

The Effectiveness of Online Learning in Speaking Class at State University of Makassar During Pandemic Covid-19

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Abstract

This research aims to determine the effectiveness of online learning in speaking classes at the State University of Makassar using digital technology as a research variable to find out what types of technology can support the online learning process in speaking courses. This research uses qualitative research methods using interviews and questionnaires as research instruments to be able to determine the effectiveness of learning speaking in online learning. Interviews were conducted with several speaking lecturers in the English department. Meanwhile, the questionnaire was given to several students majoring in English at the Faculty of Languages and Literature. Based on the results of the research by using interviews with lecturers as respondents, various answers were found but resulted in the same point, that is the ineffectiveness of learning speaking English in online learning as well as the results of the questionnaire, where the dominant students answered that learning English speaking was not effective using the online learning method.

Keywords: *Effectiveness, Speaking English, Online Learning.*

1. Introduction

Speaking is at the core of studying the English language because it gives a real outcome of learning a foreign language. The aim of learning a language is to allow learners to use a language to communicate with others through daily communication. English is also known as a worldwide language due to the large number of speakers. English is considered to be the most important language to be mastered as it is used as a business and communication language in the world. To meet the needs of the era of globalization, English will have a strategic place in the world (Diem, 2011:160). To make learners ready for the above-mentioned era of globalization, it is considered to make learning speaking English important for them.

In language teaching, speaking is one of the most critical skills besides writing, scoffing, and listening. Mastery of each skill is important to becoming a well-rounded communicator, but the ability to speak skillfully gives the speaker some different advantages. The ability to put words together coherently to convey thoughts, beliefs, and feelings will enhance a speaker's ability to capture more of the audience's attention. Oral expression skills are the ability to express articulate sounds or words to express thoughts in the form of thoughts, opinions, wishes or feelings to the speaker's partner (Hermawan, 2014). Speaking is an event of conveying one's intentions, thoughts and feelings to others using spoken language so that others understand the intention. Enriching the front expression (Kartini, 1985:7).

Speaking is an act that produces language to communicate, and is one of the basic skills in the language (Laksana, 1982:25). Speaking skills can be divided into several types, the first is to tell a story, which is to tell a story orally. The second can be paying attention to certain rules and regulations. The third is a discussion, which is interpreted as a scientific meeting to exchange ideas on an issue. The fourth is an interview, which is a question-and-answer activity with someone who is required to be asked for information or opinions. The fifth speech is an activity of public speaking or oration to express his opinion or give an idea of something.

The talk focuses on two-way conversations. The speaker and the listener interact somewhere and at the right time, then the listener responds, and the speaker listens to the feedback the listener receives. Speech skills are also known as graceful, expressive and creative rhetoric or the art of speaking to effectively convey verbal messages as a way of communicating with others. Speaking is one of the skills that must be mastered and one must be able to practice in the field with others as a questioner (Astrawan, 2013). In the educational system, the teacher will teach English learning using speech materials, and usually, the teacher uses discussion or dialogue techniques as the groundwork step of teaching.

In the world of education, speaking skills are taught to be able to communicate well and be formal, speaking skills are also very important to teach in language subjects, such as English. In English subjects, speaking skills are one of the stages to mastering English and being able to communicate in English well, but learning English speaking skills needs to multiply practice with effective methods. But in reality, several factors can hinder the effectiveness of learning English speaking skills. The first factor relates to the student himself; the student does not have enough confidence to speak publicly because of the lack of vocabulary. The second factor is the activity in the classroom that does not provide enough opportunities for students to speak so students feel a lack of learning time in learning speaking skills.

Many people already understand speaking skills in English, but not many people can practice them, this of course requires extra practice accompanied by regular practice, but at this time when the emergence of the coronavirus pandemic requires all educational institutions to be carried out online, this adds to the influence of some of these factors that have an impact on the effectiveness of learning, especially in speaking courses. Research on student perceptions of the effectiveness of emergency distance teaching communication during a pandemic at PGRI Indraprasta University was studied by Galuh and Rita (2021). The results of this study stated that for speaking skills, most students disagreed with the statement that emergency distance learning improved their speaking skills with a percentage of disagreeing 54% and strongly disagreeing 5%.

There is a study entitled "Practice of Learning Speech Skills During the Covid-19 Pandemic" (Sholihah, 2020). This study aims to describe the practice in language learning, namely in students' speaking skills during the pandemic with an online learning system. This study concluded that the learning of speaking skills during the Covid-19 pandemic is less than the maximum because it has some obstacles, namely the use of electronic media as a learning medium that is constrained by cellular networks or signals that are not always stable in its acceleration, in addition, the message delivered is not entirely appropriate with the original purpose. The expression of the giver and the recipient of the message cannot be seen so no eye contact makes communication did not run as expected. For this study, the researchers will discuss the effectiveness of digital technology as an online learning medium in learning English speaking, because digital technology is needed by the world of education which is currently hampered by the Covid-19 pandemic as a supporting facility for online learning.

2. Literature Review

2.1. Online Learning

Learning is essentially a process of organizing, organizing the environment around the students, to grow and encourage students to do the learning process. Learning is also associated with the process of providing guidance or assistance to students in conducting the learning process. Learning is a complex and inexplicable aspect of the activity. Simply put, learning can be interpreted as a product of continuous interaction between development and life experience. Learning in a complex sense is a conscious effort from a teacher to teach his students (directing the interaction of learners with other learning resources) with the intention that the goal can be achieved.

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is the process of educator interaction with students and learning resources that take place in a learning environment, while Fakhurrizi (2018, 86) stated that learning is a combination of humane elements (students and teachers), materials (books, whiteboards, chalk, and learning tools), facilities (classrooms, audiovisuals), and processes that affect each other to achieve learning objectives.

Learning can also be said to be a system because learning is an activity that has the purpose of providing knowledge to students. Learning is a process of conveying knowledge and information through interaction from teachers to students, it is also a process of providing planned guidance and conditioning or stimulating learners to learn well, and learning activities can be characterized by educational interactions that occur, namely teachers to students or learners to teachers pedagogically. In addition, teachers must also prepare innovative learning that can stimulate students to be passionate about carrying out learning activities.

Wotruba and Wright in Uno (2011) reveal the results of their research in several studies that seven learning indicators are said to be effective, namely:

- a. Good material organization
- b. Effective Communication
- c. Mastery and enthusiasm for the subject matter
- d. Positive attitude toward students
- e. gives a fair score
- f. Flexibility in the learning approach
- g. Good student learning outcomes

It can be concluded that learning is an interactive activity conducted by teachers to students with the aim that students know. Learning is also a process of teaching and learning activities that contains the provision of learning materials, knowledge information, activities to guide students, as well as the provision of stimulation so that students can be motivated until finally able to achieve the goals that have been set. In the learning process, there needs to be learning media as a tool to deliver learning materials. Miarso (2004) argues that learning media is something that is used to channel messages and stimulate the mind, feelings, attention, and willingness to learn to encourage the learning process.

2. 2. Digital Technology

Digital technologies are tools, systems, devices and electronic resources that generate, store or process data. Well-known examples include social networking, online gaming, media, and mobile phones. Trends in advanced technology in education that are now affecting student learning according to Forbes include augmented reality/virtual reality/mixed reality, redesigned learning spaces (smart boards), fake intelligence, personalization of learning, and gamification. Professional educators must have the skills to use technology to improve learning processes and outcomes. Types of advanced technology learning media that can be used include interactive sight and sound, computerized video and animation, digital recordings, augmented reality (AR), virtual reality (VR), and game-based learning and gamification. The benefits of using digital media in education it can introduce opportunities and resources into classrooms that students would otherwise not have access

to. Examples of technological resources that can be used to engage and educate in the classroom are video clips, educational games, and virtual simulations.

The use of technology or media in learning has its challenges. For example, the limited budget and the environment and its aspects are a subsystem in learning that also affects the success of the use of technology in learning. However, despite these challenges, the integration of computerized media technology in learning is a necessity today. Because preparing students to be prepared to face their future life must start immediately from the learning period at school. Sometimes it is difficult to design learning activities according to the real world. For this reason, digital media is needed to present the real world and tasks its problems in the classroom. computerized technology media, such as the use of social networks as a means for online learning in the classroom, such as WhatsApp, Youtube, Zoom, Google Classroom, Duolingo, and so on.

In today's digital age, learning has been done online. With qualified technology, the learning process can be done not only in the classroom but can be done online with various learning methods. According to Bilfaqih and Qomaruddin (2015, p. 1), "Internet learning is a program to maintain online learning classes to reach a massive and broad target group" while Thorne in Kuntarto (2017, p. 102) stated, "Internet learning is learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email and conference phones, animated online text, and online video streaming". Meanwhile, Rosenberg in Alimuddin, Tawany and Nadjib, (2015:338) emphasizes that Internet learning refers to the use of Internet technology to deliver a series of solutions that can improve knowledge and skills.

According to Ghirardini in Kartika (2018), "Internet learning provides effective learning methods, such as practicing with related feedback, combining activity collaboration with self-learning, personalizing learning based on student needs and using simulations

and games". Meanwhile, according to Permendikbud No. 109/ 2013, distance education is a teaching and learning process conducted remotely through the use of various communication media. The advancement of information and communication technology brings changes and advances in various sectors, especially in the field of education. The role of information and communication technology in the field of education is very important and able to provide convenience to teachers and students in the learning process. Internet learning can be organized in a massive way and with unlimited education. In addition, the use of Internet learning can be accessed anytime and anywhere so there is no time limit in the use of learning materials.

2. 3. Speaking

During this time, English has become the international language used in business, technological and academic communication. This trend of globalization of English, as a worldwide phenomenon, makes it necessary to communicate with people from different linguistic and cultural backgrounds and in a variety of settings. Speaking ability is an important aspect of learning a second or foreign language, and success in learning the language is measured by how well students speak the language.

Speaking is one of the main language skills. Speaking is considered the most demanded skill in learning a language. Tarigan (1990) characterizes speaking as a language skill that develops in the child's life, which is produced through the ability to listen, and in this period the ability to speak is learned. Language is a form of communication that cannot be separated from everyday life. Speaking has been considered as a mere implementation and variation, outside the domain of language and linguistics proper.

Discussing the definition of speaking cannot refer only to sound production. Every person makes it possible to speak, but the spoken language will lose its function as if the assumption is only about this point of view;

there is no difference between humans and animals. Speaking is limited by several supporting and influential branch units that can make the spoken language in the form of sound. Dealing with speaking naturally refers to how people use language concretely. This existence of language courses proves that language can be scientifically analyzed. Linguistic units like grammar, vocabulary, pronunciation and other linguistic units seem to support this argument of course. The assumption arises that speaking skills in language courses must be analyzed theoretically and practically.

2. 4. Digital Technology in Learning Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern. In the fast-developing 21st century various innovative technologies are being introduced to teach speaking skills in the classrooms. Technology is the vehicle to get access to this modernized world. More than the process of communication, trade and transactions, today technology is widely used in educational sectors. Digital technology has been regarded as a way of helping students improve language skills such as speaking skill. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for learning speaking skills.

3. Research Methodology

The researchers used an ex-post facto qualitative method design that will focus on digital technology as an online learning medium in the State University of Makassar, especially in online speaking classes by explaining, predicting, and possibly controlling the phenomena that interest the researchers. According to Gay, et al (2012:7), qualitative research is the collection, analysis and interpretation of comprehensive and visual

data to gain insights into a particular phenomenon of interest.

This research was conducted in the English Department of the Faculty of Languages and Literature, State University of Makassar at the beginning of the even semester of the 2022/2023 academic year for a month.

The population that took in this research is the sixth-semester students of the English language education program in the Faculty of Languages and Literature, the State University of Makassar and consisting of 5 classes with 202 students, and this research used random sampling because the sample that took the population of this research uses homogeneous population.

4. Findings

4. 1. Interview with the speaking lecturer

The researchers interviewed one of the speaking lecturers, the researchers were giving some questions about the kind of digital technology and what digital technology that used to conduct an online class in the learning process of the speaking course, and the interview questions contain some points, namely:

- 1) The kind of digital technology
- 2) Type of digital technology that is often used
- 3) Type of digital technology that is effective
- 4) Student Activity
- 5) The speaking activity of the student
- 6) The level of the student attendance
- 7) Study hours
- 8) Student assessment benchmarks
- 9) The effectiveness of online learning to learn speaking courses generally

From the result of the interview above, we can see that the respondent explained the effectiveness of digital technology as an online learning medium to learn speaking courses.

a. (Extract, 20/06/2022)

1) The kind of digital technology

... Kalau untuk mengajar secara online saya mengajar menggunakan aplikasi teleconference seperti zoom, karena saya biasa menjelaskan menggunakan note taking saya menggunakan virtual whiteboard. (For online teaching, I teach using teleconference applications such as zoom, because I usually explain using note taking, I use a virtual whiteboard).

2) Type of digital technology that is often used

... Kalau mengajar menggunakan sosial media saya juga biasa menggunakan aplikasi WhatsApp tetapi hanya sekedar untuk sharing tugas, tetapi kalau untuk mengajar mata kuliah speaking saya rasa saya tidak pernah menggunakan WhatsApp untuk mengajar di dalam kelas. (If I teach using social media, I also usually use the WhatsApp application but only for sharing assignments, but when it comes to teaching speaking courses, I don't think I have ever used WhatsApp to teach in class).

3) Type of digital technology that is effective

... Media pembelajaran atau teknologi digital untuk mengajar saya paling sering menggunakan zoom, saya juga pernah menggunakan youtube untuk mengajar tetapi yang paling sering saya gunakan itu adalah aplikasi zoom. (Learning media or digital technology for teaching I most often use zoom; I also use youtube for teaching but what I use the most is the zoom application).

4) Student Activity

... Ketika pendekatan, metode dan teknik tidak berjalan dengan baik kita gunakan strategi, jadi strategi yang saya gunakan adalah membuat kelas menjadi lebih interaktif, biarkan saja mahasiswa mengeksplor supaya kelas tidak berjalan secara monoton. (When approaches, methods and techniques don't work well, we use strategies, so the strategy I use is to make the class more interactive, let students explore so that the class doesn't run monotonously).

5) The speaking activity of the student

... Kalau menurut saya, pembelajaran online berpengaruh secara signifikan terhadap keaktifan mahasiswa karena yang namanya kelas online itu banyak bergantung pada beberapa hal, mulai dari device, jaringan internet dan lain-lain. (In my opinion, online learning has a significant effect on student activity because online classes depend a lot on several things, ranging from devices, internet networks and others).

6) The level of the student attendance

... Kalau tingkat kehadiran mahasiswa juga berpengaruh karena kita belajar tidak tatap muka jadi kehadiran mahasiswa cukup susah untuk dikontrol, walaupun namanya tetap ada, status tetap online bisa saja mahasiswanya tidak berada ditempat, yah bisa saja itu terjadi. (If the level of student attendance is also influential because we learn not face to face so student attendance is quite difficult to control, even though the name is still there, the status remains online, the student may not be in place, well it could happen).

7) Study Hours

... Kalau jam pembelajaran online itu waktunya lebih sedikit yah menurut saya terutama untuk belajar mata kuliah speaking tentunya tidak cukup dalam pembelajaran online. (If the online learning hours are less time, in my opinion, especially for learning speaking courses, of course it is not enough in online learning).

8) Student assesment benchmarks

... Untuk tolok ukur penilaian saya lebih menitikberatkan kepada tasks conclusion jadi saya tidak berbicara keaktifan dikelas, beda dengan face to face kan kita bisa langsung berinteraksi, sementara kalau kelas online itu saya melihat aktif tidaknya mahasiswa itu dari pemenuhan tugas-tugasnya. (For benchmarks, my assessment focuses more on the tasks conclusion, so I don't talk about activity in class, unlike face to face, we can directly interact, while in the online class I see whether students are active or not from fulfilling their tasks).

9) The effectiveness of online learning to learn speaking courses generally

... Secara umum tentang efektif tidaknya belajar mata kuliah speaking secara online itu disatu sisi efektif, disisi lain mungkin tergantung bagaimana interaksi dikelas itu berjalan, kalau kelasnya berjalan secara interaktif tentunya akan efektif tetapi kalau kelasnya berjalan secara monoton pasti kelasnya akan membosankan. Dan menurut saya pribadi yah kurang efektif karena belajar mata kuliah speaking secara online itu sebenarnya tidak bisa dilakukan dalam jangka waktu yang cukup lama karena mahasiswa pastinya akan mudah bosan. (In general, whether or not learning speaking online courses are effective on the one hand, on the other hand, it may depend on how the class interaction runs, if the class runs interactively, it will be effective, but if the class runs monotonously, the class will be boring. And in my personal opinion, it's less effective because learning speaking courses online can't actually be done in a long period of time because students will certainly get bored easily).

b. (Extract, 30/08/2022)

1) The kind of digital technology

... Pada awal mulainya pandemi, yang paling masuk akal untuk digunakan sebagai media pembelajaran online itu zoom atau google meet, kadang saya juga menggunakan WhatsApp atau zoom tapi itu hanya sebagai media pengumpulan tugas. (At the beginning of the pandemic, the most sensible thing to use as an online learning medium was zoom or google meet, sometimes I also use WhatsApp or zoom but it's just a medium to collect assignments).

2) Type of digital technology that is often used

... Yang paling sering saya gunakan itu sebenarnya adalah zoom, karena hanya zoom yang bisa menghadirkan suasana kelas dalam format yang berbeda karena memiliki beberapa fitur yang cukup mendukung pembelajaran online dan itu tidak bisa tercapai jika hanya menggunakan WhatsApp atau google classroom. (The one I use most

often is actually zoom, because only zoom can present a class atmosphere in a different format because it has several features that are sufficient to support online learning and that can't be achieved if you only use WhatsApp or google classroom).

3) Type of digital technology that is effective

... Menurut saya zoom adalah teknologi digital atau media pembelajaran yang paling efektif sejauh ini, karena dari segi fiturnya yang mendukung untuk lebih menghidupkan suasana dalam kelas secara virtual. (In my opinion, Zoom is the most effective digital learning technology or media so far, because in terms of its features that support the virtual atmosphere in the classroom).

4) The speaking activity of the student

... Menurut saya cukup aktif, hampir sama dengan pembelajaran tatap muka karena dalam proses pembelajaran saya selalu memberikan materi yang membahas suatu tema yang diikuti oleh beberapa soal pertanyaan yang nantinya akan dijawab oleh mahasiswa sebagai bahan diskusi didalam kelas. (In my opinion it is quite active, almost the same as face-to-face learning because in the learning process I always provide material that discusses a theme followed by several questions that will be answered by students as discussion material in class).

5) Inhibiting Factor

... Sebenarnya yang menjadi faktor penghambat atau yang kurang adalah interaksi sebagai sesama manusia, yang seharusnya ada eye contact untuk membuat pesan lebih tersampaikan. (Actually, the inhibiting factor or what is lacking is interaction as fellow human beings, there must be eye contact so that the message is conveyed more).

6) The level of the student attendance

... Menurut saya tidak ada masalah atau tidak ada perbedaan dengan pembelajaran tatap muka sebelumnya, hanya saja kita tidak tau mahasiswa yang hadir itu benar-benar mengikuti proses pembelajaran atau hanya

sekedar online. (In my opinion, there is no problem or no difference with the previous face-to-face learning, it's just that we don't know that the students who attend actually follow the learning process or just online).

7) Study Hours

... Meskipun jam pembelajaran cukup untuk belajar mata kuliah speaking, saya hanya mengajar setengah dari jam pembelajaran tersebut, karena saya juga kasihan dengan mahasiswa yang memiliki keterbatasan kuota atau jaringan internet. (Although the learning hours are sufficient to learn speaking courses, I only teach half of the learning hours, because I also feel sorry for students who have limited quotas or internet networks).

8) Student assesment benchmarks

... Tolok ukur penilaian saya hampir sama dengan tolok ukur penilaian pada saat pembelajaran secara tatap muka, saya tetap menilai kehadiran dan keaktifan mahasiswa didalam kelas tetapi kalau untuk pembelajaran online ini saya lebih menilai dari segi pengumpulan tugas dari mahasiswa. (My assessment benchmarks are almost the same as the assessment benchmarks during face-to-face learning, I still assess the presence and activity of students in class but for online learning I judge more in terms of collecting assignments from students).

9) The effectiveness of online learning to learn speaking courses generally

... Tidak seefektif dengan pembelajaran secara tatap muka karena pembelajaran online ini memiliki beberapa keterbatasan mulai dari tidak adanya eye contact untuk berinteraksi hingga keterbatasan kuota dan jaringan internet. (Not as effective as face-to-face learning because online learning has several limitations, ranging from the absence of eye contact to interaction with students and limited quotas and internet networks from the students).

From the results of the statement above, it can be seen that the respondents gave statements that the respondent was teaching online speaking courses using the Zoom application,

unlike another lecturer the respondent was using the WhatsApp application just for sharing assignments. According to the respondent, digital technology as an online speaking learning media is not effective because of some factors, for example, the internet connection, device and study hours to learn online speaking course that has an impact on several things that as attendance and activity on the class.

4. 2. Questionnaire

The researchers gave the questionnaire to one of the classes in English education sixth semester, the questionnaire is about the effectiveness of digital technology as an online learning medium in learning English speaking. The questionnaire contains seven questions, namely:

a. During the online learning process, I feel that the time spent in class is very sufficient to learn speaking courses.

Based on the question above, student's responses indicated that there were 27,3% of students stated yes and 72,7% of students stated no on question number one. From the results of the question, we can see that the dominant students answered no in the first question.

b. I feel that types of digital technology are effectively used as online learning media in speaking courses.

Based on the question above, student's responses indicated that there were 81,8% of students stated yes and 18,2% of students stated no on question number two. From the result of the question, we can see that dominant students answered yes to the second question.

c. I feel that the internet network is not a factor that affects the quality of learning speaking courses.

Based on the question above, student's responses indicated that there were 13,6% of students stated yes and 86,4% of students stated no on question number three. From the result of the question, we can see that dominant students answered no in the third question.

- d. I find it easier to understand the material during the online speaking course learning process.

Based on the question above, student's responses indicated that there were 36,4% of students stated yes and 63,6% of students stated no on question number five. From the result of the question, we can see that dominant students answered no in the fifth question.

- e. I feel more confident during the online speaking course learning process.

Based on the question above, student's responses indicated that there were 72,7% of students stated yes and 27,3% of students stated no on question number four. From the result of the question, we can see that dominant students answered yes to the fourth question.

- f. Lecturers provide speaking course material that is easier to understand during the online learning process.

Based on the question above, student's responses indicated that there were 59,1% of students stated yes and 40,9% of students stated no on question number six. From the result of the question, we can see that dominant students answered yes to the sixth question.

- g. My speaking course grades are better when the learning process is done online.

Based on the question above, student's responses indicated that there were 59,1% of students stated yes and 40,9% of students stated no on question number seven. From the result of the question, we can see that dominant students answered yes in the seventh question.

5. Discussions

Based on the research question, the researchers interviewed the speaking lecturer and gave the questionnaire to the students. The interview was conducted to find out what kinds of digital technology are effectively used to teach speaking courses in online classes during the pandemic. While the giving questionnaire to the students was conducted to find out the situation in the online class during the pandemic.

The lecturer said that he taught online speaking courses using the Zoom application. According to him, digital technology as an online speaking medium has affected the students' activity level if the class runs monotonously, online speaking learning also has affected the level of students' attendance, because the class is conducted face-to-face, and the students' attendance is quite difficult to control.

For making an online class runs not monotonous, the lecturer has a strategy that is making an interactive video to make the class runs interactively, but according to the lecturer that is not making an online speaking course effective because study hours in an online class are not enough to learn speaking course.

From the result of the questionnaire, it can be concluded that during the online learning process, dominant students feel that the study hours used are not enough for learning speaking courses. Dominant students also feel that the digital technology used is effective as a medium to learn speaking in the online class, but there is a factor that most interfere with the learning process, namely the internet network. During the online learning process, dominant students feel that it is easier for them to understand speaking course material, this is proven because dominant students state that their speaking scores are better when studying online.

6. Conclusion

Based on the research findings and discussion from the previous chapter, this conclusion is the research concluded that online learning is effective but not for teaching speaking online. This is not 100% true as minor respondents believe that teaching speaking online should be effective as the new way to interact with another speaker in the context of learning to speak. Based on the result of the research, it can be concluded that digital technology as a learning medium to learn English speaking is not effective. But other factors should not be neglected like human factors such as the

respondent teacher's ability to react to technology that can contribute to the success of online learning, so it should be reported fairly.

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