Language Methods, Applications Used and Obstacles Experienced During Online Learning in the Covid-19 Period

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Abstract. 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 research aims to discover what language methods and applications are used, and the obstacles experienced online learning during the covid-19 period. This researcher used questionnaire, interviews and tests in collecting data. To complete the data analysis, researcher conducted normality tests and hypothesis tests with one sample t-testing. The result of this study are the language method that used in covid-19 era is Project Based Learning which technique are roleplay, debate and ESA (English, Study, Active). The benefits of applying this method support students in developing their speaking skills during online learning during the Covid-19 period; learning support applications or software used by lecturers are zoom and YouTube. These applications are considered more practical and efficient as media for learning to speak English. However, there were also obstacles when implementing it during online learning, namely internet connection instability, exciting and challenging project material, duration of using zoom, and correcting English pronunciation.

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

1 Introduction

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.

Online learning is a distance learning model that utilizes an internet connection. Moore et al., (2011) said that online learning is learning using an internet network with accessibility, connectivity, flexibility, and the ability to elicit different types of learning interactions [1]. Bangur et al., (2018) added that the hallmark of online learning is the integration of technology and innovation in it. One educational institution that has implemented it is Mahasaraswati Denpasar University [2]. According to Bates (in Sanjaya, 2020) online learning is a form of distance education in which material delivery is carried out via the internet synchronously or asynchronously [3]. Synchronous is learning through streaming video and sound simultaneously, while asynchronous is learning time that can be determined independently. Online learning is usually known as e-learning, virtual, computer-mediated, web, and distance learning.

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 [4]. Of the four abilities and skills, the most prominent skill is speaking skill.

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 [5]. 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 [6]. 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.

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 [7].

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 discover what language methods and applications are used, and the obstacles experienced online learning 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

Language Methods, Applications Used and Obstacles Experienced During Online Learning During the Covid-19 Period

Based on the results of field observations and structured interviews conducted by researchers and respondents, in this case, a lecturer related to the speaking for formal situation course, it was found that he used methods and three learning techniques to improve English speaking skills online. These results are described in more detail, and from these results, the researchers saw how far the effectiveness of the methods used to improve English speaking skills during Covid-19. The researchers describe this in the paragraph below:

Methods and techniques used during mass online learning covid-19

Based on the data obtained by the researcher through structured interviews with respondents, namely a speaking lecturer for formal situations, Mrs. Dewa Ayu Ari Wiryadi Joni, S.Pd., M.Pd. state:

"When online learning takes place, I prefer to use the project-based learning method. Project-based learning is a method that provides full opportunities for students to explore and develop their speaking skills in the form of a project or activity as a learning medium." (interview on 29 December 2021).

Furthermore, regarding the techniques used during online learning, Mrs. Dewa Ayu Ari Wiryadi Joni, S.Pd., M.Pd. state:

"Debate, Roleplay and ESA, all three are techniques that are suitable for use when online learning is all digital. Apart from that, using these three techniques will provide more opportunities for students to express and communicate their English."

Based on the results of the interview, the method chosen by the lecturer is the project-based learning method. Project-based learning is a method that provides more opportunities for students to explore their speaking skills independently by making something a project. This is in line with Kusmanto's statement (2014), which states that the project-based learning method is a Learning By Doing process or learning that can be obtained from experience. In addition, Kusmanto (2014) also added that project-based learning is a learning approach that gives freedom to students to plan learning activities, carry out projects collaboratively, and produce work products that can be presented to others. In online learning, this method is modified by using online learning media. By implementing this method, the teacher or lecturer will provide opportunities for students to explore and find out how good their skills are when speaking English.

Then the learning techniques used are Debate, Roleplay, and ESA. These three techniques are used by lecturers to provide opportunities for students to further explore their speaking skills. Debate is a learning technique that is often used to hone one's speaking skills. When conducting a debate, students are required to provide their arguments related to the topic/motion. This argument helps students to think critically in expressing their ideas orally. Then, the role-play technique or often referred to as the role-playing technique is a learning technique that requires students to play a role. This technique aims to train students to deal with real situations, practice spoke language practice intensively, and provide opportunities for students to develop communication skills. The last technique, namely ESA (Engaged, Study, Active), is a technique that directly involves

students in learning, focuses on the core of learning, and does exercises communicatively. The ESA technique can be applied to every lesson. The ways to apply this ESA technique are as follows:

1. Engaged (involved)

At this stage, the lecturer tries to arouse student interest and involve student emotions by using learning videos.

2. Study (learn)

At this stage, learning is focused on the core of learning, namely speech through video. Before carrying out the core activities, the lecturer usually starts with the learning process by demonstrating the material. The purpose of conducting demonstrations of Demonstrate material is to minimize student boredom when online learning takes place. Then proceed with the Elicit process, which is carried out in order to provide more learning experiences to students when digging for information about the material. The lecturer, in this case, will ask questions directly related to the information that has been obtained. The last process is Give Out. In this process, students will provide answers related to questions previously given by the lecturer.

3. Activate (activate)

At this stage, the lecturer provides English-speaking exercises in the form of giving assignments to make videos with YouTube and Google Drive as media for collecting assignments. This exercise aims to provoke students to use language communicatively according to their individual abilities and not to focus on certain language constructions or patterns of practice.

Furthermore, regarding the benefits of the learning methods and techniques, Mrs. Dewa Ayu Ari Wiryadi Joni, S.Pd., M.Pd. as follows:

"Stimulating critical thinking and student creativity. In addition, these methods and techniques help them to be able to work with others, communicate well with others, learn to find solutions, be more confident speaking in front of the camera, have technological skills (recording, editing, publishing a video)."

Based on the results of the interview, the following are the benefits of the methods and techniques he implemented during online learning during the Covid-19 period:

a. Helps stimulate critical thinking and student creativity. This is Kannah's opinion (2020) regarding this project-based learning model, and students are required to learn independently and actively and provide a stimulus for students to solve problems by involving a project in the learning process.

b. Assist students in developing the nature of working with others. Learning speaking for formal situations online, implemented by the lecturer, uses the debate technique as a supporting technique. This learning technique requires students to work in teams when providing their views according to motions.

c. Assist students in developing students speaking skills with others. Online debate, roleplay, and ESA techniques require students to talk and communicate with their peers. The debate technique is one of the techniques that play an active role during online learning because students are required to refute the opinions of other teams.

d. Assist students in finding a solution to a problem. This agrees with the theory put forward by Kusuma and I Gusti (2018) regarding project-based learning, a learning

model involving students working on a project that is beneficial to them. Solve problems encountered in learning.

e. Assist students in increasing self-confidence. Online learning makes shy students more confident because they don't interact directly or face to face but only look at the cellphone screen.

f. Assisting students in developing skills in using their technology. The project-based-learning method the lecturer applies requires students to make a video speech which will later be uploaded to YouTube and Google Classroom accounts. In this case, students will know and learn how to create a youtube and Gmail account. In addition, they will learn how to edit videos and upload them.

Aplikasi/software yang digunakan saat pembelajaran daring masa covid-19

Regarding the applications or software used for online learning during the Covid-19 period, Ms. Dewa Ayu Ari Wiryadi Joni, S.Pd., M.Pd. mentioned:

"YouTube and Zoom, because it's practical and efficient"

Based on the results of these interviews, it can be concluded that online learning during the Covid-19 period was carried out with the help of the following two applications:

a. ZOOM MEETINGS

Zoom is a free meeting app with video and screen sharing for up to 100 people or more. This application can be used in various mobile devices, laptops or other supporting communication devices. The Zoom application as one of the applications that can be used by doing virtual learning. The zoom application can bring students together with educators using video so that the learning process can be conveyed properly [8].

Zoom is the application that the lecturer chooses to do face-to-face learning with students. This virtual face-to-face learning is intended to build mutual interaction between students and students as well as students and lecturers. In addition, lecturers use zoom to explain important material, so it will be easier to understand later. The use of zoom is also commonplace for some students so that learning takes place efficiently and practically. This is also to Wena's statement (2020) about the advantages of using the zoom application in online learning. Wena (2020) states that there are several advantages to using zoom as an online learning medium, namely:

1) The lecture atmosphere seems to remain like in the classroom;
2) Lecturers and students can view presentations; and
3) Video broadcasts live on the Zoom application have better quality good.

b. YouTube

This is the second application used by lecturers as a place for students to submit final projects. Youtube is an application that functions as a platform for finding and uploading information through videos that a broad audience can view. Using YouTube, the lecturer intends to increase students' creativity in digital technology and hone their confidence in speaking English. Furthermore, if students upload it on this digital media, students can see themselves anytime and anywhere, without thinking that the video will fill up their cellphone storage space.

So based on the results of the structured interviews, it can be it.was concluded that the methods and techniques used by lecturers have their benefits in online learning. Then, obstacles in online learning also often occur. These constraints include technical and non-technical constraints. However, these obstacles can be overcome by the lecturer concerned during online learning. The lecturer also uses learning support media or applications to create interaction among students and between students and lecturers. The selection of learning media also has a vital role in the learning process.

Constraints experienced when teaching online
Constraints when teaching online Mrs Dewa Ayu Ari Wiryadi Joni, S.Pd., M.Pd. state:

"Unstable connection, looking for exciting and challenging project themes, the suitable zoom duration, so it does not burden students (does not spend a lot of their quota because not all of them get quota assistance), correcting pronunciation online (sometimes the voice on zoom sounds different). However, this can be overcome by telling students to activate Google Voice, which will help students with pronunciation."

Based on the statement above, online learning looks more practical. However, online learning also has obstacles when implemented, namely:

1) Internet connection instability. Mahasaraswati Denpasar University is located in downtown Denpasar, and internet access is also very smooth. However, since students live in almost all of Bali and outside Bali, where the internet coverage is also different, this causes differences in internet stability when participating in online learning. Internet connection is the most crucial thing when online learning takes place. If there is no stable internet connection, students will have problems downloading assignments and speaking virtually.
2) Exciting and challenging project material. The lecturer mentioned this obstacle during the interview that this final project is one of the assessment requirements, which will later become the student's final score replacing the Final Semester Examination. The selection of exciting and challenging project material provides a memorable learning experience and stimulates students' critical thinking about the extent of their knowledge of the material being taught, as well as the extent of their skills when communicating arguments or ideas in English.
3) Duration of using Zoom. Zoom is an application that the lecturer often uses because it has complete supporting features. The zoom used by the lecturer is a Paid Zoom type with more than 45 min duration for one use. The long duration of using Zoom causes problems, namely the waste of using internet quota, especially the uneven distribution of quota subsidies free internet from the government. This is in line with Wena's statement (2020) regarding the drawbacks of using wasteful zoom meetings. Wena (2020) stated that the quota data package for video conferencing-based learning is still quite wasteful because the data size of the video is still significant, so if it is used continuously, the data packet used is also increasing. In order to avoid this, the lecturer provides a solution, namely by minimizing the duration of face-to-face meetings via zoom. In addition, students who have finished studying or presenting projects are also welcome not to participate in the next zoom class or until the entire group has finished presenting the project.

4) Correcting English pronunciation (pronunciation). Internet network instability also has an impact on pronunciation when speaking. An unstable internet network makes pronunciation choppy or sometimes unclear. The lecturer felt this obstacle, so he provided a solution by asking students to activate google voice to find out how to pronounce the correct word in English.

4   Conclusion

Based on the research that has been done, researchers can draw several conclusions, including the learning method implemented by the lecturer speaking for formal situations during online learning is project-based. In addition to methods, learning techniques also have an essential role during the learning process. The learning techniques used are roleplay debate and ESA. These three techniques prioritize students' opportunities to express their ideas by speaking directly. Then, the benefits of applying this method support students in developing their speaking skills during online learning during the Covid-19 period; learning support applications or software used by lecturers are zoom and YouTube. These applications are considered more practical and efficient as media for learning to speak English. However, there were also obstacles when implementing it during online learning, namely internet connection instability, exciting and challenging project material, duration of using zoom, and correcting English pronunciation.

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