



Lecturers' and Students' Perception on Teaching and Learning Speaking in Online Class

Persepsi Dosen Dan Mahasiswa Terhadap Pengajaran Dan Pembelajaran Berbicara Di Kelas Online

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ABSTRAK

Pembelajaran online mata pelajaran berbicara menimbulkan beberapa sudut pandang seperti persepsi dalam melaksanakan pembelajaran online dengan aplikasi zoom. Dalam penelitian ini, ada dua yang dieksplorasi; (1) Persepsi dosen terhadap pengajaran berbicara di kelas online dan (2) Persepsi mahasiswa terhadap pembelajaran berbicara di kelas online. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini dilakukan di Universitas Muslim Indonesia untuk dosen dan mahasiswa speaking semester II tahun ajaran 2021/2022. Partisipan dari penelitian ini adalah dua orang dosen dan dua puluh mahasiswa dari dua kelas mata kuliah berbicara jurusan pendidikan bahasa inggris. Data dari penelitian diperoleh dari observasi dan wawancara. Hasil penelitian ini menunjukkan bahwa terdapat lima persepsi yang diungkapkan oleh dosen dan juga mahasiswa diantaranya yaitu, persepsi kegunaan, kemudahan penggunaan, sikap terhadap penggunaan, niat, dan penggunaan aktual. Dimana semua persepsi tersebut menghasilkan persepsi positif baik dari persepsi dosen maupun dari persepsi mahasiswa. Meskipun persepsi negatif tetap ada pada beberapa indikator akan tetapi persepsi positif masih menjadi persepsi yang dominan dalam penelitian ini. Temuan penelitian ini dapat menjadi bahan refleksi bagi dosen dan mahasiswa bahasa Inggris dalam melakukan proses pembelajaran online menggunakan aplikasi ini saat mengajar atau belajar, serta dapat menemukan metode pembelajaran yang lebih menarik.

Kata kunci: *Persepsi, Pengajaran Berbicara, Pembelajaran Berbicara, Kelas Online.*

ABSTRACT

Online learning of speaking subjects raises several points of view such as perceptions in carrying out online learning with the zoom application. In this research, there are two that are explored; (1) Lecturer's perception of teaching speaking in online class and (2) Student's perception of learning to speak in online class. This study used descriptive qualitative method. This research was conducted at the Indonesian Muslim University for lecturers and speaking students in the second semester of the 2021/2022 academic year. The participants of this research were two lecturers and twenty students from two speaking classes majoring in English education. Data from the study were obtained from observations and interviews. The results of this study indicate that there are five perceptions expressed by lecturers and students including, perceptions of usefulness, ease of use, attitudes towards use, intentions, and actual use. Where all these perceptions produce positive perceptions both from the perception of lecturers and from student perceptions. Although negative perceptions still exist in some indicators, positive perceptions are still the dominant perception in this study. The findings of this study can be used as reflection material for English lecturers and students in carrying out the online learning process using this application when teaching or learning, and can find more interesting learning methods.

Keywords: *Perception, Teaching Speaking, Learning to Speak, Online Class.*

1. INTRODUCTION

Almost two years of the Covid-19 pandemic in Indonesia, especially in Makassar, it can be said that the Covid-19 pandemic has become a serious problem for the entire world population. The significant impact on the sustainability of education due to the Covid-19 pandemic is the short-term impact felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families are not used to schooling at home. Homeschooling for families in Indonesia is a big surprise, especially for the productivity of parents who are usually busy with work outside the home.

Likewise, with the psychological problems of students who are used to learning face to face with teachers or lecturers and friends. The implementation of teaching and learning must be done online. Are the teaching materials used in online learning in accordance with the needs of students? Are the instructions in the teaching materials used in online learning easy to reach by students? etc. Explain that it has an important role in the learning process to build a good relationship between students and students and teachers or lecturers.

The learning process in schools is the best public policy tool to increase knowledge and skills. In addition, many students say that school is a fun activity, they can interact with each other. Schools can improve students' social skills and social class awareness. Overall, the school is a medium of interaction between students and teachers or lecturers to improve intelligence skills and a sense of affection between them.

However, now activities referred to as schools have been suspended due to the Covid-19 pandemic. The similarity of the situation between Indonesia and other countries in the world must be handled carefully. Under the leadership of the Minister, Nadiem Makarim said that the spirit of increasing productivity for students is to increase job opportunities after they graduate from school. However, with the arrival of Covid-19, the education sector in Indonesia needs to follow this path if it can help schools in an emergency.

Schools need to force themselves to use online methods. However, the use of technology is not without problems, and many types of problems hinder the effectiveness of online learning. First, the condition

of teachers or lecturers in Indonesia who do not fully understand the use of technology can be seen from the teachers or lecturers born in the 1980s. Information technology constraints limit the use of online media. Likewise, with students whose conditions are almost the same as the understanding of teachers or lecturers about the use of technology. Many areas in Indonesia are still in poor economic condition. The welfare of teachers or lecturers and students means that they are not completely limited in enjoying the information technology facilities and infrastructure that are much needed due to the Covid-19 disaster. Even if there is an internet network, the condition is still not able to cover online media.

Fourth, cost is also an obstacle because the welfare aspect of teachers or lecturers and students is still far from expectations. When they use internet quota to fulfill their online media needs, they obviously cannot afford it. There is a dilemma in using online media when the minister of education pushes productivity forward. However, on the other hand, the skills and financial capabilities of teachers or lecturers and students are not in sync.

This study aims to analyze how lecturers and students perceive online English learning based on the explanation above. So, in this final project, the researcher wants to study further by conducting a research entitled Lecturer and Student Perceptions of Learning to Talk in Online Classes.

2. RELATED LITERATURE

2.1. Perception

According to Kotler (2000) who is explain that perception as the process of how someone selects, manages, and interprets the entry of information to create a description of the meaningful whole. Robbins & Judge (2003) described the perception related to the environment as the process where the individuals organized and mean the impression of their senses so that they can give meaning to their environment.

Walton in Caronge (2016) stated that someone's perception is the active process that holds the role, not only the stimulus that gets by them but also the individual as the unity within their experiences, motivation, and the relevant attitude to response the stimulus. Perception, in general meaning, is the

perspective of someone of something, which will make the answer knowing about how and with what someone will give a response.

Sain and Ugwegbu in Iswahyudi (2017:90) stated that perception might be defined as "the process by which extract meaningful from physical stimulation, it is the way we interpret our sensations" (p.90). Sain et al. highlight three essential points about perceptions. Firstly, perception is not only dependent on the stimulus, but it is also determined by an individual's experiences, intention, and social needs. Secondly, the perceiver is not passive and indifferent when perceiving something but actively selecting information and forming hypotheses to decide what is happening. Thirdly, perception is a higher mental process that helps individuals build up a model of their world to help anticipate future happenings and deal with them appropriately.

2.2. Speaking

Each expert has a different opinion about speaking. Such as Thornbury (2011) states that speaking is an activity in real life that is carried out by the speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

Another definition comes from Cameron (2001). She says that speaking is about making people understand the speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas, and desires.

Linse & Nunan (2006) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expressions of thought and form a social behavior. Additionally, Kayi (2006) says that speaking is the process of building and sharing meaning using verbal and non-verbal in a variety of context.

From the definitions from the experts above, it can be concluded that speaking is an activity where the speaker expresses their feeling through an utterance to exchange opinion between speakers and listener.

2.3. Online Learning

Online learning is a learning process that uses electronic media. According to Onno W Purba (2002),

online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

In connection to the internet education technology, all education and knowledge processes that are usually exhausted the classroom happen finished live but virtual wealth in the intervening time a teacher instill knowledge indicating position a calculating that is the fashionable individual place. At the same time, students act by communicating with other data processing machines in different areas. Course material can acquire free in the form of files that those who may download. In contrast, the ordinary person who educates and students fashionable the form of appointments or discussions may be finished intensively stylish with a talk with other forums and emails.

The writing above shows that the basic concept of internet learning exists to provide new classes equivalent to conventional types fashionable existing schools so far. Therefore, the building of a virtual institution must specify results that are approximately the same as the aspiration to authorize a conventional educational organization. In other words, online education is a form of traditional knowledge as outlined in fashionable digital format through computer network technology.

3. RESEARCH METHOD

3.1. Research Design

This research focuses on testing lecturers' and students' perceptions toward teaching and learning in online class by using zoom meeting. Research that may apply in this research is qualitative research by applying descriptive qualitative research. This study focuses on how the lecturers' and students' perception on learning speaking in online class. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Sugiyono, 2009). The research belongs to descriptive qualitative design because it is intended to find out how is lecturers' perception and students' perceptions toward English learning by using zoom meeting.

Qualitative research explains and analyzes phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals or groups,

according to Sukmadinata (2010). In addition, qualitative research design to describe phenomena throughout the learning process in the classroom. The qualitative descriptive method uses as the research framework. Yin (2011), quoted in Saadah (2017), states that qualitative research is different because of its ability to represent the views and perceptions of research participants. Capturing teachers' or lecturers' and students' perceptions can be the primary goal of a qualitative study. Thus, the events and ideas that emerge from qualitative research can represent the meanings given to real-life events by those who live them, not the researcher's values, prejudices, or meanings.

3.2. Research Instrument

To collect the data, the researcher used two instruments, namely an observation and an interview. These instruments were as follows:

1. Observation

The emphasis during observation is to understand the natural environment that the participant is living in, without changing or manipulating it. In this study, researchers act as internal observers.

2. Interview

An interview is a purposeful interaction in which one person obtains information from another Gay & Airasian (2012). Interviews permit the researcher to obtain important data they cannot acquire from observation alone, although pairing observations and interviews provide a valuable way together complementary data.

3.3. Data Collection

In analyzing data from classroom observation and interviews, the researcher uses qualitative data analysis. After identifying the problem, the researcher will obtain data through observation and recorded interviews with lecturers and students about their perceptions about teaching and learning in online classes. This provides primary data.

3.4. Data Analysis

In analyzing data from classroom observation and interviews, the researcher uses qualitative data analysis based on Miles, Huberman, and Saldana theory (2014). In this case, the interview question of perception depends on 5 aspects from TAM (Technology Acceptance Model) by Davis et al. (1989). There are 5 aspects perceived usefulness, perceived ease of use, attitude toward behavior, intention, actual

technology usage. From this aspect, it is known that the results of the perception felt by the research participants are based on the opinion of Irwanto (2002) which consists of positive perception and negative perception.

4. FINDINGS AND DISCUSSIONS

4.1. Findings

1. The Lecturers' Perception on Teaching Speaking in Online Class.

Interviews of lecturer 1 and lecturer 2 to determine lecturers' perceptions of teaching speaking in online classes according to Davis et al (1989) about indicators of perceived usefulness, perceived ease of use, attitudes towards behavior, intentions, and actual use. And the results of perception based on the opinion of Irwanto (2002) which consists of positive perceptions and negative perceptions. The perceptions of lecturer 1 and lecturer 2 are as follows:

a. Perception on Usefulness

Extract 1:

"...untuk mata kuliah speaking khususnya di fakultas sastra itu memang seperti yang sering kita lakukan adalah memberikan kesempatan seluas-luasnya melalui zoom, memberikan waktu kalau misalnya waktunya kita kan rata-rata 100 menit. Nah, memang kalau saya itu setelah memberikan petunjuk-petunjuk dan sebagainya, maka mereka full diberikan kesempatan...."

"...for speaking courses, especially in the faculty of literature, what we often do is to provide the widest possible opportunity through zoom, to give time if for example our time is 100 minutes on average. Well, if it's me after giving instructions and so on, then they are fully given the opportunity..."

Extract 2:

"Menurut saya secara umum peningkatan pengetahuan siswa dalam pembelajaran speaking itu lebih sedikit saat dilaksanakan secara online dibandingkan dengan offline. Akan tetapi cara saya meningkatkan kemampuan speaking mahasiswa yaitu dengan mewajibkan mereka berbicara didalam kelas, jika masih ada beberapa mahasiswa yang enggan untuk berbicara maka saya akan menunjuk mereka untuk berbicara didalam kelas."

"In my opinion, in general, the increase in students' knowledge in learning speaking is less when it is carried out online compared to offline. However, the way I improve students' speaking skills is by requiring them to speak in class, if there are still some

students who are reluctant to speak then I will appoint them to speak in class."

Based on the data above regarding aspects of the zoom application increasing students' knowledge, especially learning to speak, the researchers found that lecturer 1 had a positive perception compared to lecturer 2. Lecturer 1 provided the widest opportunity for students to speak in online classes and the lecturer only acted as a mediator. While lecturer 2 has a negative perception, lecturer 2 says that the increase in students' knowledge in learning speaking is less when it is carried out online.

b. Perception on Ease Use

Extract 3:

"Secara psikolog kita hanya bisa melihat lewat layar tentu kita tidak bisa memantau pergerakan pergerakan yang lain misalnya sikap-sikap tersendiri di dalam kelas artinya untuk pengembangan berbicaranya saja mungkin tidak terlalu menjadi persoalan tapi pengembangan sikap dan perilakunya sebagai mahasiswa di Umi itu tentu itu yang sangat kurang karena pemantauannya di dalam virtual itu sangat terbatas sehingga program-program bisa berjalan dengan baik sebenarnya tapi ada yang hilang yaitu ada etika dan sebagainya yang tidak bisa ter-cover di dalam zoom".

"As a psychologist, we can only see through the screen, of course we cannot monitor the movements of other movements, for example, separate attitudes in the classroom, which means that the development of speech may not be too much of a problem, but the development of attitudes and behavior as a student at UMI is certainly what is lacking. because the monitoring in the virtual is very limited so that the programs can run well but something is missing, namely there are ethics and so on that cannot be covered in zoom".

Extract 4:

"Menurut saya mengajar speaking dengan menggunakan aplikasi itu tidak terlalu berpengaruh kepada mahasiswa".

"In my opinion, teaching speaking using the application does not have much effect on students".

Based on the data above, lecturer 1 stated that learning to speak is not too much of a problem but the problem is about ethics and behavior which cannot be controlled directly through the zoom application. Meanwhile, Lecturer 2 stated that learning speaking in online classes did not have much effect on students. So, it can be concluded that lecturers 1 and 2 have negative perceptions about learning to use applications in learning speaking in online classes.

c. Attitude Toward Behavior

Extract 5:

"Ya itu tadi pengalaman-pengalaman banyak yang muncul terkait dengan hal-hal yang eksternal sebenarnya tapi untuk pengembangan berbicaranya itu agak terbatas. Kenapa? karena kita belum mungkin memaksimalkan. Namun kelebihannya itu Zoom kita bisa tambah waktu dan tidak diganggu gugat oleh pertemuan dosen yang lainnya".

"...yes, there were many experiences that came up related to things that were external but for the development of speech, it was rather limited. Why? because we have not been able to maximize. But the advantage is that our Zoom can add time and not be disturbed by other lecturer meetings".

Extract 6:

"Iya, seperti yang tadi saya bilang, mereka harus tampil maksimal di zoom ditempat mereka masing-masing karena dikontrol sama keluarga, malu rasanya kalau mereka tidak tahu ngomong, malu sama keluarga atau orang tua. Karena Speaking itu sudah dikasih topik-topik minggu sebelumnya".

"Yes, as I said earlier, they must look their best in zoom in their respective places because they are controlled by their family, it's a shame if they don't know how to talk, they're ashamed of their family or parents. Because Speaking has been given topics the previous week".

Based on the data above regarding the experience aspect of using the zoom application to teach speaking in online classes, lecturer 1 has a negative perception which states that he has not been able to maximize the speaking learning program which is usually applied in offline classes because in online classes the space used is limited compared to offline classes. This is different from the opinion of lecturer 2 who has a positive perception which states that students can perform optimally because they feel supervised by family members at home so that students try to give their best in online classes.

d. Intention

Extract 7:

"Ya itu tadi pentingnya pengulangan-pengulangan artinya materi yang diberikan itu memang butuh penjelasan singkat. Sebelum memberikan pengulangan-pengulangan makanya kami terus katakan bahwa ketika ada materi yang dipraktikkan dan kami juga memberikan tugas yang ada kaitannya dengan materi tersebut. Tapi mereka bisa mempraktekannya di luar jam pembelajaran, jadi itulah pentingnya ada kelompok-kelompok".

"Yes, that was the importance of repetition, meaning that the material given does need a brief explanation. Before giving repetitions, that is why we keep saying that when there is material that is practiced and we also give assignments that are related to the material. But they can practice it outside of learning hours, so that is why it is important to have groups".

Extract 8:

"Untuk membuat mereka paham terhadap materi saya menghimbau mahasiswa untuk menggunakan mobile phone untuk belajar bukan untuk chat dengan yang lainnya yang tidak berhubungan dengan materi pembelajaran".

"To make them understand the material, I urge students to use mobile phones to study, not to chat with others that are not related to the learning material".

Based on the data above, lecturer 1 has a positive perception which states that it is important to repeat the material so that students really understand the material presented. In addition, lecturer 2 also has a positive perception that students must focus on the material even though online learning and students are advised not to use handphone for purposes outside of learning to understand the material presented.

e. Actual Use

Extract 9:

"Kurang lebih 2 tahun".

"Approximately 2 years".

Extract 10:

"Sekitar 2 tahun".

"About 2 years".

Based on the data above, lecturer 1 and lecturer 2 have a positive perception which states that the application of online learning has existed for approximately 2 years.

2. The Students' Perception on Learning Speaking in Online Class.

Interview of students to determine students' perceptions of teaching speaking in online class according to Davis et al (1989) about indicators of perceived usefulness, perceived ease of use, attitudes towards behavior, intentions, and actual use. And the results of perception based on the opinion of Irwanto (2002) which consists of positive perceptions and negative perceptions. The perception of students as follows:

a. Perception on Usefulness

Extract 11:

The researcher: How does the zoom application improve your knowledge especially learning speaking?

Interviewee (S01): *"...because I prefer to interact with my friends via zoom. And I'm more confident when using the Zoom app..."*

Interviewee (S05): *"...I'm a nervous person speaking in front of people so I really like talking through zoom..."*

Interviewee (S20): *"... lecturers provide material by sending it via share screen. Well, there the lecturer shows and explains the material and we can understand..."*

Based on the data above, the researcher illustrates that student number one and student number two stated that zoom can improve students' speaking skills because they feel more confident. Meanwhile, student number twenty stated that by using the zoom application, lecturers could provide material directly through the share screen so that it was easy to understand. From this statement, the most students have positive perception with that statement.

b. Perception on Ease Use

Extract 12:

The researcher: How do you feel about learning using the application to support learning speaking in an online class?

Interviewee (S05): *"I really like it because I think there are some lecturers who use videos in the form of YouTube to help us to speak..."*

Interviewee (S08): *"... it's very good. Because we are not limited by distance and time, so anywhere and anytime we can still do learning".*

Interviewee (S13): *"... it's good because I usually always use the application so I'm used to it".*

Based on the data above, the researcher stated that most students had positive perceptions, as stated by student number five who really liked learning by using applications because the source had been prepared by the lecturer. In addition, student number eight stated that learning using the application was very good because it was not limited by distance and time. And this is also supported by student statement number 13 which states that learning to use the application is good because we are used to it.

c. Attitude toward Behavior

Extract 13:

The researcher: How is your experience using the zoom application on learning speaking in the online class?

Interviewee (S05): "So far, Alhamdulillah, it's running smoothly without any network problems or anything".

Interviewee (S08): "...very good because we also have experience from high school also using the same application so we are not so surprised when using the Zoom application and it is very helpful for now".

Based on the data above regarding the experience of using the zoom application in learning to speak, most students have positive perceptions, such as student number five's statement which stated that they were fluent and did not experience difficulties. In addition, student number eight admitted that he had been using the zoom application for a long time, so it was very helpful at this time.

d. Intention

Extract 14:

The researcher: How does the lecturer stimulate you to recall not only the information but understand and use it in another context?

Interviewee (S06): "Usually the lecturer evaluates after each lesson and there is material information at the next meeting".

Interviewee (S08): "...we are given time for discussion so that we know better what situation or event we are studying and can be implemented in various minds".

Interviewee (S18): "...add motivation or experience from the lecturer himself or you could say he doesn't only depend on lecture material".

Based on the data above, the researcher stated that student number six felt that evaluation and information after learning in class could spur understanding in learning in online classes. Unlike the case with student number eight who stated that discussion would spur understanding of the material. And student number eighteen stated that adding motivation or experience from the lecturer could make students better understand the material presented in class. Based on some of these statements, students have positive perceptions even though they have different opinions

f. Actual Use

Extract 15:

The researcher: How long have you been applying online teaching?

Interviewee (S14): "Approximately 1 year".

Based on the data above, the researcher concludes that almost all students have positive perceptions and have

been doing online learning, especially the zoom application for about a year.

4.2. Discussions

In collecting data, the researcher gave interview questions consisting of seventeen questions to identify the lecturers' perceptions about teaching speaking in online class.

The first aspect is the perception of usefulness, the researcher found that two lecturers stated that the improvement in students' speaking skills in online classes was still lacking due to limited time and space for active students in the classroom. The online learning process can be said to be good because the lecturer functions as a mediator who directs students and provides up-to-date topics in the speaking class so students are interested in giving opinions. And besides that, the lecturers also always provide varied learning methodologies at each meeting such as debates, discussions, seminars, and speeches so that students are not bored. Therefore, it can be concluded that overall, most students have positive perceptions in the aspect of perceived usefulness.

The second aspect is the perception of ease of use which consists of two questions, the researcher found that lecturers easily use the zoom application because it can be seen directly on the screen and students easily ask if they have problems in the learning process even though they are limited by time. So, it can be concluded that overall, most students have a positive perception in terms of ease of use.

The third aspect is attitude towards behavior, the researcher asked six related questions. The lecturers stated that their experience using the zoom application was one of the best applications in online learning because the lecturers also used other platforms such as Kalam, and WhatsApp groups. On the other hand, lecturers choose offline learning over online learning because online learning is not very effective in improving students' speaking skills. However, from the overall data obtained, it can be concluded that most students have positive perceptions in terms of attitudes towards behavior.

The fourth aspect is intention where most students have positive perceptions, researchers found that lecturers were interested in using the zoom application because students could concentrate fully in online

classes. The way lecturers teach speaking in online classes is to make students participate actively and provide different variants and teaching techniques so that students do not feel bored.

The last aspect is the actual use, the researcher found that the lecturers used the zoom application in every lesson, especially the speaking course and almost used the zoom application itself every day. And almost all students have a positive perception in this aspect

In collecting data, the researcher gave interview questions consisting of seventeen questions to identify students' perceptions of learning speaking in online classes. The first aspect is the perception of usefulness. The researcher found that out of twenty students, most of the students stated that the improvement of students in online learning in the classroom for two years had increased considerably because they had started to get used to online classroom situations.

The second aspect is the perception of ease of use which consists of two questions, the researchers found that students easily learn through zoom because it can be carried out anywhere and anytime. And most students in this aspect have a positive perception.

The third aspect is attitude towards behavior, the researcher asked six related questions. The students stated that their experience using the zoom application was one of the easiest applications in online learning because students used other platforms as additional applications such as Kalam and WhatsApp groups. On the other hand, students choose offline learning for speaking courses rather than online learning because online learning is not very effective in improving students' speaking skills. Although there are some negative perceptions, but in this aspect most students have positive perceptions.

The fourth aspect is the intention that most students have a positive perception in this aspect, the researcher found that students were interested in learning speaking using the zoom application because of the methodology and creativity of the lecturers when teaching in class. The way lecturers teach is to involve all students to actively speak in class, conduct discussions, debates, seminars, and speeches so that students are interested in various learning methods at each meeting. As Karaoglan & Yilmaz, (2009) found that lecturers using video-based online discussions

with feedback made students interested in minimizing transaction distance, while using text-based did not have a big impact.

The last aspect is actual usage, the researcher found that students use zoom application very often in learning compared to other applications and almost every day. In this aspect, most students have positive perceptions compared to negative perceptions.

5. CONCLUTIONS

Learning speaking using the zoom application as a medium is very helpful for lecturers and students in teaching and learning speaking in online classes. Lecturers and students provide challenges and opportunities. Challenges for the government, lecturers, and students will reflect the learning process. Indonesian Muslim University students must adapt and manage effective online communication practices. However, this is also an opportunity to maximize the potential of online learning, especially speaking courses.

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