

LEARNING SPEAKING SKILLS FROM HOME: THE PERCEPTION OF COKROAMINOTO PALOPO UNIVERSITY STUDENTS

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ABSTRACT

This research aimed to determine what the students' perception of speaking ability through learning from home at the 5th semester of Cokroaminoto Palopo University. The researcher used the descriptive qualitative method in this research. The researcher administered the open-ended questionnaire to the 5th semester of Cokroaminoto Palopo University by using an online questionnaire. The data was analyzed by using qualitative data analysis from Miles and Huberman. This research indicates that the students had a negative perception of e-learning during the covid-19 pandemic. After all, online learning made their speaking ability come down because online learning was not compelling enough for their speaking abilities. Furthermore, some obstacles/problems faced during online learning are unstable networks, hard to understand the material, lack of internet quota, and lack of motivation.

Keywords: Learning from Home, Speaking Skills, Students' Perception.

INTRODUCTION

Education is a process of humanising humans. Education is how a group of humans acquires information, skills, and habits passed down from generation to generation through teaching, training, and research. Education should be valued since it may help students develop abilities and build their character and personality to become dignified humans. Education is also critical in the process of establishing a more just society or world order, Qiong (2017)

Education also plays a critical role in the process of developing human reason and thinking because, as the researcher is aware, the authorities have made far too many attempts to deceive their subjects and enact a variety of conspiracies or measures that lead the lower classes in the wrong direction and tend to afflict the populace for their gain. Education and thought are inextricably linked, and it is through education, the thoughts of a person undergoing education are formed. What a person becomes in the future with the thoughts he acquires due to education is entirely up to him, but the most important thing is that he can follow the path he believes is best for his life.

The pandemic began in Wuhan, Hubei province, China, and has created a slew of new public health issues in many countries. Global public health catastrophes have occurred in the previous two decades due to novel virus infections such as HIV, Influenza A virus subtype

H1N1, Influenza A virus subtype H5N1, SARS-CoV1, MERS-CoV1, and Ebola. However, the epidemiological uniqueness of COVID-19, which was caused by a coronavirus strain (the SARS-CoV2), exposed our lack of readiness, given the virus's fast and rapid spread, which caught many governments worldwide off guard.

On March 26th, the WHO released six prioritised policies for states to implement to fight the pandemic. The following tactics were used: 1) Expanding, training, and deploying healthcare workers. 2) Implementing systems for identifying suspected cases 3) Increasing production and availability of tests. 4) Identifying facilities that can be converted into coronavirus health centres 5) Developing plans for quarantining cases. 6) Refocusing government efforts on virus suppression. 7) It is critical to reduce and delay the epidemic's peak. Uncontrolled measures will result in a rapid increase in the number of cases, an earlier onset of the peak, and a more significant capacity requirement for healthcare systems to respond, whereas stringent control measures implemented early will help reduce the number of cases, delay the onset of the peak, and require significantly less capacity from healthcare systems to respond.

The government's instructions for activities include the directive to learn activities at home. Learning should continue even if the government directs schools and campuses in Indonesia to take 14 days off. While teaching and learning activities are transferred to the student's home, they must still be monitored and managed by the teacher or lecturer and parents through remote learning. This online learning course lasts approximately 14 days, but it does not preclude the possibility of being added again in light of the situation and conditions surrounding the development of COVID-19 (Zaharah & Kirilova, 2020).

According to World Health Organization (2020) since the COVID-19 pandemic struck, the teaching and learning process in educational institutions has undergone significant changes; online classes have become ubiquitous, quota costs have increased, and that is not even taking into account those who live in areas with poor signal, must travel a considerable distance to obtain a network, or struggle to climb as high as possible in order to obtain a stable network. All of this is done to ensure that education does not fall behind and that the teaching and learning process does not become static or cease. Thus, the desired knowledge can be gotten at any cost. One technique to increase the effectiveness of knowledge transfer in education is through face-to-face processes or direct engagement. However, since the Covid-19 emergency period was enacted on March 16, 2020, practically all educational institutions in Indonesia have adopted an online learning strategy, often known as remote learning. Through online education, both faculty and students understand how to use technology as a learning medium. By conducting online learning with a variety of limited capabilities, facilities, and infrastructure in the form of cell phones, laptops, and networks for teaching staff and students, as well as limited abilities in the use of technology, online learning must be pursued to ensure that the process of knowledge transformation to students is not disrupted.

According to Chaeruman (2017), Synchronous learning occurs when students and teachers are in the exact location at the same time. This is comparable to face-to-face instruction. Synchronous learning is exemplified by students and professors participating in class via a web conference programme. It establishes virtual classrooms in which students

can ask questions and receive fast responses from teachers. Synchronous learning, in general, enables students and teachers to collaborate and learn immediately through hands-on activities and discussions.

Meanwhile, asynchronous learning is an approach to learning that promotes independence through asynchronous interactions. Asynchronous learning resources include email, online discussion boards, Wikipedia, and blogs. Interacting with the Learning Management System (LMS), conversing via email, participating in discussion forums, and reading articles are all examples of frequent asynchronous learning activities. Additionally, it is critical to provide students with timely feedback and clear communication to engage them in learning. In general, asynchronous learning offers benefits such as convenience, flexibility, increased engagement, and the ability to maintain personal and professional duties. The distinction between synchronous and asynchronous learning is that synchronous learning involves a group of students learning concurrently in a virtual classroom. In contrast, asynchronous learning involves student-centred learning similar to self-learning with the addition of online learning resources, (Mulyani, 2020).

Speaking is one of the most challenging language components since it requires particular abilities such as proper pronunciation, sentence structure, syntax, and vocabulary. According to Widdowson et al., Farisha Andi Baso & Reskiwati Amelia (1985:17), elements affecting pupils' speaking ability include vocabulary, practice frequency, functional grammar, good themes, motivation, self-confidence, and context. While Fernandes Arung (2016) noted that speaking, listening, writing, and reading are critical language development skills. Speaking is an activity in which two or more people exchange information as if they were conversing. Indeed, it cannot be denied that mastering the art of speaking is critical. Because when people speak about a subject, they become active learners rather than passive recipients of knowledge, and it also aids in the absorption and processing of information. Individuals become entirely immersed in a subject in order to gain a good grasp of it. Speaking competence is also referred to as verbal ability, and it is critical for human connection and communication when people express their thoughts and feelings to others. Widdowson in Saenab (2007:7) states that in order to cope with the concept of oral talents, Linguistics provides the following definitions:

1) Oral competence refers to what people say, how they say it, and where speakers and listeners are in order to communicate their current feelings, as well as to listen and understand in order to respond. 2) When a teacher delivers a narrative to his or her students during the classroom's learning and teaching process. It is the reality of oral proficiency. In this scenario, they concentrated on what the teacher said and what they were thinking, and the students acted as listeners. 3) Oral ability is the ability to communicate verbally. He continues this practice when students or language users engage in informal activities.

According to Fulcher et al. Farisha Andi Baso & Reskiwati Amelia (2003:23), speaking is the verbal use of language for interpersonal communication. Additionally, Teasol says in Tahir (2007:13) that verbal ability is the language conveyed through the mouth. He is constant when students or language users are engaged in everyday activities. At the same time, Byrne et al. Farisha Andi Baso & Reskiwati Amelia (1976:8) state that oral communication is a two-way process between the speaker and the listener and values both

productive and receptive skills both speaker and listener are active during oral communication. It means that a speaker may convey his or her thoughts to a listener, and the listener may then respond to the issue discussed Harmer et al. Farisha Andi Baso & Reskiwati Amelia (1991:46-47) observe that when people converse with one another, it is pretty confident that they are doing so for a reason. 1) The speaker wishes to speak generically to imply that the speaker has made a specific decision to address someone. While speaking may have been pushed upon him somehow, we can still assert that the speaker desired or intended to speak; otherwise, he would remain silent. 2) The speaker has some communication objectives; they say things in order for something to happen due to their words. 3) The speaker chooses his or her language store: if the speaker is a native speaker, the speaker has the infinitive capacity to increase new sentences.

Based on the explanation above, the researcher formulates this research's problem: what are students' perceptions of speaking ability through learning from home at the 5th Semester of Cokroaminoto Palopo University?. The objective of this research is to determine what the students' perception of speaking ability through learning from home at the 5th Semester of Cokroaminoto Palopo University are.

METHODS

Research Design

In this research, the researcher applies the qualitative method to explore the issues related to the students' perception of speaking ability through learning from home. Concerning this research, the researcher chose the qualitative method because the researcher collected the data by google form. In the end, the researcher built a conclusion based on the data that the researcher gained.

Population and Sample of the Research

The population of this research was the 5th semester of the English Education Study Program at Cokroaminoto Palopo University. There were two classes and consisted of 52 students. In determining the sample, the researcher used random sampling. The researcher only took 1 class as a sample, and the total number of the sample is 20 students.

Instrument of the Research

Instruments play a critical role in research. In research, instruments refer to any equipment used to collect, handle, and evaluate data from respondents following the same measuring pattern. According to Arikunto (2013), research instruments are tools used by researchers to collect data to make their work easier and their results better, in the sense that they are more efficient, complete, and symmetrical, and hence easier to analyse. Following the research problem, the researcher used a Google form to create an online questionnaire. To collect data for this study, the researcher employed an instrument in the form of a test consisting of a series of questions to ascertain how students' judgments of speaking ability have changed as a result of learning from home during the fifth semester at Cokroaminoto Palopo University. The researcher will create one questionnaire distributed to the students who participated in this research. The researcher will employ open-ended

questions. The essay question is included in the open-ended question. It enabled people to respond freely while expressing their own opinions. This type of questionnaire can assist the researcher in eliciting information regarding students' perceptions of their speaking ability due to learning from home during the fifth semester at Cokroaminoto Palopo University.

Technique of Collecting Data

In collecting data, the researcher followed the step below:

1. The researcher asked permission from the head of the English Education Study Program to conduct the research.
2. The researcher asked the respondent to participate as the subject of the research.
3. The researcher made the schedule for the students that participated in this research.
4. The researcher gave the questionnaire via google form to know students' perception of speaking ability through learning from home.
5. The researcher analyzed the data.
6. The researcher drew a conclusion based on the data.

Technique of Analyzing Data

To analyzing the data, the researcher used the following procedures:

Data Reduction

Data reduction is a simplification done through selection, focusing and validity of raw data into meaningful information, making it easier to conclude. So the first step is reducing the data from the questionnaire. In this research, data reduction focuses on necessary information from the questionnaire and removing the unnecessary information and then categorizing the data to facilitate the researcher in presenting the finding of this research.

Data Display

The display of data that is often used in qualitative data is a narrative form. Data presentations are a collection of information arranged systematically and easy to understand. After reducing the data, the next step researcher will display the data. In displaying the data researcher will use narrative form. Displaying data help the researcher to do further analysis on the findings before drawing some conclusions.

Drawing Conclusion

The final step is concluding. The researcher looked at the data reduction results still referring to the problem statement and then describe the result of this research.

RESULTS

Research Finding

After collecting the data and analyzing them, some findings are obtained. The researcher presents the finding of this research obtained by an open-ended questionnaire. In order to strengthen this study, the researcher additionally used a questionnaire with a more apparent result. The following are the results of the questionnaire:

Question number 1

Do you do online learning during the covid-19 pandemic?

Table 1. Students from the 5th semester of English Education’s response.

Respondents	Responses
All students	“ Yes of course”

Based on the result answer of question number 1 above, the researcher found that from 20 totals of respondents, all of them said that they did the online learning from home during this covid-19 pandemic.

Question number 2

Based on your opinion, is the learning from home during the covid-19 pandemic has been effective? Explain the reason?

Table 2. Students from the 5th semester of English Education’s response

Respondents	Responses
Student 1	“Not effective, because from my opinion the material I got was not quite enough than face to face learning.”
Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 11	
Student 12	
Student 13	
Student 14	
Student 15	
Student 16	
Student 18	
Student 19	
Student 20	

Student 17 “Just normal, it depended to the lecture who gave to material with their media.”

Based on the resulting answer of question number 2 above, the researcher found that from 20 totals of respondents, six respondents said that online learning during the covid-19 pandemic has been effective, and 13 respondents said that online learning has been effective was not practical. One of the respondents was still confused. The six respondents said that online learning has been effective because the lecture gave the lesson actively. It was just a laptop and smartphone, a stable network and the quota given by Kementrian Pendidikan dan Kebudayaan. It could also reduce coronavirus spread. 13 respondents said that online learning was ineffective because their network was unstable. The explanation from the lecture cannot be understood, lack of communication between the lecture and students, so the material that was given could not be accepted well. Many things could disturb their concentration. Moreover, 1 of the respondents was still confused because it depended on the lecture which gave the lesson and the media.

Question number 3

What kind of problems that the students faced while doing the online learning from home during the covid-19 pandemic?

Table 3. Students from the 5th semester of English Education’s response

Respondents	Responses
Student 1	“The unstable network and it was hard to understand the material that was taught to us.”
Student 2	
Student 3	
Student 5	
Student 6	
Student 7	
Student 8	
Student 9	
Student 10	
Student 4	
Student 11	“The main problem was the network problem and also the condition problem like the noisy sound.”
Student 12	
Student 13	
Student 14	
Student 15	
Student 16	
Student 17	
Student 18	
Student 19	
Student 20	

Based on the resulting answer of question number 3 above, the researcher found that from the 20 total respondents, all of them said that their main problem of online learning was the unstable network that is sometimes caused by the bad weather. Hence, while the zoom meeting sometimes their network was down. The respondents would be out from the zoom meeting automatically. Furthermore, sometimes the respondents could be disturbed by the noises, so it would be so hard for them to be focused and could not understand the lesson well, the explanation from the lecturer's explanation was not clear. Less of quota was also their problem, and they could not manage their time between doing the chore and online learning.

Question number 4

What kind of application or media did you use during the online learning process?

Table 4. Students from the 5th semester of English Education’s response

Respondents	Responses
All students	“Zoom, Google classroom, WhatsApp, Google Meet, Edmodo, etc.”

Based on the resulting answer to question number 4 above, the researcher found that from the 20 respondents, all of the students have the same answer to this question. All of the students said that the application they used to do the online learning is Zoom Meeting, Google Meet, Youtube, Google, WhatsApp.

Question number 5

Do you feel the significance difference between learning from home and face to face learning like usual? Explain the reason!

Table 5. Students from the 5th semester of English Education’s response

Respondents	Responses
Student 1 Student 4 Student 5 Student 9 Student 10 Student 17 Student 18 Student 19 Student 20	“Of course, when in the face to face learning I could easily to understand the material that was thought to me because I could directly give some questions and got the detail explanation but when learning from home, the explanation by the lecture was so limited because sometimes it was disturbed by the network problem and being limited by the time. Beside that when in the face to face learning I could make some discussion with my friends about the assignment and the material that was given, so different with the online learning, it was so hard to discuss with my friends especially when I did the group assignment.”
Student 2 Student 6 Student 7 Student 8	“Really different because in the learning from home we could not meet directly with the lecture and our friends and the understanding of the material in the online learning and offline learning was different.”
Student 3 Student 11 Student 12	“Clearly it was different, because I felt more relaxed when I learnt from home but the more I felt relaxed I did not understand about the material well. It was different with face to face learning, we kept look in to the front, no one would

Student 13	see us when learning from home except when we did the zoom meeting we had to be on cam and be focused.”
Student 14	
Student 15	
Student 16	

Based on the result answer of question number 5 above, the researcher found that from the 20 total of respondents, most of them said that the atmosphere is really different, where the respondents could more understand the lesson by face to face learning than online learning, the discussion could be more effective by face to face learning than online learning. Sometimes the respondents felt that it was hard for them to finish the assignment because there was no explanation from the lecturer. The unstable network was also their main problem because when there was an explanation from the lecturer the respondents could not get it right, totally different with face to face learning where the respondents could hear the explanation clearly. The difference was also the way the respondents go to study, when face to face learning the respondents usually ride the motorcycle or by walking while in the offline learning the respondents only study by smartphone or laptop with the stable network.

DISCUSSION

This research aimed to determine the students' perception of e- learning during this covid-19 pandemic at the fifth semester of English program study, Cokroaminoto Palopo University. To answer that research, the researcher used an online questionnaire that consisted of 10 open-ended questions. After the data were completed, there is some information that can be described in detail as follows: Based on the data that the researcher found, all of the respondents did online learning during the covid-19 pandemic, and they did it from home. In addition, the respondents did the online learning with some media like Zoom, Google Classroom, Edmodo, Google Meeting, Teams, Whatsapp. The online learning during the pandemic was also based on Chairuman (2007). The Ministry of Education and Culture has not allowed local governments to open schools other than the yellow and green zones. In order to fulfil the rights of students to get educational services during the emergency spread of Corona Virus Disease (COVID-19), the learning process is carried out through the implementation of learning from home.

At the same time, the respondents used the zoom application and Google Meeting to make a video conference. A corporation made the Zoom application from the United States of America. It was named Zoom Video Communication, Inc. It could be used on smartphones, computers, laptops, or PC. The lecturer used Google Classroom to distribute and check the assignment simply without using and wasting any papers. The Google Classroom made the students and the teacher share the files more manageable. The Edmodo was used for helping the lesson management, making the communication between the students and the lecture easier and the learning evaluation. Regarding the problems and the obstacles, the students faced during learning from home during the covid-19 pandemic virtual learning platforms. From the students' responses to the questionnaire, complete responses said that the network problem was usually disturbed and sometimes got unstable. The condition of their

location to study that was usually got noise and rarely found the internet network. This lecture gave a little explanation about the material and the assignment, and it made the students hardly to understand about the material or the assignment, when the storm came the internet network was disturbed, less of internet quota made the students did not get the information about the lesson in time. In addition, the students also said that the difficulties that they faced during the online learning from home were hard to manage the time between finishing the homework or joining the online learning. According to Darmuh (2016) , the applications sometimes got freeze or logged out automatically, so the online learning process got disturbed. It made the students hardly understand the material.

Moreover, there were also problems in operating the virtual learning platforms, which stated by some of the students that the application like Google Meet and Zoom are sometimes hard to use and it was because the memory of the students' phone was not enough or less of understanding about the way to use those applications. Lack of motivation or the spirit of the students because the online learning was boring and it made the students were not focused on the lesson, and the students did not understand anything about the lesson. Furthermore, because of those obstacles, the students felt that the online learning from home was ineffective during the covid-19 pandemic. Nevertheless, based on the data, two students said that online learning from home during the covid-19 pandemic was effective enough. However, some of the students said that online learning from home was effective enough because they could study anytime and anywhere. Regarding their speaking abilities, while doing the online learning from home amidst the covid-19 pandemic, the researcher found that the respondents' speaking ability could be improved by watching some English movies. In contrast, the respondents listened to the dialogues in the movies. The respondents would try to speak with the same accents in the dialogues. In addition, the respondents also tried to improve their speaking ability by speaking in English with their friends, so the respondents would be trained to speak up, be brave to speak up, and not forget the vocabularies that the respondents said. By speaking up with their friends, the respondents felt safe to make some mistakes because whenever the respondents made some mistakes, their friends would be correcting their mistakes so the respondents could be brave to speak in English. Based on Harmer (2002), the good memorizing and input vocabulary from the students, they got from the appropriate approaches in learning such as practising speaking in classroom.

Moreover, all of the respondents also explained the differences that the respondents felt while speaking in English during learning from home and face-to-face learning. The respondents said that when in face-to-face learning, the respondents had some motivations to study and speak up because the respondents had people around the students. In the classroom, the respondents would meet each other directly, so there would be some competition. So that, the more the respondents meet each other, the higher motivation to learn the respondents would get. Nevertheless, also while in the classroom, the respondents also said that the situation was felt uncomfortable and a bit uptight, the respondents also felt nervous and sometimes when the respondents were about to speak up, the students usually forgot about the sentences that the respondents would say because some of the respondents were not trained and prepared to be speaking in public. Very much different from the online

learning from home where the students could be relaxed to study and did not have to be afraid about got late to the college because even if the respondents had just woken up and only washed their face, the respondents could join the online learning via the media that the lecture asked to use. While in the online learning from home, the respondents were able to speak fluently because they only learn by themselves, where no one would disturb the respondents' concentration, and no one was watching the students. In contrast, in the learning process, the respondents would not be nervous and could speak fluently. Based on the data that the researcher found, all of the respondents also said the treatment they needed for improving their speaking ability in learning from home by keeping practising their English even if the pronunciation and grammar were not appropriate. In addition, the students also wanted to make more conversation with the lecture, so by speaking each other, the students could bespeak fluently and speaking English could be their habit. The students also love to practice their speaking ability by singing English songs. According to Gilbert (2008), using and saying the same vocabulary on the song, the students hoped that the respondents would speak up like the native speaker whenever the respondents spoke up. In addition, the respondents did need some private courses to improve their speaking ability. The respondents wanted to learn about anything they did not learn at college to improve their speaking ability. The time to learn at the college was limited, so the respondents wanted to learn and practice more about their speaking ability. The respondents' speaking ability could be improved, and their speaking ability was a level above that of their friends. Based on the result about the speaking ability, the theory of Widdowson (1985) also said that speaking is one of the most challenging aspects of language because the ability to speak involves specific skills such as the use of pronunciation, structure of the sentence, grammar and vocabulary. Furthermore, students should improve their speaking ability even though they do online learning from home.

CONCLUSION

As explained in the previous chapter, this research aims to determine the students' perception of speaking improvement through learning during the covid-19 pandemic at the 5th semester of Cokroaminoto Palopo University.

Based on the questionnaire, this research indicates that the students' speaking skill while online learning from home was not improved enough. They preferred offline learning to online learning because the respondents enjoyed the direct interaction with the lecture or with the other respondents. Even if the respondents spoke up with incorrect grammar or incorrect pronunciation, other respondents would fix it. The respondents also did not enjoy online learning because they would feel so bored by learning from home because the respondents only meet with their friends by social platforms, not by face-to-face directly. The respondents also needed some additional way to improve their speaking ability because the time spent learning with the lecture was limited. After all, the respondents were not satisfied with their current speaking skills, so they wanted to learn more.

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