# Investigating Speaking Practice Using Estudy Moodle in Online Learning During Covid 19 Pandemic

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## Abstract

It is crucial for educators to be creative in making new innovation for online learning -- one of which is by utilizing the use of modern technology (Astini, 2020; Herliandry et al., 2020) -- especially for speaking skills where interaction among peers is needed. In online classroom where direct interaction is not possible, learning process must be carried out through a balance synchronous and asynchronous activities (Yamagata-Lynch, 2014). This study intends to investigate the speaking ability of the 5th semester students who use eStudy Moodle for online learning covering aspects of synchronous and asynchronous activity (using LMS and Google Meet video conference attached in eStudy). The method used is a combination of quantitative (speaking test) and qualitative research method (questionnaire). After analyzing the data, it was found that the speaking ability of the students can be categorized good (A-B) and most of them enjoyed online learning using eStudy. Their speaking ability is most likely achieved due to the convenience of learning speaking using eStudy. Despite the fact that 57.6% of students thought online learning during the pandemic is ineffective, more than 70% of students agreed that online learning using eStudy is well-applied in the Argumentative Speaking class and 81% recommended lecturers to use eStudy in the learning process.

Keywords: Speaking Skill, Online Learning, Learning Management System, Moodle.

In the process of online learning, many problems arise including unstable internet connection, poor internet access, and inadequate learning facilities (Asmuni, 2020; Wahyono et al., 2020). Most students feel bored because learning activities run monotonously and they just sit at home without doing many outside activities. Lectures also seem not to provide benefits and new knowledge because of the limited interaction between lecturers and students. At Universitas Muhammadiyah Jember, eStudy has been used for a quite long time but not many have used this platform because some lecturers have difficulty in operating the system and are not too skilful in technology. During the pandemic when everything is online and we are forced to be IT literate, the use of eStudy for online classes is highly recommended to make the teaching and learning process easier.

At the beginning of odd semester in the 2020/2021 academic year, the Argumentative

Speaking course starts using eStudy which includes synchronous (assigning assignments for students in LMS) and asynchronous (practice and discussion in video conference) activities.

The problems in this research are formulated as follows:

1. Can eStudy make it easier for students to implement Argumentative Speaking online learning?

2. What is the condition and speaking ability of 5th semester students of Muhammadiyah University of Jember?

Based on these conditions, researchers want to learn more about eStudy as Learning Management System to see the role of using this technology in students' English speaking skills.

## The Role of eStudy Moodle in Online Classroom

During the Covid-19 outbreak, online learning is very common compared to the years before pandemic. Today's technology has developed in such a way that students can access learning from web conferencing via their laptops and gadgets (Skylar, 2009). One example of media that can be used for online learning is the Learning Management System, and Universitas Muhammadiyah Jember uses the Moodle LMS.

The rapid development of technology allows students to access the use of audio and video in synchronous activities that aim to provide direct interaction for students who participate in online learning (Swan, 2001). Online learning can be separated into two categories; synchronous and asynchronous activity (Skylar, 2009; Young et al., 2014).

## Method

The research method used is a combination of quantitative and qualitative research methods. Quantitative research methods are related to the use of numbers in analyzing students' speaking abilities, while qualitative methods are more related

to descriptions to explain the nature of a problem (Teddlie & Tashakkori, 2011). Data collection, research implementation and data analysis will be assisted by students.

Quantitative research methods are used to find answers to the research question, "How is the English-speaking ability of 5th semester students of Muhammadiyah University of Jember?". The research instrument used at this stage is a test.

To find answers to other research questions, "Can eStudy make it easier for students to carry out online learning?", the instrument used was a questionnaire. Broadly speaking, the steps taken in the research and who carried it out are as follows: (1) Determine research subjects (researchers and assistants), (2) Carry out research in selected classes/ semesters (researchers and assistants), (3) Conduct a test to measure students' English speaking ability (researchers), (4) Provide assessment and analysis of test results (researchers and assistants), (5) Distribute questionnaires to research subjects (researchers and assistants), (6) Analyzing the results of the questionnaire (researchers and assistants), (7) Make conclusions from research results (researchers).

## Data Collection Method

One of the stages in this research is the data collection stage. The first data from this study is related to how good the students' speaking skills are, and the second data is related to the role of eStudy in the implementation of online learning, especially the Argumentative Speaking course.

There are two methods of data collection related to the type of data required. The first method of data collection was obtained by using a test to measure English speaking ability in the form of a simple panel discussion with the topic "Bullying". The second method is to use a questionnaire.

After collecting data from the implementation of tests and distributing questionnaires to students, this data is

then processed and analyzed to answer research problems. Associated with the type of Quantitative data obtained from the implementation of the test, the result is compared with the rating scale.

Meanwhile, the strategy that has been carried out in analyzing the type of qualitative data is compiling categories from the interpretive framework that represents the opinions of research subjects in the questionnaires that have been distributed based on the alignment of meaning/intentions conveyed.

**Results and Discussion**
*Estudy's Role In Argumentative Speaking Online Class*

The following are the results obtained from the distribution of questionnaires to 52 students of Universitas Muhammadiyah Jember who took the Argumentative Speaking course at the fifth semester:

1. *Convenience of doing online learning*

There are 67.5% of students who enjoy online learning, with 37.8% students who would like to change a few things in it and 29.7% students who really enjoy it. Among 37.8% who stated that they would want some adjustments in learning, they said that the main problems were the teaching material was not conveyed well, there is lack of attention from lecturers, reluctance to study, and connection problems during the virtual meeting.

This statement is in line with the research of several experts who stated that the problems faced by students in online learning includes the decreasing levels of learning satisfaction and low motivation due to difficulties in understanding the material presented by the teacher, as well as a decreasing level of discipline and responsibility in doing assignments which leads to lower scores (Muilenburg & Berge, 2005; Werdiningsih, 2022). Apart from internal problems experienced by students, there are also technical problems such as poor internet connection, inappropriate devices, and the unavailability of online learning infrastructure

for students (Smart & Cappel, 2020; Song et al., 2004; Werdiningsih & Devanti, 2021)

2. *The availability of internet access, accessibility to devices used for learning, and types of devices used for online learning.*



Chart 1. Students' Internet Access & Devices

From the chart above, it can be seen that 89.2% of students have access to proper internet connection and 94.6% of them have devices needed for online learning. Meanwhile, most of the student was using smartphone (78.4%), and the rest are using desktop and laptop.

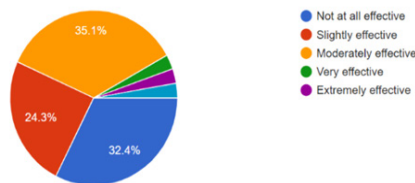3. *The effectiveness of online learning, the use of eStudy, and learning to speak English using eStudy.*



Chart 2. Students' Perspective of online learning effectiveness

It turns out that the majority of students believe online learning is ineffective, as seen from 59.4% stating that they cannot learn optimally (35.1% not at all effective and 24.3% slightly effective) while 35.1% can understand the material well. Only 5.5% of students think online learning is very effective.

Ineffective online learning can be caused by external factors (discourse, collaboration between lecturers and students in learning, and classroom management) and internal factors (reflection, monitoring, and knowledge construction) (Kanuka & Garrison, 2004). In other studies, it was found that effective online learning can be actualized if there is a good interaction between students,

between lecturers and students, and between students and learning materials (Abrami et al., 2011; LaPointe & Reisetter, 2008; Werdiningsih & Ainul Mardiyah, 2019).

4. *Recommendations for using eStudy for lecturers in Universitas Muhammadiyah Jember.*

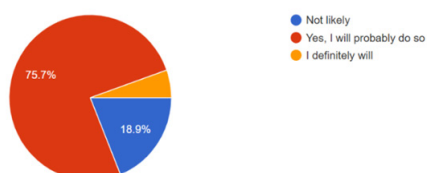Do you recommend lecturers in UM Jember to use eStudy for online learning?



● Not likely
● Yes, I will probably do so
● I definitely will

Chart 4. Students' Recomendation

From the diagram, we can see that 81.1% of students want to recommend lecturers to use eStudy. Here are some of the reasons: "In my opinion, eStudy is very helpful in learning because it can make it easier for us to access the material that has been explained by the lecturer. If the material is only shared on WA, it can be deleted and difficult to access due to the limitations of phone storage."
Students' responses to the questionnaire about online learning and the effectiveness of eStudy in the Speaking class are summarized as follows: Online learning has not been considered effective due to several factors including technical constraints including unstable internet connection when the weather is bad and the lack of supportive learning facilities as well as internal factors such as the lack of interaction between students and lecturers which makes the material difficult to understand and decrease students' enthusiasm and motivation to learn. The majority of students already have a proper internet access, but for online learning there are more students who use smartphones than those who use laptops or computers. From the data obtained, 57.6% of students think that online learning during a pandemic is not effective. More than 70% of students agree that online learning using eStudy is very effective and efficient. The use of eStudy in the learning process was suggested by 81% of 5th semester students

and recommended to lecturers to combine synchronous and asynchronous learning.

Lecturers should be more actively and effectively involved in explaining the material and providing feedback and suggestions for students in learning so that the learning situation becomes feasible, practical, and efficient (Darling-Hammond et al., 2020). Without good interaction between students / lecturers and students, students will face confusion that can cause reluctance and decrease enthusiasm for learning.

### Students' English-Speaking Ability

The data obtained from the Final Semester Test (conducted online) illustrates that most of the 5th semester students have adequate speaking skills. They can communicate well during the conversation and answer some questions correctly, can also state the reasons for agreeing or disagreeing with the topics given in the panel discussion.

Table 1. Speaking Category Scores Result

| Score Category | Interpre- tation | Frequen- cy | Percent- age | Note |
|---|---|---|---|---|
| 85 – 100 | A | 6 | 11.54 % | Passed |
| 80 – 84 | A- | 10 | 19.23 % | Passed |
| 75 – 79 | B+ | 14 | 26.92 % | Passed |
| 70 – 74 | B | 10 | 19.23 % | Passed |
| 65 – 69 | B- | 0 | 0 % | Passed |
| 60 – 64 | C+ | 2 | 3.85 % | Passed |
| 55 – 59 | C | 0 | 0 % | Failed |
| 40 – 54 | D | 4 | 7.69 % | Failed |
| 0 – 39 | E | 6 | 11.54 % | Failed |

The table above shows that 42 out of 52 students (80.77%) who took the speaking test passed with a "very good" predicates (A and A-), while 10 out of 52 students (19.23%) scored below 55 and is categorized unsuccessful. For students get below 55, there are several factors, including not attending lectures and not submitting assignments. This means that the 5th semester students' mastery of English conversation can be categorized as "adequate". The overall results of the above tests have provided a reflection of the mastery of conversation in English. From these results,

the answer to the first question in this study is: the English-speaking ability of 5th semester students of Muhammadiyah University of Jember can be considered adequate but they still need to learn to be more disciplined and make good use of technology.

## Conclusion

Referring to the research questions, it can be concluded that the speaking ability of the 5th semester students of Universitas Muhammadiyah Jember can be categorized as "good" and the majority of students enjoy online learning using eStudy.

Adequate speaking ability is most likely achieved by the convenience of learning using eStudy, refer to the result showing that although 57.6% of students consider online learning during a pandemic to be ineffective, more than 70% of students agree that online learning using eStudy is very effective and efficient, and 81% recommend lecturers to use eStudy in the learning process.

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