the physiology stage; it is about the function of the five senses in grasping external stimuli. It means that the information submitted by one individual to another will be absorbed or accepted by the five senses, sight, hearing, smell, and tasting, individually or together. It is mentioned by P1, *"As long as the network is stable, I can understand the material presented by the lecturer well."* Similarly, P2 said, *"I can understand the material presented by the lecturer well if the internet connection is stable."* Moreover, P3 agreed, *"The good and bad of the network can affect students' understanding of the material presented."*

c. Evaluation

Based on Table 3.1, it can be concluded that the evaluation of all the participants (3) agree that online learning is the use of technology and network connectivity. Evaluation is a stimulus from the outside that has been grasped by the senses and then evaluated by individuals. This evaluation is very subjective. It will be a different perception of each person. One individual assesses a stimulus as difficult and tedious, but other individuals judge the same stimuli as excellent and pleasant. This is supported by P1 *"Online learning is very interesting, but the use of technology and internet networks should be evaluated."* However, P2 also mentioned, *"Internet connection and use of technology need to be re-evaluated."* Furthermore, P3 also agreed that *"Most importantly the internet network."*

3.2. The New Learning Insight Experienced by Students of the Implementation of Online Learning Related to Speaking Competence

Students new learning insights experienced in the implementation of online learning related to speaking competence are knowledge, motivation, social interactions, make stimuli, and response, as shown in Table 3.2.

Table 3.2. New Learning Insight Experienced by Students of the Implementation of Online Learning Related to Speaking Competence

New Learning Insight Experienced	Participant 1 (P1)	Participant 2 (P2)	Participant 3 (P3)
1. Knowledge	• Speaking competence • Increase • Online learning	• Material • Task • Speaking • Develop	• Vocabulary • Pronunciation
2. Motivation	• Recharge myself	• Focus on learning	• Should get good score
3. Social Interactions	• Two way interaction • Lecture method	• Lecturer as a facilitator • Lecturer as a central role	• As an instructor and learner
4. Make Stimuli	• Use of the application • Through the material and task	• Give questions • Video assignment	• Interested • Speaking competence
5. Response	• Offline learning • Confidence • Lazy	• Offline	• Offline • Interaction

The elaboration of Table 3.2 presented below:

a. Knowledge

Based on Table 4.2, it can be concluded that new learning insight experienced by all the participants (3) of the implementation of online learning related to speaking competence is about knowledge. Knowledge is information, facts, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject. All the participants agree that knowledge is the material, task, and develop speaking competence. This is mentioned by P1 *"During online learning, I feel that my speaking has improved because I was asked to make videos on the task, bro, so I don't just do assignments there but also practice speaking in English, my vocabulary has also increased. My knowledge of speaking competence has also grown."* Similarly, P2 stated that *"In my opinion, online learning, especially speaking, is good enough for my speaking to develop, even though it is not optimal because basically my speaking knowledge is still basic. However, the lecturer also provides material related to speaking competence so that it improves my speaking skills and knowledge."* In addition, P3 agrees that *"Online learning is enough to make my speaking competence develop, sis, especially since online learning is better if you speak in English, not as nervous as offline learning. Also gain new knowledge during online learning in speaking classes, for example knowledge of vocabulary, how to read correctly, and also develop ideas when speaking."*

b. Motivation

Table 3.2 shows new learning insight experienced by all the participants (3) of online learning related to speaking competence is motivation. Motivation means the process or desire of someone to do something. Related to this research, educators or lecturers should use techniques or media to stimulate or

motivate students' interest in participating in the online learning process. All the participants agree that the motivation for online learning related to speaking competence is to recharge themselves, focus on the learning process, and get a good score. It is mentioned by P1, *"So what motivates me to be able to take part in online learning well is positive thinking. It means that I try to think positively in everything I do in online learning. For example, when I'm lazy, I will look for things that make me lazy, so the term is like charging myself again, so I don't feel lazy. Well, after that, I can follow online learning well again. The friend factor also determines; for example, there is a friend who reminds "the lecturer will be absent one by one, let's go to class," that's it."* Similarly, P2 stated, *"Yes, I have to force yourself to focus on online learning, learn independently from lecturers, and look for material references other than lecturers."* In addition, P3 stated, *"Remember that I have to get good grades, that's what makes me enthusiastic about participating in online learning."*

c. Social Interactions

Based on Table 3.2, it can be concluded that social interactions are the new learning insight experienced by all participants (3) of the implementation of online learning related to speaking competence. Social interaction deals with a social process between two or more individuals—online learning actors and material that mutually support each other. The main actors in online learning are lecturers and students—interaction between actors in carrying out online learning through applications used in online learning. The interaction occurs when students pay attention and respond when there are things that are not understood or unknown to what is explained by the lecturer. All the participants agree that social interaction is a two-way interaction, lecturer as a facilitator and students as learners. This is mentioned by P1 *"The interaction is two-way, so lecturers often use the lecture method, but students are also allowed to ask questions if there is material that is not understood."* Similarly, P2 mentioned, *"So the lecturer acts as a facilitator, but the lecturer also plays a big role because most students' speaking skills are still lacking."* In addition, P3 stated, *"Absolutely as a instructor and learner."*

d. Make Stimuli

Table 3.2 indicates new learning insight experienced by all the participants (3) of the implementation of online learning related to speaking competence is about make stimuli. The lecture should use various techniques or media during online learning in the speaking class to stimulate the student's interest in participating. The participants agree that make stimuli related to the application, assignment, and material use. This is mentioned by P1 *"Because online learning in speaking class uses supporting applications, such as YouTube and Inshoot, it makes me more interested in developing speaking competence. Also, with the assignment material given by the lecturer, students are brave to speak English."* Similarly, P2 mentioned, *"The lecturer often asks questions at the end of the class, so it makes students quite active and dares to develop speaking competence, especially in English. Having a task as being asked to make a video also helps me be more active in looking for references to develop my speaking competence."* In addition, P3 stated that *"Basically, I'm interested in being able to develop my speaking competence further, so there's no special way. Listening to the material presented by the lecturer, and being provoked by the questions asked by the lecturer made me more enthusiastic."*

e. Response

Table 3.2 shows new learning insight experienced by all the participants (3) of the implementation of online learning related to speaking competence as the response. The response is the reaction to an experience or some other type of stimulus. All the participants' responded that they chose offline learning because of the interaction. This is stated by P1 "Offline, because when you are online sometimes you are really lazy to follow the lessons. Even though offline learning in speaking class requires much more confidence, I prefer offline." Similarly, P2 mentioned, "Of course I chose offline." In addition, P3 said, "Offline, because the interaction is different and the explanation from the lecturer is clearer when learning is offline."

3.3. The Challenges in Adopting Online Learning

Students' challenges in adopting online learning are network connectivity, addiction to technology, and no physical presence, as shown in Table 3.3.

Table 3.3. The Challenges in Adopting of Online Learning

Challenges	Participant 1 (P1)	Participant 2 (P2)	Participant 3 (P3)
1.Network Connectivity	• The big challenge is network	• Signal	• Internet connection
2.Addiction to Technology	• Open the new website	• Social media	• Smartphone • Application
3.No Physical Presence	• Online learning	• Just trough the application	• By Zoom and Gmeet

The elaboration of Table 3.3 presented below:

a. Network Connectivity

Based on Table 4.3, all the participants (3) agree that the challenge in adopting online learning is network connectivity. Network connectivity is a metric or process of connecting various parts of the network. In online learning, network connectivity has become crucial because it can affect the student's understanding during the teaching-learning process. All participants stated that network connectivity refers to signal and internet connection. This is mentioned by P1 *"The main obstacle is the network and my own factor, which is sometimes lazy when participating in online learning, because online learning is sometimes from morning to night."* Similarly, P2 stated, *"The main thing is the signal, and I can't focus anymore because a lot of people are distracting like a busy house. In addition, I am so flexible that I often have double or even triple meetings at one time because the lecturers don't want to give in to each other about learning time."* In addition, P3 said, *"The main problem is the internet network."*

b. Addiction to Technology

Table 3.3, all the participants (3) agree that the challenge in adopting online learning is the addiction to technology. The participants agree that addiction to technology is related to smartphones and social media. It is mentioned by P1, *"I also often open other sites when learning online, so I don't focus on online learning and sometimes enjoy myself with my smartphone."* Also, P2 said, *"Another obstacle is also because sometimes you get bored while participating in online learning, so instead you open social media via smartphones for entertainment, but it makes you addicted."* In addition, P3 mentioned, *"Another problem is the addiction to playing smartphones to open Instagram, Tiktok, or Youtube."*

c. No Physical Presence

Table 3.3 indicates no physical presence as a challenge in adopting online learning by all the participants (3). Online learning is interactive, but face-to-face interaction and knowledge sharing are necessary for education which is absent on the virtual platform. All the participants stated that no physical presence related to the application use, such as Zoom and Gmeet. This is mentioned by P1 *"Also, during online learning, it feels less because there is no physical presence between lecturers and students."* Meanwhile, P2 mentioned, *"Because during online learning it's only through applications, so there's less physical presence between students and lecturers."* In addition, P3 said, *"Online learning is also done via Zoom or Gmeet, so there is rarely direct contact, not like when you are offline. So it's virtual, I'm not satisfied."*

4.　Discussion

Discussion of research findings related to the research objectives. The researcher obtained the data from the interview of students in a Speaking class at a university in Surakarta. Furthermore, those data would describe the results of the student's responses to the question. The Major ideas are illustrated below:

4.1. Students' Perception of the Implementation of Online Learning

Students' perceptions of online learning are that offline learning is still superior to online learning, particularly for speaking classes. According to Qiong (2017), acceptance indicators may be accepted by students due to the pandemic situation, depending on the stage of the perception process. Students who receive online learning will undoubtedly be stimulated to continue to grow, even if learning is done in a limited manner.

According to Qiong (2017) result, the third stage of perception is interpretation, which refers to the process of attaching meaning to what the stimulus chooses. Despite receiving the same motivation, each person will interpret it differently.

Online learning makes them understand some speaking class learning materials easily. Furthermore, teachers who constantly interact with students in English encourage students to be more active in improving their speaking skills. The students believed that online learning could improve interaction and communication between teachers and students and that when online learning was taking place, they felt more courageous and confident to speak in English.

According to the result, Syafitri et al. (2019) state that self-confidence is one of the success factors for students learning or speaking English. Self-confidence is convincing ability and self-judgment in performing tasks and choosing a practical approach. It includes trust in dealing with increasingly challenging environments and confidence in their decisions or opinions. Learners with high self-confidence will talk or communicate in any situation, both in and outside the classroom.

The speaking class online learning is a benefit for students to increase their self-confidence. Respondents recognize that the online speaking class has advantages in their process of talking. Self-confidence has a direct impact on students speaking. Students. Every student has a unique motivation for learning, even for speaking in online lectures.

According to responders in interviews, students should work hard to improve their speaking skills in online classrooms. According to Ur (1996), some traits of a productive speaking activity include learners talking a lot, even involvement, and high levels of motivation. In addition to Heilman's (1981) claim that excitement for language study, particularly in speaking, is closely associated with success, online learning motivates me because it makes me work hard to get good grades.

4.2. The New Learning Insight Experienced by Students of the Implementation of Online Learning Related to Speaking Competence

Students noted that one of the advantages of online learning is that they have unrestricted access to relevant learning materials such as websites, academic publications, blogs, YouTube, and audio recordings. Through online learning, students gradually strengthen their ability to use technology and seek information online. Students believe online learning will help them develop skills like independence, activity, creativity, responsibility, and becoming better students. Students who take online courses now possess digital fluency.

From the interview result, it can be concluded that most students feel motivated in online speaking classes because the lecturer plays the role very well as a facilitator and the lecturer provides

materials. This is also supported by the explanations of other students who prove that lecturers well carry out the part of the facilitator. It is seen from the presentation of material and the ability to share tricks on doing speaking tasks.

Respondents agreed that the teaching method of the lecturer for the online speaking class was suitable. Therefore, since today the development of technology is very advanced, lecturers and students must adapt to follow these developments; thus, respondents responded positively to this change. Furthermore, this research follows Benny Hinn Manalu (2019), which provides results that learning digital is effective, facilitates comprehension improvement, and increases learning achievement. The researcher discovered from the quotation above that lecturers consistently provide feedback as details about their performance toward activity in the classroom. The feedback is helpful for the students because it allows them to learn new information.

According to Benny Hinn Manalu (2019), a lecture should have the following goals when teaching a foreign language: to enhance students' intellectual abilities through studying the foreign language and to broaden their cultural awareness through studying the great. According to Ur (1996), some criteria of good speaking activity include learners speaking a lot, even participation, and incredible drive.

Furthermore, Heilman (1981) claims that passion for language study, mainly speaking, is directly associated with success; additionally, they said that active class involvement is crucial in all language skills, notably speaking. Furthermore, it is critical that the students feel comfortable engaging and speaking the language because skill development is impossible without practice. Students claim that the teacher taught English material well through online learning and that the material (video, PPT, ebook) that the teacher posted on the online learning application helped them understand the lesson's topic.

According to Siahaan in Indrakusuma and Putri (2016), online learning promotes interaction between students and subjects/materials. Students can exchange information or opinions on various topics related to the classroom or the student's personal development needs. Furthermore, teachers can post course materials and assignments that students must complete in different locations on the internet for them to access.

The student's use of an online learning application aided in the improvement of their English language skills. Students' reading and writing skills have improved due to online learning because they can access various materials and are free to seek references and inspiration online. According to Hellebrandt (1999), learners can use online learning resources to improve their four core English skills (speaking, writing, listening, and reading). Furthermore, according to Brandl (2002), online learning provides an unparalleled opportunity for students to gain unlimited access to online course materials and improve their reading and writing skills.

4.3. The Challenges in Adopting Online Learning

Speaking at an online class was taught using a variety of media on platforms like Google Meet, Zoom, and others. In online learning, there is an interaction between students and other students, students and the media, students and professors, and students and the course materials. Due to the seamless interactions, the course content is interactive and contextual and involves students in being active. In this case, the lecturer plays a vital role in motivating the students to use the media verbally and non-verbally.

The combination of technology and material is a challenge for the pupils in terms of adaptation. Students said that other factors that make online classes difficult are unstable signals and limited internet access. It makes learning to speak more difficult than in an offline course. Li et al. (2014) asserted that traditional classroom teaching methods increase student focus and participation. In contrast to conventional classrooms, Li et al. research also says that e-learning has more objectives to encourage

greater engagement between professors and students since it gives both groups of people the freedom to think more creatively.

In contrast to face-to-face instruction, the lecturer must manage engagement in a virtual classroom to ensure students comprehend the covered content. Students won't get bored and lose control of the material if given many opportunities to participate. Also, Benny Hinn Manalu (2019) said that the screens on smartphones, desktops, and tablets strain our eyes. This assertion is consistent with the findings of this study. And students encounter three hurdles when learning online: a lack of familiarity with e-learning, a sluggish internet connection, and a physical condition, such as eye strain. Numerous challenges, including a poor internet connection and a lack of internet packages, might make it difficult for students to concentrate while learning online.

Some students, meanwhile, complained that their professors frequently gave little explanation during lectures or gave them independent reading assignments before quizzes and tests. Different learners prefer different learning styles. Some students might like a straightforward, step-by-step answer to adjust to the new learning environment. This concurs with an earlier study by Oh & Lim (2005), who stressed that learning is frequently not explicitly supervised on online platforms and that students are expected to self-direct in independent learning.

Conclusion

Based on research findings, several conclusions can be drawn to clarify the result of this research concisely regarding the students' perception of online learning in the speaking class.

1. Concerning the students' perception, all participants (3) positively perceive online learning. Those perceptions consist of understanding, acceptance, and evaluation.
2. The implementation of online learning related to speaking competence, all the participants (3) get some new learning insight experienced. They are: a) knowledge to develop speaking competence, b) motivation to attend online learning in speaking class, c) social interactions between lecturer and students, d) make stimuli to make students interested in online learning in speaking class, e) response of the students related to online or offline learning.
3. The participants have challenges in adopting online learning. Those include network connectivity, addiction to technology, and no physical presence.

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