

Student's Perception of Online Learning for Public Speaking Course

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Abstract

This research is aimed to find perception of students on the speaking ability on Public Speaking class during pandemic Covid-19. By communicating to students who are from Public Relation majored, the researchers considered that speaking as a tool of communication should be done intensively. Therefore, within this pandemic teacher and students should change their learning method from offline face to face to online face to face. The authors stated the problems that the students faced, they are perceptions and difficulties of online public speaking learning. A qualitative method had been used to analyze this case. The authors used percentage of students as respondents to see the perceptions. The result of this research viewed that students disagree with online Public Speaking Course. This amount consisted of 35,4% of total respondents that possessed in the second rank. While the first rank with amount of 36,5% stated hesitation whether should be conducted online or offline. This also, made authors and may other researchers to rethink about online Public Speaking Course.

Keywords: Perception, Public Speaking, Online

1. INTRODUCTION

Speaking ability is one of four main skills in English. They are listening, speaking, reading and writing. English learners especially non-native English should acquire these skills. The skills are connected each other. As Nation & Newton (2008) explained that there are four strands to cover listening, speaking, reading, and writing and connected each other. They proposed as they called four strands. First is meaning-focused input. It is involved listening and reading from the learner's attention by the language. Second is meaning-focused output. It is involved speaking and writing from the learner's attention to another person. Third is language items and language features. It is direct study through vocabulary, grammar, discourse, and language use. Fourth, is developing fluent use of known language items and features over the four skills. As the explanation above, it can be said that people start to speak when they heard something as the input. Also, people may start to speak when they read something.

Furthermore, when people finished to write something, they occasionally speak for it. There is indicating that they read or speak and they may write it, so as not to forget what they had just did it. It will happen in learning process on and on from infant

to adult, that people conduct to improve their skills repeatedly. Those may be happened easily in normal life. But how if it happened now at this time situation where people are limited to communicate each other directly or face to face. A pandemic now hits all over countries in the world. None is invulnerable from the virus. It is called Corona Virus 2019 or Covid-19.

All the aspects of life have changed. Let's take a look at ILO's (International Labor Organization) web. It can be seen that almost all sectors have big impact, such as media and culture, the forest sector, public service, road transport, public emergency services, automotive industry, food retail, textiles, clothing, leather and footwear industries, civil aviation, health sector, education sector, maritime shipping & fishing, tourism sector, agriculture and food security. As the mentioned above that all of the sectors have been infected and now been surviving to keep extinct. As ILO (2020) suggested that teachers have had to adapt to a world of almost universal distance education as nearly 94 per cent of all learners have faced school closures. Most teachers and their organizations have embraced this challenge, although in many developing countries teachers lack the skills and equipment to provide distance education effectively. As governments consider reopening school as confinement measures are relaxed, the safety of learners and teachers should be paramount, and social distancing of learners, access to personal protective equipment, and regular virus testing will be the key. For authors, teaching is as not simple as turning over the palm.

Most people think of public speaking as just that: a well-dressed person under a spotlight with one of those headset microphones that are reserved for someone who is speaking to hundreds or thousands. These people are the elite of the public speaking world — they're the pros. public speaking happens anytime anyone is speaking publicly. For some, that fancy mic is the goal. For others, maybe the goal is getting the confidence to speak to a stranger at a party. Maybe the goal is to carry a long story to a group of friends all the way to what you know is a beautiful payoff at the end. Maybe you want to nail that inter- view. Or maybe you want to tell your boss what you really think about how things are being run —without falling over or sweating from your palms. I'm here to tell you, even if you do want to get under that spotlight, the problems you'll face are the same whether you're speaking to 2 people or 2,000 (Connolly, 2018). Public speaking is related to job career. The essence of what you do when working at any job is to communicate; you talk, listen, relate, read, and write. People who can communicate effectively with others are in high demand (Mehl, 2017). Public Speaking course that was conducted during Covid-19 Pandemic brought out some dilemma on student's comprehending. So, the authors did research about perception of students' process learning during this pandemic.

1.1. Research Questions

The authors stated problems from students' perception in questions to guise the research process. The research questions are as follows:

- 1). What is student's perception about Public Speaking Online Course?
- 2). What are difficulties faced by students when learning Public Speaking Online?

2. THEORETICAL REVIEW

Perception is not something that happens to us, or in us. It is something we do. Think of a blind person tap-tapping his or her way around a cluttered space, perceiving that space by touch, not all at once, but through time, by skillful probing and movement (Noë, 2004). The mechanism for emotion is partially independent of mechanism for visual, auditory, and kinesthetic perception, and involves special steps unique to emotional processing (Pliner et al., 1979). Delivering speech and giving information only is not sufficient enough to transfer skill and knowledge. It should have development and evaluation during learning process. Moreover, as a lecturer or teacher who teach speaking skill, for example English for Public Speaking, English for Telephoning, Debating, greeting in English, and so forth, it required a lot of attention from the lecturer or teacher. The lecturer should not let the students learn by themselves. They need to be guided and evaluated. Speaking in English is often considered as a challenge by L2 learners for they lack the sense of belonging toward the language (Haley & Austin in Balakrishnan & Puteh, 2014).

The public speaking course is a unique course. Unlike, say, a course in the principles of law or the history of Central Asia, the public speaking course requires you to both know content and be able to perform a skill well. You will learn important principles of public speaking, but simply knowing these principles is insufficient; you must also be able to apply them well. By the same token, you might be able to get through a speech without saying “um,” but if the content of the speech is bad, it is not a good speech. The best public speakers may not only speak smoothly, they also say important and interesting things. The most successful model for teaching public speaking (and the one this class follows) relies on a mix of instruction, imitation, and practice (Rice & Leonard, 2017). As a teacher of language, you have thoughts about your subject matter—what language is, what culture is— and about your students—who they are as learners and how it is, they learn. You also have thoughts about yourself as a teacher and what you can do to help your students to learn. Many of your thoughts have been formed by your own experience as a language learner. It is very important for you to become aware of the thoughts that guide your actions in the classroom. With this awareness, you are able to examine why you do what you do and perhaps choose to think about or do things differently (Freeman & Anderson, 2011).

What lecturers should do when they teach English speaking to the students is pronunciation, vocabulary, grammatical construction, intonation, and confidence. Both lecturer and students need to meet intensively to make progress in learning speaking. Lecturer may start speaking with interesting topic and be followed by students to complete the topic by improving it with details. It seems easy when the learning conducted in a face to face-class, but how if it is conducted by online. That is why the problems arose when the pandemic disrupted education sector. Teachers are prohibited to meet their students in the class. Speaking skills ensure the language learners to communicate actively in target language. Thus, one is eloquent in using a target language orally is greatly determined by how well she or he learns speaking skills.

However, learning speaking is not an easy task. Students often encounter many problems. For example, EFL learners frequently face both linguistic and non-linguistic problems. The linguistic problems include difficulties faced by learner in learning a language related to the aspects of language such as pronunciation, vocabulary, and grammar. On the other hand, non-linguistic problems are having difficulties related to non-language factor such as shy, nervous, afraid of speaking, not confident to speak, and afraid of making mistakes (Taqin in MOULIDA, 2019). In 2015, there were researchers that had introduced an online program to their students. The program was named EPiC (English Proficiency in Conversation). It is a web-based programme that provides a learning environment where individuals can have one-on-one conversation with language coaches at their convenience. EPiC focuses on the development of oral skills. This online programme is provided by a division of Genashtim Innovative Learning which has been involved in online education since 2004 (<http://global.epiclanguage.com/>) (Rodrigues & Vethamani, 2015). They use EPiC to see the effectiveness of development English for Public Speaking. Instead of using the specific program, here the authors used any application or program that makes students improve their speaking skill.

3. METHODS

3.1. Research design

The authors used qualitative method, semi-structured interview to explain the objectives and the needs of this research. Qualitative research is a systematic approach used to describe experiences and situations from the perspective of the person in the situation. The researchers analyzes the words of the participant, finds meaning in the words, and provides a description of the experience that promotes deeper understanding of the experience (Grove et al., 2015). Qualitative researchers describe perspectives on various phenomena. Phenomena are the experiences that comprise the lives of humans. An experience is considered unique to the individual, time, and context, which is why qualitative researchers describe a phenomenon from the perspective of the persons who are experiencing the phenomenon (Grove et al., 2015). Another expert explain that Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Qualitative methods generally aim to understand the experiences and attitudes of patients, the community or health care worker. These methods aim to answer questions about the 'what', 'how' or 'why' of a phenomenon rather than 'how many' or 'how much', which are answered by quantitative methods (Patton & Cochran, 2007).

3.2. Participants

The object of this research was the students as respondents from Public Relation major who got Public Speaking course for one semester in Bina Sarana Informatika University. It took six months from March to August 2020. There are ten regular classes

spread out in Jabodetabek. Each class contains 20 students. Data sample had been chosen 10 students of each class. During process of the research the authors met students with online system learning by video call and chat.

3.3. Instrument

Process of learning both lecturer and students had done by e-learning or online. Some interviews both questions and statements were addressed to see the students' perception as follows:

1. Location for learning online.
2. Do you have a computer set/notebook/tablet pc and internet access availability?
3. Does Information Technology make learning process more effective?
4. I can find any resource of information on internet.
5. I can use any computer application to accomplished my tasks.
6. Do you often interact with online learning rather than offline learning?
7. Do the teacher/lecturer give fast response/feedback in online learning?
8. Do the students give fast response/feedback in online learning?
9. Online learning can be done anytime and anywhere.
10. Online learning makes learning process more organized.
11. Cost for online learning is cheaper.
12. Neither all of the students nor teacher/lecturer has internet access.
13. Information and technology infrastructure for online learning needs high cost.
14. Students and/or lecturer cannot use technology.
15. Slow responses from lecturer/teacher made students frustrated.
16. Government policy supports technology for online learning.
17. Youth generation prefers online learning rather than offline.
18. Information and technology infrastructure support online learning.
19. The lower prices of computers / PCs / laptops support the use of online learning.
20. Open source learning on internet gives a good prospect for online learning.
21. I will recommend online learning to the fellow lecturer/teacher/students.
22. How do you think about online learning during this pandemic of Covid-19?

The statements/questions above represent the objective of the research. All of the participants should answer in a form that has been made by researchers.

3.4. Data collection

The authors used the video calling conference application such as Zoom, Google Meet, and others. Systematical of data collection was conducted by questionnaire and interview. The research investigated the problems that the students faced during online system learning. On this research data were collected through spreading out of questionnaire and should be filled within one week after process of learning Public

Speaking. The process online learning had conducted since March to August or during the semester and spent 150 minutes a week in every meeting. The data also were collected through process of learning of Public Speaking. The participants were asked to respond their opinions about Public Speaking online learning.

3.5. Data Analysis

The type of questionnaire was rated scales or also popular by using Likert scale. The researchers obtained data that quantified based on Likert-scale. Each question consisted of four available options; Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The respondents can only choose one of those options. After the respondent chose the option he or she can go to the next statement/question. The researches accumulate the amount of the option by using percentage formula as follows:

$$P = f/n \times 100\%$$

Explanation: P = percentage

f = frequency of respondent

n = number of participants

100% = constant value

The interview had also conducted to see the difficulties that the students faced. Once the data collected, it will be transcribed to find relevant data that correspond to the research questions. Cresswell (2013) stated that there are some steps in analyzing data as follows:

1. Organizing and transcribing the raw data for analysis,
2. Reading through data,
3. Coding the data,
4. Looking for patterns or themes to be interpreted.

4. RESULTS

4.1. Students' perception of Online learning Public Speaking

On this case, the interview is made by online. As the authors noted they relied on the data given by the participants. There are both 98,1% students and 1,9% lecturer/teacher that involved on this research. From the questions and statements above, the data can be elaborated into Participants location are: 94,1% in Jabodetabek, and the rest are in out of Jabodetabek and out of Java Island.

Table 1. The effectiveness of online learning and tools to support the process

Statement/Question	Yes (%)	No (%)
Having computer and internet access	75,8	24,2
The effectiveness of learning process by Information Technology	57,3	42,7
Interaction with online learning is more effective than offline learning	40,1	59,8
Teacher/lecturer gives fast response/feedback in online learning	51,5	48,5
Students give fast response/feedback in online learning	52,2	47,8

According to table 1, having computer and internet access shows that it indicated a teaching-learning process whether successful or not. Above 75,8% correspondents agree that having well-supported tools may encourage them to study online. 57,3% of correspondents also agree that Information Technology makes the online learning process more effective. In comparison between the effectiveness of offline and online learning process, as much as 59,8% correspondents disagree that online learning is more effective than offline learning. In the other hand, correspondents agree that both lecturer and students can give each other's feedback in online learning.

Table 2. Fluency in IT and Computer Application

Questions/Statements	Excellent	Very Good	Good	Fair	Poor
Finding resource of information on internet	30,9	40,8	23,9	3,7	0,7
Computer applications usage	21,5	40,9	28,9	5,8	1,8

Table 2 shows how participants engaged with IT and computer application. According to the result, as much as 40,8% of participants are very good at finding resource of information on internet. Meanwhile, 30,9% of participants are excellent at it. This could be a good indicator for teachers who want to hold an online learning since most of students are currently well connected to the internet. Computer application usage is also needed to make a successful online learning. 40,9% of respondents are able to manage the usage of computer application and only 1,8% respondents incapable of it.

Table 3. Opinions' Participants E-Learning

Questions/Statements	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Anytime and anywhere e-learning	37,2	30,3	21,9	5,8	4,7
E-learning is more organized	9,5	19	35,8	23	12,8
Online cost is cheap	11,7	9,5	23	24,1	31,8
Lecturer and students have limited access on internet	49,6	21,9	17,9	6,9	3,6
High cost in building e-learning infrastructure	49,6	28,5	16,1	2,9	2,9
Lecturer and students can't use technology	5,8	12	40,5	23	18,6
Students get frustrated from slow response lecturer	42,7	26,3	23,7	5,1	2,2
Government supports e-learning	16,1	21,9	40,9	10,6	10,6
Youth generation prefers e-learning	10,9	12,4	24,8	24,5	27,4
IT infrastructure support e-learning	19,7	26,5	37,6	8,4	7,7
PC/notebook's cheap supports e-learning	13,1	13,5	36,1	17,9	19,3
Opens source internet supports e-learning	18,2	25,5	39,8	9,9	18,2
E-learning recommendation for fellowship	11,3	16,8	36,5	17,5	17,9

As seen table above, the researchers believe that students felt uncomfortable or inconvenience to study with online learning. An online learning encourages participants to have a strong-bond connection with their lecturer. Apart from time management, in which, accessible for students to join the class at anytime and anywhere, government is still demanded to have well maintained infrastructure to support its process. In the other hand, lecturer need to be prepared to have an online learning class. On table 3, as much as 42,7% participants will get frustrated if they are having slow response from the lecturer. It indicated that not only infrastructure that are needed to have a smooth online learning class, in terms of lecturers, they also need to prepare themselves with any kinds of circumstances.

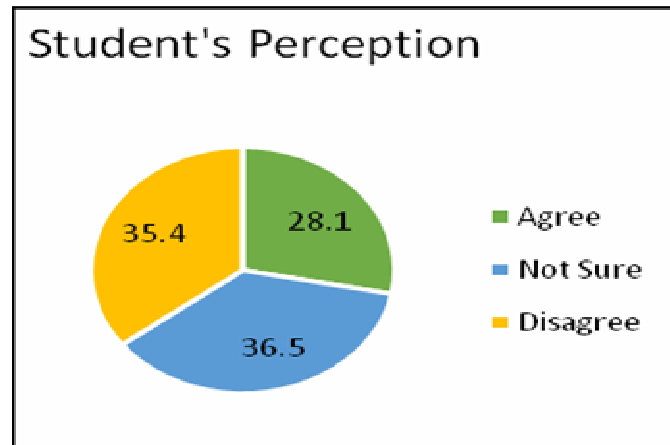


Figure 1. Students Public Speaking eLearning's Perception

Referring to the data that the authors took from interviews and online learning process. The last question is asking opinion about Public Speaking Online Course during even semester 2020. The authors took one data sample of interview about recommendation of online learning and its impact to the students. There is only 28,1% participants whom agree that Public Speaking was conducted through online. While, 36,5% participants were not sure. Furthermore, as many 35,4% participants declared to disagree that Public Speaking was held by e-learning. See Figure 1.

4.2. Difficulties of online Learning Public Speaking

The research had reported some evidences of difficulties for Public Speaking Online learning. The evidences were viewed as it came from students' behavior. There were internal factor and external factor that affect to the student when they learnt Public Speaking. First, was internal factor. It referred to that come from learners themselves. It's included physiological aspects and learner's language competence (ability). Feeling shy, stressful, afraid of speaking and afraid of making mistakes covered this aspect. Secondly, external factor, it consists of performance condition and learning environment. The research revealed that students encountered some of the problems in Public Speaking, there were lack of grammar, pronunciation, vocabulary, and language competence.

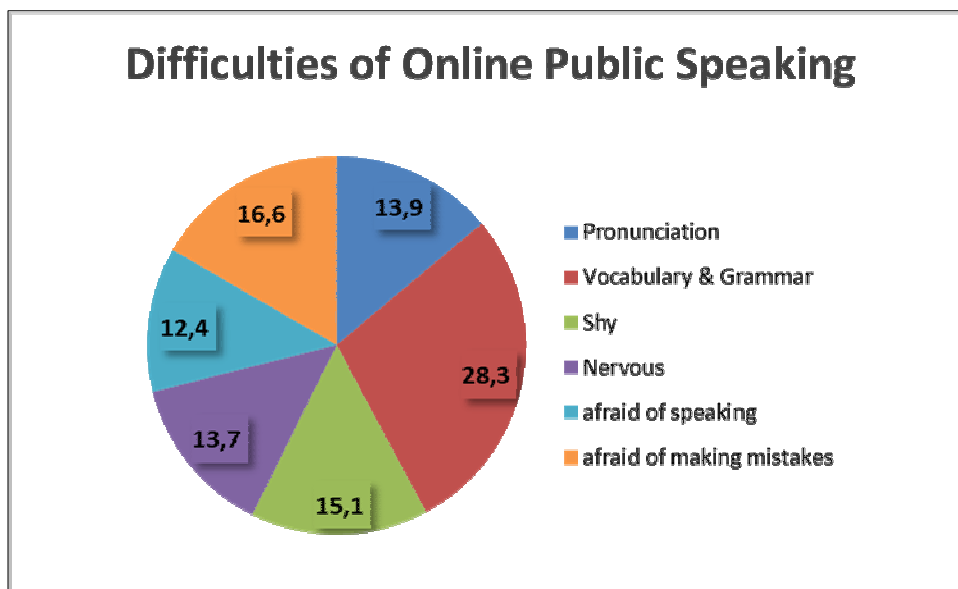


Figure2. Difficulties of Online Public Speaking

As shown in Figure 2 above, the number of each factor represented in percentage. The data indicated that most dominant affect was vocabulary and grammar which held 28,3%. Nevertheless, the smallest unit of the factor was afraid of speaking which held 12,4%.

5. DISCUSSION

The participants who stated to agree have many reasons such as, safety health, saving cost for transportation, effective and efficient, anytime learning, and flexible. There were also participants who stated “not sure” on the result. See figure 1. The most statement from Public Speaking online learning are less effective without face-to-face or directly learning method, less difficult to join with online classroom, less interaction by body gesture, it could be an alternative to spread disease, and less information in giving and receiving both teacher and students. At last, the reasons why participants said to disagree for online learning are boring, ineffective, inefficient, disturbing, very difficult to learn, high cost for data internet, difficult to have internet access, incapable of understanding, not detail in viewing the lesson, and not be practiced directly through classroom.

From the result of difficulties of Online Public Speaking, there were problems that faced by students where vocabulary and grammar either online or offline still haunted to the students in learning Public Speaking. Uniquely, less problem that faced by students was afraid of speaking. This factor was opposite of daily normal meeting where teacher/lecturer meets with students directly face-to-face. Students were thinking

that when they joined in online class, they felt encourage to speaking because no one directly was surrounded them. Average number of factors such as pronunciation, shy, nervous, afraid of making mistakes also impacted to the students. Through this research, the researchers found interesting feedback from students. They believe that the students had been encouraged to speak by the condition where online was adopted. They don't think deeply about the mistakes they had made. As long as, they practiced without accompanied and watched by others they can speak freely. Obviously, this study of research can make implication to the researchers as lecturer to make new method or technique properly in teaching Public Speaking class. On this occasion, the researchers should be thinking to use blended learning (mixed-learning online and offline) on speaking ability as a novelty of a next paper.

6. CONCLUSION

Based on the result of data Students Public Speaking eLearning's perception, the authors viewed that there was slightly different between "disagree" and "not sure" of amount percentage respondents. Public Speaking course is rather having dissatisfaction to be conducted by online or e-learning. There were some points that the authors noted as summary from students, they are: online training is boring, students encounter technical difficulties, the students don't know the course exist, the students don't have time for online learning, students need to talk to people, students can't practice, the quality of the course is mediocre, the online course has no impact, high cost for internet data, unsupported infrastructure. When speaking was held by online, the students felt that there was no correction mistake clearly. Unstable connection also was being a problem to for students. They hope that Public Speaking would be organized by blended learning. It should be done by offline and online learning.

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