The Effectiveness of Applying Online Learning Methods to Improve the Speaking Skills of English Education Students During the Covid-19 Period

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Abstract. Speaking is the most superior skill due to learning a language. Speaking skills are a benchmark that a language student can implement the knowledge gained by communicating orally. The research aims to knowing the effectiveness of online learning in the improvement speaking skills of English education students during the covid 19 period. This research is a type of quantitative descriptive research. The main focus of this research is to measure and analyze the effectiveness of online learning in improving the speaking skills of English education students. The result shows that online learning has proven to be effectively used to improve speaking skills of UNMAS English education students during the covid-19 period. This is explained by comparing the results of the initial test before online learning, the final test I, and the final test II after carrying out online learning with virtual debate material increased. The average value on each test is presented successively as follows; the initial test result was 56.55, the final test result I was 70.62, and the final test result II was 80.14.

Keywords: Language Methods · Covid-19 · Online Learning · Speaking Ability

1 Introduction

Speaking is the most superior skill due to learning a language. Speaking skills are a benchmark that a language student can implement the knowledge gained by communicating orally. This is supported by a statement from (Ventola, 1994), which states that the general goal of language learning is mutual communication and understanding between nations [1]. Speaking skill is a challenging thing that can be learned in a short time. Speaking skills demand more than semantic rules or appropriate teaching strategies. In other words, these skills require a lot of practice and speaking opportunities (Huda, 2020) [2]. However, activities for developing speaking skills during online learning experience limitations. Some of these limitations include English vocabulary, pronunciation, and grammar. Besides that, the limited time for virtual face-to-face learning, signal interference, and uneven knowledge will be Science and technology also becomes a limitation when learning activities occur.

The COVID-19 pandemic has hit almost all corners of the world, including Bali and Indonesia. The COVID-19 case in Bali still has a significant impact. COVID-19 has not only had an economic, tourism, and social impact but has also had a significant impact on the education system in Bali. The impact of covid-19 affecting the education system is that there changes in the education curriculum so that learning activities that previously used conventional or face-to-face systems have changed to online or in-network systems. This is also reinforced by the existence of a Circular Letter Minister of Education and Culture No. 4 of 2020 concerning the implementation of education policies during the emergency spread of COVID-19, the second point relates to online teaching and learning activities from home states the following:

a. Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation:
b. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic;
c. Learning activities and tasks for learning from home can vary between students, according to their respective interests and conditions, including taking into account the disparity in access/facilities for studying at home;
d. Evidence or products of learning activities from home are given qualitative and helpful feedback from the teacher without being required to give a quantitative score/value.

Based on the circular letter, all teaching and learning activities must be carried out remotely or in the network. In Bali, this also impacted the issuance of further circulars, which referred to restrictions on conventional or face-to-face teaching and learning activities. The policies issued by the government intend to limit the spread of the coronavirus. The government and all academics in Bali are required to make several efforts to keep learning effectively during the Covid-19 period. One of them is the effectiveness of learning through face-to-face online platforms. This online, face-to-face meeting aims to build interaction between students and the lecturers concerned so that the lecturer can explain the material clearly and efficiently.

Learning effectiveness is a measure of the successful interaction between students and teachers in educational situations to achieve learning goals (Rosmita, 2020) states that [3]. Furthermore, according to Uno & Mohamad (2017), learning can be effective if all students' learning outcomes reach a completeness index of 75% or more than 75% [4]. Online learning is a distance learning system that utilizes the internet and applications as learning media. Sadikin and Hamidah & Marsiah (2020) said online learning is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interactions [5]. Kuo et al. (2014) stated that online learning is more student-centred, which causes they can bring up responsibility and autonomy in learning (learning autonomy) [6].

During the Covid-19 period, Mahasarawati Denpasar University, especially the English language education study program, carried out online learning with the help of an online class support platform. The use of online classes is still considered new

to this product. So that the application of online learning in English education study programs must encounter various obstacles. In addition to technical constraints and the internet network, the most prominent obstacle is increasing students' abilities or skills, both receptive (receiving information) and productive (producing something). Receptive abilities include students' listening and reading abilities, while productive abilities include writing and speaking [7]. Of the four abilities and skills, the most prominent skill is speaking skill.

As prospective foreign language speakers, English education students must fulfill these aspects so that later they can communicate well when teaching and in a social environment. But with the existence of covid-19, it causes the development and improvement of speaking skills English education students in the learning process cannot yet be proven effective. This is due to the use of technology in the online learning process. The use of technology has different effectiveness and interaction with face-to-face (conventional) learning. The use of appropriate learning methods and models will certainly affect the effectiveness of student learning when attending online classes. The effectiveness of learning can be seen from the success of a teacher in delivering students to achieve these learning goals [8].

One effort to measure the effectiveness of learning online during the Covid-19 period by comparing student scores before and after students carry out online learning. Besides that, determining the appropriate language learning method for speaking skills and evaluating errors that occur when speaking can help achieve a student speaking skill learning goal. Based on the problems above, it can be seen that Covid-19 has impacted the world of education and daily life, especially the speaking skills of students in the English language education study program at Mahasaraswati University, Denpasar. This raises the researcher desire to find out the effectiveness of online learning in improving English speaking skills. The research aims to knowing the effectiveness of online learning in the improvement speaking skills of English education students during the covid 19 period.

2   Method

This research is a type of quantitative descriptive research. The main focus of this research is to measure and analyze the effectiveness of online learning in improving the speaking skills of English education students. In addition, this study also provides an overview of the online learning method used by lecturers in improving the speaking skills of class 3B students. In identifying the effectiveness of online learning on improving students' speaking skills, researchers compared the distribution of data before the action (pretest) and after being given the action (posttest). As for the distribution of data in this study includes the average value, the achievement value, and the significance of the test results.

This research was conducted at the Faculty of Education and English at Mahasaraswati Denpasar University which is located at Jalan Soka, East Denpasar. The selection of this research location was determined by considering that the university is a university with various backgrounds and different students' English speaking skills.

3   Result and Discussion

The Effectiveness of Online Learning in Increasing Skills Speak
The researcher presented the results of data analysis related to the pre-test, post-test I and post-test II. The pre-test is used to determine students' ability to speak English and to assess students' speaking skills prior to online learning. Meanwhile, post-test, I was used to seeing the increase in student skills after face-to-face online learning grades and language proficiency. If the value of the post-test I result has yet to reach the target of 75%, then post-test II can be done. Post-test II is used to see and re-develop student skills after face-to-face learning is conducted online so that results can be adequately achieved. The results of the pre-test, post-test I and post-test II in the form of scores were analyzed with the help of Microsoft Excel. Furthermore, the results of the three tests were compared to see the overall improvement in students' speaking skills. The three test results were then tested with the help of SPSS to test hypotheses related to the effectiveness of online learning on English speaking skills during the Covid-19 period. In addition, the researcher provides an overview of linguistic phenomena that occur after online learning takes place and answers whether there is an increase in students' abilities in pronunciation and grammar or English grammar.

Pre-test Analysis Results
The initial test or pre-test is carried out to measure student skills before carrying out online class actions. The pre-test was attended by 29 students of class 3B, with educational and social-themed speeches. The pre-test results are shown in the table.

No	Name	Indicator					Total	Score
	Initials	G	V	C	FL	PR		
	IKSW	3	3	3	3	3	15	60
	IKBK	3	2	3	2	2	12	48
	IMAS	3	3	3	3	3	15	60
	IPBAD	3	3	3	3	2	14	56
	KBS	3	3	3	3	2	14	56
	KBWN	3	3	2	2	2	12	48
	KAWKD	3	3	3	3	3	15	15
	NLPSS	4	3	3	3	3	60	60
	EEK	3	3	3	3	3	16	16
	PAPKU	3	3	3	3	2	64	64
	TPDC	4	3	3	3	3	16	16
	PSD	3	3	3	3	3	64	64
	NKDST	3	3	2	2	2	14	14
	NKCDL	3	3	2	2	2	56	56
	NKPW	3	3	3	2	2	16	16

(*continued*)

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No	Name	Indicator					Total	Score
	Initials	G	V	C	FL	PR		
	IAWKP	3	3	3	3	2	64	64
	LPNDN	3	3	2	2	3	15	15
	NMTR	4	3	2	2	2	56	56
	NKTND	3	2	3	3	3	12	12
	KPW	3	3	3	3	2	48	48
	PAPD	3	3	3	3	3	12	12
	IPAP	3	3	3	2	3	48	48
	IKAAP	3	3	3	3	3	13	13
	IWS	3	3	3	2	2	52	52
	RBHW	3	3	3	3	2	14	14
	NPDAP	3	3	3	2	2	56	56
	NKA	3	3	3	3	3	13	13
	NMFSA	3	3	3	3	3	60	60
Total								1636
Passing Grade								56%

Based on the test results table describes the scores obtained by students before the action was carried out, namely with a total score of 1636. The highest score was 64, and the lowest score was 48. The overall passing grade score of students during the pre-test was 56% and was still very far from the score target is 75% of the overall student results. The student pre-test looks less fluent when speaking and experiences problems pronouncing and using grammar or English grammar. It is displayed as follows:

Obstacles in Pronouncing Sounds During the Pre-test
The obstacle experienced by students when speaking English is pronouncing the sound of a word. These constraints result in phoneme sounds that are mispronounced or experience sound changes. Sound change is a condition where there is an exchange of phonemes in a word. The sound changes in this study include the type of neutralization sound changes. Neutralization is a change in phonemic sound caused by environmental influences. Some of the sound changes made by students are described as follows:

1) Changes in consonant sounds [f], [v] to [p]

Changes in consonant sounds [f] and [v] to [p] can be found in the video speeches that students have made. The change in sound can be observed in the sentence data as follows.

a. S : First of all, thank you for having me in this fine and joyful morning
    [pɜːst əv ɔːl ˈθæŋk juː fər hepɪŋ miː ɪn ðɪs pein ən ˈdʒɔɪpl ˈmɔːnɪŋ]
    B : First of all, thank you for having me in this fine and joyful morning
    [fɜːst əv ɔːl ˈθæŋk juː fər hæving miː ɪn ðɪs faɪn ən ˈdʒɔɪfl ˈmɔːnɪŋ]
b. S : I'd like to say thank you to everyone …
    [aɪd laɪk tuː seɪ ˈθæŋk juː tuː ˈepriwʌn]
    B : I'd like to say thank you to everyone …
    [aɪd laɪk tuː seɪ θæŋk juː tuː ˈevriwʌn]
c. S : Some tips to avoid this dangerous lifestyle.
    [sʌm tɪps tuː əˈpɔɪd ðɪs deɪndʒərəs ˈlaɪpstaɪl]
    B: Some tips to avoid this dangerous lifestyle.
    [sʌm tɪps tuː əˈvɔɪd ðɪs deɪndʒərəs ˈlaɪfstaɪl]
d. S: Why people ignore education when education is very important.
    [waɪ ˈpiːpl ɪɡˈnɔː(r) ˌedʒuˈkeɪʃn wen ˌedʒuˈkeɪʃn ɪz ˈperi ɪmˈpɔːtnt]
    B: Why people ignore education when education is very important.
    [waɪ ˈpiːpl ɪɡˈnɔː(r) ˌedʒuˈkeɪʃn wen ˌedʒuˈkeɪʃn ɪz ˈveri ɪmˈpɔːtnt]

   Changes in the pronunciation of consonant sounds [f], [v] to [p] in the example above, namely data 1–4, are in words first, very, good (starting position) and having, joyful, everyone, avoid (middle position). Changes in these consonant sounds are commonly found in students from Bali; this is due to the absence of these two sounds in the Balinese regional language (Balinese).

2) Change of voiceless fricative [th] /θ/ to africative [ch] /tʃ/

   There is a change in the voiceless fricative sound, namely, /θ/ becomes an affricative /tʃ/ both at the initial and middle position of the word. These changes can be displayed as follows:

a. S : To improve ourselves, to feel that we are something in life.
    [tuː ɪmˈpruːv aʊəˈselvz tuː fiːl ðæt wiː ɑː(r) sʌmtʃɪŋ ɪn laɪf]
    B : To improve ourselves, to feel that we are something in life.
    [tuː ɪmˈpruːv aʊəˈselvz tuː fiːl ðæt wiː ɑː(r) sʌmθɪŋ ɪn laɪf]
b. S : Firstly, I want thank to god because of his blessing we can gather here in this great occasion.
    [fɜːst aɪ wɒnt tʃæŋk tuː ɡɒd bɪˈkəz ɒv hɪz blesɪŋ wiː kæn ɡæðə(r) hɪə(r) ɪn ðɪs ɡreɪt əˈkeɪʒn]
    B : Firstly, I want thank to god because of his blessing we can gather here in this great occasion.
    [fɜːst aɪ wɒnt θæŋk tuː ɡɒd bɪˈkəz ɒv hɪz blesɪŋ wiː kæn ɡæðə(r) hɪə(r) ɪn ðɪs ɡreɪt əˈkeɪʒn]
c. S : Abiotic environment is everything around us that not alive.
    [eɪbaɪˈɒtɪk ɪnˈvaɪrənmənt ɪz evrθɪŋ əˈraʊnd ʌs ðæt nɒt əˈlaɪv]
    B : Abiotic environment is everything around us that not alive.
    [eɪbaɪˈɒtɪk ɪnˈvaɪrənmənt ɪz evriθɪŋ əˈraʊnd ʌs ðæt nɒt əˈlaɪv]

The data above shows a change from the sound /θ/ to /tʃ/ at the beginning (thank) and in the middle (something, everything). This happens because they do not have the sound /θ/ in Balinese or Indonesian, and the students lack fluency when pronouncing the sound /θ/.

3) Change vowel sound /aɪ/ to /e/

Changes in the vowel sound /aɪ/ to /e/ in some words in the middle position. This change is caused by the influence of the vowel sound /e/ in the everyday language, namely Balinese. These changes can be observed in the data in the form of sentences.

a. S : but they seem to blind eye.
        [bʌt ðeɪ siːm tuː blend aɪ]
        B : but they seem to blind eye.
        [bʌt ðeɪ siːm tuː blaɪnd aɪ]
b. S : I would like to tell you about environment.
        [aɪ wʊd lek tuː tel juː əˈbaʊt ɪnˈverənmənt]
        B : I would like to tell you about environment.
        [aɪ wʊd laɪk tuː tel juː əˈbaʊt ɪnˈvaɪrənmənt]

In addition to the sound changes as described above, the researchers also found that there were obstacles to students' abilities in using English grammar or grammar. This is explained in the sub-chapter below.

Improving Student Ability in Terms of Using Tata Language
In addition to increasing students' abilities in terms of pronunciation, the researchers also found an increase in students' abilities in terms of using English grammar. The increase in students' abilities in terms of using grammar was obtained by evaluating the obstacles to using English grammar in post-test I. This is described as follows:

1) Appropriate Use of Agreement Sentences and Disagreement

The suitability of the way of agreeing (agreement) and disagreement (disagreement) in English was also found by researchers in the results of the final test II. This is described as follows:

a. B : We agree that selling human organs should be legalized from 3 points of view.
b. B : After a lengthy discussion, we disagreed with three views.

In examples 1 and 2, it can be seen that the sentences are appropriate for approval and disapproval of the opinions of other teams. In English, the way to agree is to use phrases such as I agree, I agree with that, Agree, I agree, and others. The phrase "I agree" (I agree) also applies the same as we agree (we agree).
Then how to express disagreement in English is also done by expressing the following phrases I disagree, I do not think so, I am not sure about that, Sorry, I don't agree with you,

and others. The phrase I disagree also applies to the subject we, which is immediately followed by the word disagree to become We disagree.

2) Appropriate Use of Pointer Words with Nouns

Improving students' ability to use pointer words with words that follow them. This can be described in the following data:

a. B : I will me give you a story about it…

The pointer a, which appears at the beginning of the noun story (in example 1), is very appropriate because a denotes a singular noun (story), so there is no need to add a plural noun (s) to the word story. Based on the results of the analysis above, it can be concluded that there was an increase in students' skills when speaking English for UNMAS Denpasar English language education students during the Covid-19 period. It is supported by the results of a questionnaire conducted by researchers to 29 respondents.

4 Conclusion

Online learning has proven to be effectively used to improve speaking skills of UNMAS English education students during the covid-19 period. This is explained by comparing the results of the initial test before online learning, the final test I, and the final test II after carrying out online learning with virtual debate material increased. The average value on each test is presented successively as follows; the initial test result was 56.55, the final test result I was 70.62, and the final test result II was 80.14. Furthermore, this was also reinforced by the results of the questionnaire, which showed a positive response from students about learning online, which has going on with the respondent's value reaching 80% in the excellent category. The effectiveness of online learning in improving students' speaking skills is also shown from the results of the assumption test with the t-test of one sample group, which shows a significance of $0.000 < 0.005$. So it can be concluded that assumption H0 is rejected, and H1 means the effectiveness of online learning in improving students' speaking skills during the Covid-19 period.

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