

THE SPEAKING SKILLS LEARNING DURING THE COVID -19 PANDEMIC AT THE PBSI STKIP PGRI BANJARMASIN STUDENTS

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Abstract: *At the beginning of 2022, the COVID-19 pandemic is still happening. The learning system seems to start to adjust because if it is done online, the results are certainly not optimal. Especially, if it is a practical course such as a speaking skills course. Researchers are interested in researching with the aim of 1) describing cognitive, effective, and psychomotor learning outcomes, 2) describing the implementation of learning, 3) describing the obstacles that occurred and 4) describing the right strategies in learning speaking skills during covid 19 pandemic in PBSI STKIP PGRI (Indonesian Language and Literature Education Study Program, School of Teacher Training and Education of the Teachers' Union of the Republic of Indonesia) Banjarmasin students. The type of the reasearch is a qualitative of descriptive research. The research subjects are PBSI STKIP PGRI Banjarmasin students who participated in Speaking Skills and the lecturers. Data collection techniques used are through observation, interviews, documentation, and questionnaires. Data analysis techniques were with reduction, presentation, and drawing conclusions. The results showed that 1) Cognitive, effective, and psychomotor learning outcomes have improved very well, 2) The implementation of learning was carried out both offline and online in turn every week to reduce crowds, mandatory mask wearing,.The learning methods used are with lectures, questions and answers, exercises, demonstrations, assignments, and field trips.The media used are Power Point Presentation, YT, cameras, and cellphones.4) The obstacles faced when the learning process of speaking skills, especially during online course were students were often constrained by signals and unpreparedness due to environmental factors 4) good strategies used to learn speaking skills are that students must have a lot of practice and practice, the learning process must have dsmostration and practice, the final test must also be practiced. Henceforth, they must have their own You Tube channel and post activities to practice speaking skills.*

Key Words: learning, speaking skills

Introduction

An effective learning process is very important to ensure the achievement of learning objectives. Norren & Rana (2019) stated that teachers and lecturers determine the effectiveness of learning through learning strategies that involve students and students in increasing student interest in learning. Dzulkifli (2021) adds that among the most important learning strategies are the skills of teachers and lecturers in designing and managing learning methods and techniques. The current learning strategy is determined by the learning situation, students and material. Patil (2016) argues that setting learning strategies is

recommended to provide opportunities for students to participate actively, attract interest and develop their special skills.

In line with this, researchers are interested in conducting research with the title Learning Speaking Skills During the Covid 19 Pandemic in PBSI STKIP PGRI Banjarmasin Students. This is because the Speaking Skills course is a practical course, so that when it is applied online and offline learning, it is necessary to study its effectiveness. In addition, as prospective teachers, PBSI students must have good speaking skills. The research is focused on:

1. What are the results of cognitive, affective, and psychomotor speaking skills in PBSI STKIP PGRI Banjarmasin students?
2. How is the implementation of speaking skills learning for PBSI STKIP PGRI Banjarmasin students?
3. What are the obstacles to learning speaking skills for PBSI STKIP PGRI Banjarmasin students?
4. How is the strategy of learning speaking skills for PBSI STKIP PGRI Banjarmasin students?

The learning process continues to change and develop in a better direction in order to be able to overcome challenges and problems in the future. One of the problems currently facing is the habit of distance/online learning for all students due to the COVID-19 pandemic. Students are likely to experience culture shock and acculturation challenges that lead to identity transformation, cultural shifts by monocultures will be felt due to intercultural contact (Fang, 2020; Kim, 2017).

These changes and shifts will have an impact on learning activities. Ward & Kennedy (1999) stated that cultural adaptation will hone students' skills to adjust the acquired knowledge, so that it can be associated with interactive aspects of the environment.

The changes felt were online or distance learning due to the global Covid-19 pandemic that hit the world, including Indonesia. All world students conduct face-to-face learning to prevent the transmission of the virus, but this has an impact on the lack of effectiveness of learning. (Kuhfeld, et al., 2021; Viner, et al., 2020). One of the less effective learning is speaking skills which require students' proficiency in speaking. Fitiriani, et al (2020) argue that language skills are an important activity in supporting students' abilities in each subject, because it is a means of practicing communication skills.

Speaking skills require special strategies in online learning. Speaking is an art of communication that requires the interlocutor to have a comprehensive art of communication and productive language skills (Bahadofar, and Omovdar, 2014). Face-to-face learning provides many benefits and meaningful activities that can develop speaking skills. Speaking activities can be integrated with other language skills such as listening, listening or reading by involving two or more people to respond to and understand each other's communication (Hakim and Amri, 2022; Fulcher, 2003). Meanwhile, distance learning does not support the conditions for the four language skills to be well integrated.

It must be admitted that the development of speaking skills is more effective face-to-face, than long-distance. The role of teachers and lecturers in designing strategies, creativity

in the use of learning media as well as motivation and support for students are indispensable in learning speaking skills (Utami, 2020; Rizki & Panuntun, 2022). Distance learning requires teachers to design more effective learning. Distance learning is an increase in ability or knowledge with the best contribution without distance and time limitations, especially in special situations. (Taufik, et al, 2020; Afriani and Utami, 2021)

This research design uses a qualitative approach. A qualitative approach is a method for exploring and understanding the meaning of a number of individuals or groups of people who have social and religious problems (Ghony and Almansur, 2016:17). The type of research used is descriptive qualitative research, which means revealing events or facts, circumstances, phenomena, variables and events that occurred during the research by presenting what actually happened. The subjects of this study were 25 students of PBSI STKIP PGRI Banjarmasin at the second semester and one lecturer. The campus address is at Jalan Sultan Adam Komplek H. Iyus Blok A Rt 23 No. 18 Banjarmasin, South Kalimantan. Data collection techniques are with observation, interviews, questionnaires, tests, and documentation. Activities in the analysis include data reduction, data presentation, and drawing conclusions (verification).

There are several factors that can be used as a measure of speaking ability which consists of linguistic and non-linguistic aspects. The linguistic aspects include a) accuracy of pronunciation, b) placement of appropriate pressure, tone, joint, and duration, c) choice of words, and d) right target of speech. Non-linguistic aspects include a) proper posture, gaze, body language, and expressions, b) respecting the speech and ideas of others, c) loudness of voice and appearance in speaking, d) conformity, reasoning and mastery of certain topics. These things become indicators to assess students' speaking skills.

Result and Discussion

The speaking skills course emphasizes speaking skills, both individual and group speaking skills while still providing an understanding of the concepts and theories of speaking skills as well as learning speaking skills in schools. The material includes concepts and theories of speaking skills, theory and speech skills, writing texts and reading news, eye-to-eye reports, composing and hosting events, arranging interview frameworks and conducting interviews, discussion skills in large and small groups, pros and cons debates, and identification and analysis of learning speaking skills in schools.

The following are the results of the first focus research, namely cognitive, psychomotor, and affective in speaking skills of PBSI STKIP PGRI Banjarmasin students.

Table 1. Student Cognitive Of PBSI STKIP Banjarmasin in Learning Speaking Skills.

Range of Values	Criteria	Total	Percentage
40-59	Fair	3	12%
60-79	Good	18	72%
80-100	Very Good	4	16%
Total			100%

Table 2. Student Psychomotor of PBSI STKIP PGRI Banjarmasin in Learning Speaking Skills.

Range of Values	Criteria	Total	Percentage
40-59	Fair	2	8%
60-79	Good	16	64%
80-100	Very Good	7	28%
Total			100%

Table 3. Student Affective of PBSI STKIP PGRI Banjarmasin in Learning Speaking Skills.

Range of Values	Criteria	Total	Percentage
40-59	Fair	1	4 %
60-79	Good	16	64%
80-100	Very good	8	32%
Total			100%

The results of research by PBSI STKIP PGRI Banjarmasin students in speaking skills revealed that students had good and excellent speaking skills. These results were achieved when students were given a written test to determine knowledge/cognitive, given a speaking task to determine speaking skills, and were given a questionnaire in the form of an attitude scale to determine student behavior/affectiveness.

The second focus on the implementation of speaking skills teaching is on speaking skills lectures conducted online and offline. Online because the COVID-19 pandemic season has not ended, so as to reduce interactions in order to reduce crowds that can transmit COVID-19. Offline is also used because this includes an effort to adjust to the COVID-19 pandemic situation which is starting to decrease in spread but still using health protocols

The teaching methods used were: 1) lectures and questions and answers were used when explaining theories and concepts of speaking. The demonstration method was used to demonstrate speaking skills such as being a ceremonial coach, giving speeches at various events, giving motivation, being an MC, newsreader, being an interviewer, being a radio announcer, being an introduction to baaranan events (Banjar culture), discussions, debates, and so on. etc. In essence, all speaking skills both individually and in groups in various activities.

The drill or practice method was used when giving assignments to students to practice speaking skills in various skills, being trained repeatedly until they have excellent abilities. The way students were given the task of speaking, appearing in front of the class, correcting, repeating. Continue until the results are good. In addition, they also practiced on their own by being given the task of speaking and each posting on their own YT channel. This was a beginner for them to appear on YT and is expected to continue to hone their skills.

The field trip method was used for refreshing and healing to the Batakan beach while doing speaking assignments in various speaking skills. They were asked to record speaking as a resource. Then also spoke in other versions according to their respective interests and hobbies. The video recording of the speech was collected with the lecturer as an assessment material. This field trip method turned out to be very popular with students. They seemed relaxed and relaxed, able to enjoy learning to speak comfortably. Also gained a lot of

experience. In addition, to RRI (Radio of Republic Indonesia) Banjarmasin for observation and training as a radio announcer.

The media used in learning to speak was a PPT when explaining theories and concepts of speaking. Also YT to demonstrate the ability of characters who have good speaking skills, videos, cellphones. In addition, there was also equipment for recording speaking skills.

The third focus, which is about the obstacles that occur in learning to speak, is that if learning is carried out online then what is always a problem is the signal. In areas, especially those that are far from the city, because students come from various remote areas, the signal may not be available, and if there is it can be unstable. This resulted in some students not being able to enter google meet and zoom meetings. Even if you can enter it, it is unstable as a result if you have entered and exited again. Not to mention that the assignments submitted by lecturers through the application did not reach the students because of network constraints. This is an obstacle that is beyond the control of lecturers and students because it is related to technology. In addition, data packages are also a problem because they need money to buy quotas. Even when online, the stimulus response from lecturers and students is less effective. If it is done offline, there is a fear of contracting covid 19 because this is still a trauma for lecturers and students because previously there was an incident where a healthy student alumni suddenly died of covid 19.

If the obstacles faced by students are seen from their speaking ability, they do not have high self-confidence, are shy, nervous, and anxious. This is because students lack practice. In addition, they lack the opportunity to speak in public so they are not used to it.

The fourth focus, regarding the solution to the problem of learning speaking skills, is as follows: 1) the problem of the difficulty of signaling when students study online is to seek lectures offline/face-to-face. They looked excited. In addition to reducing worries by still wearing a mask and keeping a distance but still being able to interact comfortably,[2] the problem is from students who are not used to speaking in front of crowds, they seem to want to practice or drill continuously. It seems that the number of credits for speaking skills courses needs to be increased in order to maximize learning and practice so that students are proficient in speaking both individually and in groups. In order for students to have high enthusiasm for speaking skills, they should be included in competitions to hone their speaking skills. Based on the questionnaire they really wanted and were happy if the learning process was not only in the classroom, but also outside the classroom such as the beach, mountains, and the natural atmosphere, because while refreshing and healing while learning.

Conclusion

The conclusions of this study are:

1. Cognitive abilities/knowledge, psychomotor/skills, and attitudes/affective of students of PBSI STKIP PGRI Banjarmasin in speaking skills are good. However, it needs to be maximized again because there are a small number of students who fall into the sufficient category, because they are shy and this is also because they are influenced by the environment.

2. The process of learning speaking skills is also good, students like it, it can be seen from the enthusiasm and expression when studying.
3. The obstacles that arise in the process of learning speaking skills are the online process and the lack of time for continuous practice. Offline is more successful.
4. Solutions to various problems can be seen from the source of the problem.

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