AN ANALYSIS OF ONLINE LEARNING SPEAKING AT INTENSIVE ENGLISH CLASS DURING COVID-19

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Abstract

The objective of the study aims to analyze the implementation of online learning speaking and the advantages of synchronous and asynchronous learning modes at Intensive English class at Languages Development Unit in UIN Antasari Banjarmasin. The research applied qualitative approach. The participant of this research was the second group of Intensive English Class. The data was collected from observation, interview and questionnaire. To analyze the data, the researcher used descriptive analysis. The results showed the implementation of online learning at Intensive English class during Covid-19 has been quite effective even though it takes a lot of effort to adapt for both the instructor and the students. The advantages from online learning such as more flexible to learn, train the student become more independent in learning etc.

Keywords: Online learning, synchronous, asynchronous, speaking, intensive English class

INTRODUCTION

Speaking is the ability that demands informative ability, pronunciation, intonation, grammar, and vocabulary. Speaking is an essential skill since it is one of the skills to display a conversation with others, give ideas, and change the information with the people to know the situation that happens in the world. Pakula (2019) stated that Speaking is conveying information from the speakers to other people. The purpose of Speaking is to inform, persuade, excite the listener, and so on. Thornbury (2006) argues that the nature of the speaking process means that the grammar of spoken language varies in several fundamental ways from the grammar of a written language.

In speaking class, the students should be able to speak English. If they cannot speak English, they will get some problems expressing their idea in classroom activities, and it will get challenging to reach the purpose of teaching and learning. Thus, it is hoped that students can speak English well with high self-confidence, good pronunciation, enjoy their conversation, etc.

Maunika and Thamarana (2018) state that Speaking strategies help speakers learn to speak appropriately and intelligibly. These strategies can be classified into three stages: pre-speaking strategies, while-speaking strategies, and post- speaking strategies. Pre-speaking strategies require knowing who the listeners are, the purpose of speaking, the knowledge of the subject speaker, what more has to be known, and the cross-cultural factors that would play a function in communication.

Recently, the pandemic covid-19 has changed the social and economic situation and the system of education in Indonesia. It is leading to the near-total closures of schools, universities, and colleges. Governments decided to close educational institutions to reduce the spread of COVID-19 momentarily. It affects the teaching and learning activities. Teachers are demanded to teach in virtual learning by using online teleconference applications or using social media such as WhatsApp. The changes to the education system, also force both of teachers and students to adapt using the learning applications to support the teaching-learning process. Since the pandemic, the time has shifted away from the

traditional face-to-face classroom into online distance learning, teaching, and learning, which will undergo in the post-pandemic.

Mehdi and Megha (2014) state that online learning, due to the application of advanced and sensitive tools, facilitates the e-learners to use those tools that conform to their individual choices. This (personalized learning environment) is a process that any modern educational theories have emphasized. Today, the favored learning style is an essential criterion for identifying any personal diversity in the learning process considered for adjustability.

The learning process in higher education systems highlights that students have skills and competencies through the development of the world of work. Hence, the domain of the learning process, particularly in higher education systems, must include cognitive (knowledge), psychomotor (skills), and affective (attitude) (Aparicio et al., 2016). Online learning supports the students' autonomy and improves self-discipline for their language progress (Agung and Surtikanti, 2020). The researcher assumes that online learning, both in synchronous and asynchronous learning modes, is designed to support the students' cognitive, motivation, self-discipline, and autonomy in the online learning process.

In addition, there are four core competencies online lecturers should improve through professional development are presented below (Albrahim, 2020):

1. Lecturers must acquire increased communication skills, especially in written communication. In many programs, lecturers and students communicate essentially through email, discussion board postings, and other texts. Therefore lecturers must identify the tone of their writing and pay attention to the differences of words.
2. In asynchronous programs, time management skills are crucial for lecturers and students because they can be online at any time.
3. In synchronous applications, lecturer

planning is an issue as lecturers must have a multimedia element demanding much more planning than conventional classrooms.

Online learning conditions can be divided into a triad of synchronous and asynchronous learning conditions. Synchronous learning environments provide real-time interaction, which can be collaborative incorporating e-activities (Salmon, 2013) such as an instructor's lecture with a facility of questions-answer session. Parveen (2016) declares that a synchronous virtual classroom is a place for teachers and students to interact and cooperate in real-time. Employing webcams and class discussion features parallels the conventional classroom, but all participants access it remotely via the Internet.

Besides that, asynchronous conditions are not time-bound, and students can work one-activities at their movement. Markhlouf (2014) asserts that asynchronous learning is moderately simple: It's a learner-led method by which the course is obtained and executed at separate times for each unlimited by the necessity of in-class instruction to access a module-specific time. Asynchronous learning gives each person maximum power over how, when, and where training happens. Asynchronous e-learning can be challenging as only a carefully devised set of strategies can have students involved and excited in this learning atmosphere to facilitate motivation, confidence, cooperation, problem-solving, analytic, and higher-order thinking skills.

Intensive English class is the necessary program managed by the Languages Development Unit at UIN Antasari Banjarmasin for fresh undergraduates from all faculties and departments. It has more than 100 rooms every two semesters by choosing them with placement tests according to their English ability. There are 42 meetings per term, including middle and final tests. The class typically starts at 06.40-08.30 pm on Monday, Tuesday, and Wednesday

As the pandemic Covid-19, the teaching and learning English should be in virtual

learning. The teacher should teach by voice note on Whatsapps group, using google classroom, or direct teleconference such as Google meet. Ordinarily, the researcher's struggles when teaching in virtual learning in those classes are a terrible time and students' criticisms about the access of the signal. Besides that, the actual difficulty is how to design interactive teaching in virtual, especially in speaking both in synchronous and asynchronous teaching.

There are two previous research to support this research. The first previous research is by Natsir (2016) **entitled *Improving Students' Speaking Ability by Using Synchronous Communication Strategy.*** There are some similarity and differences between present research and the previous research. The similarity is both of the researches concentrate on speaking skill. The differences are the previous research took place at Senior High School while this research takes place at University Level. Furthermore, the previous research focuses only on accuracy and fluency of Synchronous Communication Strategy on other hand this present research concentrates on both synchronous and asynchronous and their implementations in teaching speaking skill. The conclusion of the previous research showed that the application of Synchronous Communication strategy could significantly improve the students' speaking ability in terms of accuracy focused on vocabulary and fluency focused on self-confidence. Synchronous Communication strategy at class XI of SMAN 1 Mappakasunggu.

The second previous research is by Julie Skogs (2015) on her dissertation entitled ***Language and interaction in online asynchronous communication in university-level English courses***. The previous research also has similarity with this present research which takes place at university level and analysis on the implementation of asynchronous communication in Language and interaction. Nevertheless, the differences are that the previous research only talks about

asynchronous learning interaction, which indicates not only one skill. In contrast, this present research concentrates on analyzing synchronous and asynchronous learning modes in a specific skill that is speaking. The conclusion of this previous research represents an examination of a communicative event in one particular social situation that is a learning environment where communication is text-based, asynchronous, and online. The previous research also shed information on how linguistic choices reflect the learning process in a particular environment.

MATERIALS AND METHODS

This study used descriptive research. The researcher observes the phenomenon of the research of significance at a particular time. In this case, the researcher concentrates on implementing synchronous and asynchronous learning modes, the advantages of synchronous and asynchronous learning modes. The researcher explains how the teacher and the students perceive when they are learning speaking class using synchronous and asynchronous learning mode. Then, observing and analyzing the data, and lastly interpreting them in terms of how the implementation of synchronous and asynchronous learning modes, the advantages of synchronous and asynchronous learning modes at Intensive English class at Languages Development Unit in UIN Antasari Banjarmasin during Covid-19.

The research setting takes place at the Languages Development Unit in UIN Antasari Banjarmasin, located on Ahmad Yani Street, Pal 4,5 km, East Banjarmasin district, South Kalimantan. The subject is the instructor and the students in the second semester of the Languages Development Unit in UIN Antasari Banjarmasin academic year of 2020/2021. There are 114 classes which consist of 2.280 students from various majors. In this research, the researcher uses the purposive sampling technique.

The researcher takes one class and one English room teacher as the participants of this research. Group two is determined to be the

participant in this research, and there are 16 students from various majors. Taking this class is based on the data of students' average who get the highest score with the higher score of Speaking class in semester one and semester two among all classes. Furthermore, some activities in analyzing the data that will be done by the researcher in data display are:

1. Observing the teaching and learning process

   In this step, the researcher inspects the teaching and learning process within synchronous and asynchronous modes. By observing the class, the researcher apprehends whereby to implement synchronous and asynchronous modes and teach and learn English speaking. Alwasilah (2008) also asserts that by observation, the researcher knows the theory in use and the respondent's point of view that could not be analyzed by interview or survey. Hence, this classroom observation is used to obtain a comprehensive picture or common classification of teaching and learning speaking skills using synchronous and asynchronous learning modes. There are different kinds of observation, and this research uses nonparticipant observation, which the researcher does not participate in the research setting. The researcher only observes all the things in the online class during the teaching and learning process. Two types of observation sheets will be used: First, observation sheet is to observe the implementation of synchronous learning mode during online class via

1. Interviewing the teacher

   To get more detail information about the implementation of using synchronous and asynchronous modes in learning English speaking and find out the advantages of synchronous and asynchronous learning modes in learning English speaking. An

Zoom and google meet. Furthermore, the other observation sheet observes the implementation of asynchronous learning mode during online class via video recording. To help the researcher conduct the observation during online class, the researcher will be the participant in Google meet application and record the audio during online learning class. Furthermore, the researcher will join the students' WhatsApp group and observe the teaching and learning process in speaking class by using video recordings that the students send. Meanwhile, the observation sheets are conducted by taking notes on what the instructor does. There are some points of measurement which are adapted from Licorish and George (2018) in this observation sheet as follow:

Measurement in online learning

No	Measurement	Criteria description
1.	Lecturer	How the instructor begins the material, gives the instructions and feed back to the students
2.	Knowledge delivering	How online learning increases the better performance, and better learning, and makes it easy in learning process.
3.	Instructional material	How online learning is can be accessed with various devices, can be accessed cheaply, can be accessed in multiple places and times.
4.	Access to resources	Flexibility applications and the difficulties by using Google meet and video recording.

interview of this research is a semi-structured form with an open-ended question. This type of interview is used to let the researcher constrain the interview (Nunan, 1992). The room teacher can answer freely without being restricted to alternative answers to give a

comprehensive and detailed explanation. The interview session will be conducted once and addressed to the room teacher after the classroom observation ended. Voice call by Whatsapp application is determined as the media through an interview with the room teacher. The room teacher will be asked by the researcher using the adjusted interview questions.

2. Giving questionnaire to the students
Questionnaire is used to get additional data about the advantages of synchronous and asynchronous learning modes in learning English speaking. This research uses open-ended questions. The questionnaire is provided by using Google Forms. The students in group two fill the questionnaire with some questions, and they are available to answer the question based on their words.

3. Conclusion drawing /verification
Conclusion drawing requires stepping back to reflect what the analyzed data means and evaluate their association with the questions at hand.

Data analysis gathers models and converts data with helpful information, suggesting conclusions and supporting decision-making. In this research, data are collected using an observation sheet and interview with the room teacher related to synchronous and asynchronous learning modes in English speaking class. Then, after collecting the data, it will be analyzed and concluded in a descriptive narrative.

RESULT AND DISCUSSION

The observation was done by following the classroom activity on Google meet. Next, the researcher took note of measurements related to the learning process in speaking class using Google meet. Some results had been found while observing the classroom activity, which is stated on the table.

No	Point of Measurement	Result
	Asynchronous Learning Mode observation sheet 2	
1	Lecturer	• Saying "Salam' and greeting the students by saying "Good morning". • Giving the direction related to the material. • Asking the students to make a video about their dreams according guided question that he prepared before and uploaded it in You tub.
2	Knowledge Delivering	• Video recording was effective enough in speaking class. Students could re-watch the explanation and have a lot of times to prepare the assignment.
3	Instructional Material	• Students can create their videos became more interesting. • The instructor recorded himself by video recording to explain about assignment. Then, he sent to the whatsapp group.
4	Access to Resources	• It was easy to use video recording because it was efficient in terms of networking and less internet quota than Google meet. • It was quite difficult to handle and check students who were non active on group.

From the tables above, the instructor always opened the class by saying salam and did warming up before starting the class, it is suitable with the principle of teaching where the instructor did pre activity by greeting and doing warming up. Both of using Google meet and video recording are quite effective based on the situation and condition from the students.

In synchronous learning, the instructor used communicative language teaching. He divided the students into group and let them work together to do the assignment and presented it. Meanwhile, in asynchoronouslearning, he asked the students to record themselves to talk about their deam and uploaded it into Youtube. Also, they can create their own video creatively. In addition, the online learning by Google form andvideo recording can be accessed easier everywhere.

Furthermore, Google meet is more complicated to use than video recording. It spent enough quotas and needed stable network. However, it provided face to face learning like offline learning. The instructor can explain and give feedback easily. Meanwhile, video recording was another opton to teach during Covid-9 and it was more flexible. However, it needed more effort for the instructor to arrange the brief explanation and record the video.

Interview result

No	Question	Answer
1	How do you teach speaking by using synchronous and asynchronous learning mode?	I teach by using Google meet and video recording. In Google meet, I ask student to practice in pair the conversation on book. Also, I ask their opinion about recent issues. In video recording, I ask them to record themselves on video. The topic related to the material on book. Then, I ask their friends to give comment.
2	What method used in teaching speaking during Covid-19?	I used community Language Learning because it will demand students to be more active. I ask them to create short conversation for example. Then, they have to practice it.
3	How do the students respond about online learning?	In my opinion, they enjoy it lot. They don't care because they think it doesn't have so many differences with offline learning. They are in the higher level among other group. It's not problem for them.
4	Are there any difficulties in teaching online?	The difficulties are bad signal, and so many distraction in their place so that, they can't focus to listen the explanation. In asynchronous learning, they usually forget their assignment.

From the table above, the researcher can conclude as follow:

1. The instructor used Google meet and Video recording to teach speaking class during Covid- 19. In Google meet, he asked the students to work together like practice the conversation in pair or give their opinion about an issue and so on. Meanwhile, in video recording, they tend to work independently. The instructor commanded them to record the selves and talk about particular topic.
2. The instructor often used Community language learning because he thought that it will be more effective method to teach both in synchronous and asynchronous learning modes. The students would be more active and excited.
3. Since the students are in upper group so that they didn't mind about online learning. He claimed that his students enjoy the learning a lot. They are still interested to learn. Even, the students feel curious with the lesson and ask assignment from the instructor.
4. The difficulties in online learning are like unstable signal, limited quota for them who didn't have wifi, there were so many distractions from their environment so that they didn't focus and listen what the

instructor explained. Also, they usually forget about the assignment that had been given from the instructor before.

Questionnaire result

No	Answer
1	Positively effective for learning speaking skills. It can be immediately affirmed by the instructor. Online learning using Google meet and video recording is beneficial in learning.
2	It simply increased because the instructor often encourages us to read and pronouncing difficult words. Also, he regularly provides examples by voice notes. Yes, it improves quite a bit because I can concentrate on learning, and there is no excitement when I practice speaking.
3	I get many vocabularies The instructor and students can communicate easily. At the same time, voice recording has the benefits of not needing an internet connection that is too heavy and keeping money.
4	Google meets because learning by teleconference is further efficient than recording. The instructor can directly fix our mistakes. Video recording because we require to plan adequately before recording. For example: looking for the right pronunciation

The questionnaire in this research used open ended questionnaire where the students are free to answer based on their experience. From the questionnaire above, the researcher found as follows:

Many students declared that Google meet and video recordings were great tools to use in speaking class. Furthermore, they thought that Google meet could provide students to create excellent communication with the instructor. Also, the instructor would be apparent to review and give feedback to the students.

It's pretty enough to develop their speaking because the instructor often gave the assignment to speak. Moreover, some claimed that online learning could improve their speaking skills because they were more convinced not to deal directly with the instructor and their friends.

They got so many vocabularies because the instructor often asked them to look for the difficult words on dictionary so that they got new vocabularies indirectly. Others said that online learning is efficient, for example by using video recording, it save money a lot because it didn't need a lot of quotas.

There were various answers about the most effective media between Google meet and video recording. Most of them stated that Google meet is more efficient because it looked like face to face learning. They also claimed that it would be easy to get feedback directly from the instructor without misunderstanding.

CONCLUSION

The objective of this research was to investigate the implementation of online learning speaking at Intensive Language Program during Covid-19. The result explained 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 the real-time interaction like face to face communication. It helped the instructor to explain and gave 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.

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