The Effectiveness of Online Learning in Speaking Course

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ABSTRACT

Online learning must be done by educators in distance learning during the handling Covid-19. Mastery of English skills that require direct practice must also be through online learning, for example, mastery of speaking skill by undergraduate students of English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang. From pre-observation data, there were many students who feel insecure, nervous, and embarrassed when practicing speaking. This is what causes students to be less maximal in mastering speaking skill. The purpose of this study was to identify the effectiveness of online learning, focusing on using Google Classroom and Microsoft (MS) Teams in Speaking Course at the first semester students of English Study Program in Untag Semarang. So that researchers used experimental method. In data collection, researchers used a speaking test which was then analyzed using t-test formula. The data analyzed were the results of pre-tests and post-tests from two groups, namely experimental group and control group. From the results of the statistical analysis of t-test on the pre-test value, t count (1.04) < t table (1.7), it means that Ho is accepted and Ha is rejected. From the results of the statistical analysis of t-test on post-test values, t count (1.5) < t table (1.76), it means that Ho is accepted and Ha is rejected. From the results of statistical analysis of hypothesis tests, it can be concluded that there are no difference grades in Speaking Course between students taught using Google Classroom and students taught using Ms. Teams.

Keywords: Google Classroom, Microsoft Teams, online learning, speaking skill.

1. INTRODUCTION

1.1. Introduction

Indonesia has a big challenge in handling Covid-19 in all aspects of life. One of them is the educational aspect. The Covid-19 pandemic forced a social distancing policy that is to maintain physical distance which aims to minimize the spread of the corona virus. The Ministry of

Education, Culture, Research, and Technology of Indonesia responded by issuing a policy of learning from home through online learning.

The use of technology that applies suddenly, not infrequently makes educators and learners surprised (Winter et al., 2021). Educators are surprised to change the system, syllabus and learning process quickly. Learners also feel pressured by the number of tasks during learning from home. In fact, online learning is not a method to change face-to-face learning with digital applications, nor burden learners with tasks every day. Online learning should encourage learners to be creative in accessing as many sources of knowledge as possible and hone insights to be realized into works.

There are many factors that influence to the online learning (Chung et al., 2020). Some of them are demographic factors and teaching methods used in online learning. So far In Indonesia, online learning is only as a concept, as a technical device, not yet as a way of thinking in the learning paradigm. This is what happens in learning at the university level. One of them is English learning in English Undergraduate Study Program, where students are required to master several skills, included practical skill.

One of the skills in English that students must master is speaking skill. Because speaking skill includes to communication skill, it is the most important skill among all the four language skills in order to communicate well (Srinivas, 2019). Based on the results of observations, there were students in English Undergraduate Study Program who feel insecure, nervous, and embarrassed when they have to practice speaking in front of lecturer and friends. This is what causes students to be less maximal in mastering speaking skill in Speaking Course. Because students' contribution and students' condition affected to the students' speaking mastery (Englishtina et al., 2021). But it is being different when the students have to practice speaking in an online class. Some of them felt more confident in practicing speaking because they did not meet their friends and the lecturer face to face, but their confidence in speaking English is still bad. It can be seen from their contribution in an online speaking class. If the lecturer does not call the students' name, they will only keep silent in the speaking online class.

Speaking Course is usually taught using blended learning. Blended Learning is a learning model that combines online learning and face-to-face learning (Cronje, 2020). In technological development, blended learning can be applied as learning model. In this pandemic era, lecturer is possible to apply the learning model with blended learning, but it still uses a technology in the learning process. By changing learning habits and methods, the application of blended learning is generally able to improve the result of the learning process (Anis Chaeruman et al., 2018). It will be a challenge not only for the lecturer, but also for the students. The lecturer has to motivate the students to be participated in speaking online class, because it will affect to their speaking mastery.

For the students, a speaking online class is a change to build their confidence in speaking English. Because in an online class they do not meet their friends and their lecturer directly, so they can decrease their nervous and embraced feeling.

Based on the background above, researchers will identify the effectiveness of online learning using two learning applications in mastery of speaking skill of students of the English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang, focusing on Speaking Courses. The two applications are Google Classroom and Microsoft (MS) Teams. Fitria in her research explained that 31 out of 81 lecturers use Google Classroom in teaching English. Six lecturers used Zoom, five lecturers used Schoology, five lecturers used Edmodo, four lecturers used Moodle, two lecturers used Google Meet, two lecturers used WhatsApp group, and other respondents used self-platform applications, SPADA System, Elena Platform, UCY Learning, English Discoveries, Email, Skype, and BlogSpot (Fitria, 2020).

From the results of the study, it is seen that Google Classroom is the most widely used learning application to teach English. However, no respondents have yet used the Microsoft Teams application in their teaching. Therefore, researchers will prove the effectiveness of Google Classroom and MS Teams in teaching English, particularly speaking skills. The results of this study, it is expected that educators can think of the right application and learning methods for students in accordance with the competencies they want to achieve in distance learning.

1.2. Research questions

Based on background of the study, the problems of the study can be formulated as follows:

1. Is there any difference grade between the first semester students of the English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang in the academic year of 2020/2021 and 2021/2022 taught using Google Classroom and Microsoft Teams?

2. Is using Microsoft Teams more effective than Google Classroom in teaching speaking to the first semester students of the English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang in the academic year of 2020/2021 and 2021/2022?

1.3. Significance of the study

The results of the study are expected to give benefits both theoretically and practically. The researchers hope that this research has some benefits to the reader, the researcher, the teacher, the students, and other researchers. The benefits of the study are as follows:

1. Theoretical Significance

   The result of this study gives a description to the reader about the effects of using Google Classroom and Microsoft Teams to the student's speaking skill. Therefore, the reader can understand easily about the appropriate online learning applications in teaching speaking.

2. Practical Significances

    a. The result of this study can give great benefit to the researcher. The researcher got the experience to know the appropriate online learning applications that is used in teaching and learning process.

    b. Teaching speaking is not an easy work since lots of students think that speaking is the most difficult skill to be learned. Consequently, teachers and lecturers will face many obstacles during the teaching and learning process. Therefore, they should be clever in choosing the appropriate media and method that can both change their students' attitude towards speaking and improve their students' speaking skill.

    c. Using online learning applications in teaching speaking makes the students realize that learning English is fun and easy in every condition.

2. METHOD

2.1. Research Design

In completing the data, the researchers used experimental design since its nature is to test the idea in a controlled environment (Gopalan et al., 2020). Experimental design refers to how participants are allocated to the different groups in an experiment (Bhat, 2019). Types of design include repeated measures, independent groups, and matched pairs designs. This study used independent measures design.

Independent measures design, also known as between-groups, is an experimental design where different participants are used in each condition of the independent variable. This means that each condition of the experiment includes a different group of participants. This should be done by random allocation, which ensures that each participant has an equal chance of being assigned to one group or the other. Independent measures involve using two separate groups of participants; one in each condition.

There are two hypotheses in this research. A hypothesis itself is an assumption, an idea that is proposed for the sake of argument so that it can be tested to see if it might be true. A hypothesis is used in an experiment to define the relationship between two variables. The variables in this research are two online learning media; Google Classroom and Ms. Teams. The hypotheses are:

Ho: there is no difference grades in Speaking Course between students taught using Google Classroom and students taught using Ms. Teams.

Ha: there is difference grades in Speaking Course between students taught using Google Classroom and students taught using Ms. Teams.

2.2. Samples/Participants

In this study, the researcher used the first semester students of English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang as the sample. The first semester students of the English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang in the academic year of 2021/2022 as experimental group were taught speaking using Microsoft Teams and the first semester students of the English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang in the academic year of 2020/2021 as control group was taught speaking using Google Classroom. The researchers took these classes because they have been learned Speaking Course in the first semester with the same material and lecturer.

2.3. Instruments

It is very important to collect data in research because the data are used to get the result of the research. In this research, the technique of collecting the data used by the researcher was test. The test here is used to measure speaking skill.

In order to obtain the data of the students' speaking skill, the researchers used speaking test. The form of the test is a conversation between the lecturer and the students. Before testing speaking, the researcher formulated a questionnaire about speaking test instruction which was distributed to the try-out sample. It is to test the readability test of speaking test instruction to the tryout sample. Because key indicators of the quality of a measuring instrument are the reliability and validity of the measures (Kimberlin & Winterstein, 2008). There are five main components to test speaking skill that need to be considered in this study, they are pronunciation, grammar, vocabulary, fluency, and comprehension. The rubrics of speaking skill were chosen because of suitable for the assessment context and needs (Seong, 2018).

2.4. Data analysis

In this research, descriptive analysis and inferential analysis were used. Descriptive analysis was used to know the mean, median, mode, and standard deviation of the score of tests. The normality and homogeneity of the data should also be known, it has done before testing the hypothesis. The data that is analyzed is only speaking test score from the experimental and control group. The following tests were performed:

a. *Normality*

If the highest value of $|(Fz_i) - s(z_i)|$ or L_o is lower than L_t or $L_\propto L_t L_t$,, it can be concluded that the sample is in normal distribution.

b. *Homogeneity*

To know whether the groups are homogenous or not, x_o^2 is compared with x_t^2 . 95 (n-1) if the x_o^2 is lower than x_t^2 . 95 (n-1), it can be concluded that the data are homogeneous.

c. *T-Test*

The paired sample t-test is one of the testing methods used to assess the effectiveness of the treatment, marked by the difference between the average before and after being given treatment (Arman, 2019). The basis for making the decision to accept or reject Ho in this test is as follows.

a. If t count > t table and probability (Asymp.Sig) < 0.05, then Ho is rejected and Ha is accepted.

b. If t arithmetic < t table and probability (Asymp.Sig) > 0.05, then Ho is accepted and Ha is rejected.

3. FINDINGS AND DISCUSSION

3.1. Findings

The study used the Two-sample Assuming Unequal Variances t-test which a t-test used to test the average difference (mean) of two variables from different samples by assuming the sample had unequal variance. The variables tested using t-tests are pre-test and post-test values from control group and experimental group. The results of the Two-sample Assuming Unequal Variances t-test at the pre-test value are shown in Table 1 and the results of the Two-sample Assuming Unequal Variances t-test at the post-test value are shown in Table 2.

Table 1 Two-sample Assuming Unequal Variances T-test at Pre-test Value

	70	85
1. Mean	75,65625	69,64286
2. Variance	19,97479839	459,478
3. Observations	32	14
4. Hypothesized Mean D	0	
5. Df	13	
6. t Stat	1,039824409	
7. P (T<=t) one-tail	0,158687644	
8. t Critical one-tail	1,770933396	
9. P(T<=t) two-tail	0,317375288	
10. t Vritical two-tail	2,160368656	

Table 2 Two-sample Assuming Unequal Variances T-test at Post-test Value

	80	80
1. Mean	76,93548387	68,21428571
2. Variance	31,12903226	456,1813187
3. Observations	31	14
4. Hypothesized Mean D	0	
5. Df	14	
6. t Stat	1,504806216	
7. P (T<=t) one-tail	0,077298785	
8. t Critical one-tail	1,761310136	
9. P(T<=t) two-tail	0,15459757	
10. t Vritical two-tail	2,144786688	

The result of Two-sample Assuming Unequal Variances T-test at Pre-test and Post-test values shows data needed for this study. The elaboration of each table will be elaborated here. The first is the result of Two-sample Assuming Unequal Variances T-test at Pre-test.

Mean is point average. Experimental class average is 75.5 and control class average is 69.6. Experimental class variation score is 19.97 and a control class variation score is 459.478. Observation is the number of observations. Experimental class is 32 and control class is 14. Hypothesized Mean Difference is the average difference between an experimental class and a control class, but for this study, it is assumed there is no difference so the value is 0. Degree of Freedom (df) or degree of freedom is 13. The t-stat value is 1.04. P-value (P(T<=t)) is 0.158. The value of t table (t critical one table) is 1,7. From the results of the statistical analysis of hypothetical t-tests, it can be concluded as follows:

1. t calculate (1.04) < t table (1.7) means, Ho is accepted and Ha is rejected.
2. p-value (0.158) > alpha (0.05) means, Ho is accepted and Ha is rejected.

From the results of statistical analysis of the hypothesis test above, it can be concluded that there is no difference grade at pre-test value of the experimental group and control group. The second is the result of Two-sample Assuming Unequal Variances T-test at Post-test.

Mean is point average. Experimental class average is 76.9 and control class average is 68.2. Experimental class variation value is 31.1 and control class variation value is 456.18. Observation is the number of observations. Experimental class is 31 and control class is 14. Hypothesized Mean Difference is the average difference between an experimental class and a control class, but for this study, it is assumed there is no difference so the value is 0. Degree of Freedom (df) or degree of freedom is 14. The t-stat value is 1.5. P-value (P(T<=t)) is 0.077. The value of t table (t critical one table) is 1.76. From the results of the statistical analysis of hypothetical tests t-test, it can be concluded as follows:

1. t calculate (1.5) < t table (1.76) means, Ho is accepted and Ha is rejected.
2. p-value (0.077) > alpha (0.05) means, Ho is accepted and Ha is rejected.

From the results of statistical analysis of the hypothesis test above, it can be concluded that there is no difference grade at post-test value of the experimental group and control group.

3.2. Discussion

There is no significant difference on the effect between teaching speaking using Microsoft Teams and Google Classroom. Microsoft Teams is as effective as Google Classroom to teach speaking. Microsoft Teams and Google Classroom help the students to the speaking mastery especially in organizing their ideas in form of speaking in the better content by sharing ideas and

knowledge. It also increases students' vocabularies. The development of students' ability in organizing ideas is clearly found out from their ability in telling a story. Then, the development of students' skill in making sentences in better content is shown by the agreement of the question and answer. They understand what and how to answer the questions. And the students' development in vocabularies is shown on the dictions they choose. Based on Fitria's result of the research, Google Classroom is the most widely used learning application to teach English and no respondents have yet used the Microsoft Teams application in their teaching. So, Microsoft Teams can be an alternative in online learning as a learning application, not only in language teaching but also another subjects of teaching.

There are some reasons why there is no significant difference on the effect between teaching speaking using Microsoft Teams and Google Classroom. One of them is that, Microsoft Teams and Google Classroom are interactive media that can arouse students' interest in speaking process. As a new media in teaching speaking, the students are interested to use Microsoft Teams and Google Classroom. Media is an important thing in delivering the material which can attract the students to learn English in order to reach the goal of teaching learning (Khodjaeva, 2021). Another reason is both online learning media used in different condition of learning. The students learn speaking in a pandemic era, where they have to stay at home while studying. They enjoy the activities in the speaking online class and it influence to their speaking mastery. It is in line with the result of Purnama's research (Purnama et al., 2021). They stated that the adoption of online-based learning and the internet has had both a positive impact on students. Although the subjects of the study are from elementary school students, the elaboration of the result of the study can be used as a guide that digital literacy affects online risk during the Covid-19 pandemic in Indonesia.

It has been also proven by Famularsih that the use of online learning application in English as a Foreign Language (EFL) Classroom is efficient used in this emergency situation (Sari Famularsih, 2020). Although, there are some obstacles in using online learning application in English classroom that should be anticipated. According to Famularsih, the most favorite online learning application among students is WhatsApp Group because it takes a bit of internet quota. But this application cannot be used as an interactive application in teaching speaking skill which needs interaction between the lectures and the students.

4. CONCLUSIONS

4.1. Conclusion

In this research, the use of different online learning media, Microsoft Teams and Google Classroom, do not influence to the students' speaking score. The students in the experimental and control group get the same mean score in speaking test. So, different online learning media do not

influence to the speaking mastery of the first semester students of the English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang in the academic year of 2020/2021 and 2021/2022. In conclusion, Microsoft Teams is as effective as Google Classroom in teaching speaking to the first semester students of the English Study Program in Universitas 17 Agustus 1945 (Untag) Semarang in the academic year of 2020/2021 and 2021/2022.

4.2. Suggestions

The different sample used in the research may result different conclusion. It can be influenced by many factors. The factors here should also be researched deeply. So, in other cases the use of different online learning media might influence to the students' acceptation. The main point here, is that to be able to achieve learning competencies, educators should think about the right applications and learning methods for students according to the conditions. Especially in this covid-19 pandemic situation, where learning is done online.

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