

Developing Teaching Guidelines and Learning Module of Speaking for General Communication: Students' Perception and Needs

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Abstract

Covid-19 is still spreading in all over the world, including Indonesia and it has big impact to education sector. Online learning is a way to reduce the spread of covid-19 outbreak. Educators and students, whether ready or not, have to do online learning because to avoid the spread of this pandemic. Hence, this research would like to know students' perception and needs toward speaking for general communication. This study is conducted using a survey method based on Kirkpatrick's Model. The survey accumulated and investigated learners' perception on speaking for general communication course after they learned and practiced it in the online lecturing class. The respondents of the survey were selected using purposive sampling method. The subject of this study were 165 students of a first semester, the English Language Study Program at IKIP Siliwangi Bandung, who was taking a speaking for general communication course. Based on the result, most of the students had positive perception and they could improve their speaking skill after teaching session. However, there were three things that were not really appropriate with the students' needs, namely, handout/teaching materials, technological confidence, and topics of materials. Therefore, further research is needed to develop the module/handout based on students' needs.

Keywords: *online learning, speaking, perception, need*

INTRODUCTION

Nowadays, the world of education is facing a crucial situation because of the Covid-19 pandemic (Kapasia, et al., 2020; UN, 2020; OECD, 2020). The learning system that originally could be done face-to-face becomes online learning. Online-based teaching is something that must be done during the Covid-19 pandemic, including in Indonesia. Educators and students, whether ready or not, have to do online learning because to avoid the spread of this pandemic. Sarvestani, Mohammadi, Afshin, and Raeshy (2019) stated that e-learning in education have been one of the most important achievements of higher education which can solve many of the problems of this system. In addition, Stem (2019) cited in Yulia (2020) said that online learning is teaching that uses the internet. In other words, students do not have to study at school but they can study at home (Keengwe & Kidd, 2010; Condie & Livingston, 2007). This is certainly not an easy because many things are done both from the readiness of educators, students, and teaching materials that are adjusted to online-based teaching, especially in the preparation of speaking teaching materials.

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Speaking is one of the four skills in learning English (Burns & Siegel, 2018; Bailey, 2003; Inayah & Lisdawati, 2017). In fact, a person can be categorized as having learned a language only if he is able to produce it through interaction. In addition, speaking skills are used in many aspects and for various reasons, including communication in social environments. Speaking is a very complex interactive skill that adds complexity to trigger anxiety for foreign learners (Woodrow, 2006; Hutabarat & Simanjuntak, 2019). Thornbury (2012) shows that there is a gap for foreign language learners who have limited knowledge of English grammar, vocabulary, and phonology. In other words, it is not an easy for foreign language learners to master the ability to speak fluently. Hence, that is a challenge for the teachers who teach speaking to foreign language learners online (Bakar, Latiff, & Hamat, 2013; Apriliyanti, 2020).

As a first step to be able to speak English is to start from the basics, namely basic skills for general communication skills in everyday activities. Speaking for general communication are speaking skills which include aspects of using interactive language as a daily communication tool. Learning speaking for general communication is required at least four micro skills, namely, basic grammar skills, good vocabulary, proper pronunciation, as well as proper intonation in a particular context (Saito, 2017; Richards, 2005). To be able to get used to the four micro skills, it can be familiarized with facilitating learners to practice the language function in self-introduction, description of something, asking and giving help which is used daily. As Thornbury (2012) recommends a more systematic three-level approach to teaching speaking, which combines cognitive skills learning theory and sociocultural theory, which consists of increasing awareness (reminding learners of the features of speech), appropriation (training and practicing targeted features), and autonomy (performing various types of oral genres).

Considering the complexity of the material that foreign language learners will learn with situations where they have to learn it remotely online with the teacher and practice speaking matters which basically require direct feedback from the teacher is a challenge in itself for the teacher, especially in preparing the teaching materials that will be delivered to students who can be studied independently. Students' perception is needed to know about their opinion about the particular subject. In addition, perception is what person or student feels about particular things (Lamatokan, 2018; Trisnendri Syahrizal, 2017; Katemba, 2020). Therefore, this paper discusses the findings of investigating students' perceptions of the learning process and students' needs in the speaking learning process as a means to help English teachers to develop proper materials in online-based teaching on speaking for general communication course.

METHODS

This study is conducted using a survey method based on two levels of Kirkpatrick's Model, namely, reaction and learning (Apriliyanti, 2018). On reaction level, the survey measured of how students react to the course activity (Apriliyanti, 2018). The aspects in which measure in this level are the students' engagement on the course, material relevances, and students' satisfaction during the learning activity. On Learning level, the survey measured the increase in knowledge or speaking ability from the beginning and after the learning experienced in the course (Apriliyanti, 2018). The aspects in which measure in this level are students' knowledge, skills, and attitude toward the course. Then, the survey accumulated and investigated learners' perception on speaking for general communication course and their learning needs in the online lecturing class. The indicators of the instrument are presented in table 1.

Table 1.

Domain and indicators of the study

DOMAIN	INDICATOR
Level 1: Reaction/ Perception	<ul style="list-style-type: none"> • Engagement • Relevance • Satisfaction
Level 2: Learning	<ul style="list-style-type: none"> • Knowledge • Skills • Attitude • Confidence • Commitment

Research Participants

The respondents of the survey were selected using purposive sampling method. The subject of this study were 165 students of the first semester, the English Language Study Program at IKIP Siliwangi Bandung, who was taking a speaking for general communication course.

RESULTS

This result is divided into two parts; students' perceptions on online learning process and students' needs in learning speaking for general communication through online learning. Here is the detail result.

a. Students' perception on online learning process toward speaking for general communication.

This research was done to the first semester and there were three lectures who taught speaking for general communication. Below is the data of the lecturers and the total of the students in his/her teaching and learning process. The result of data is presented in figure 1.

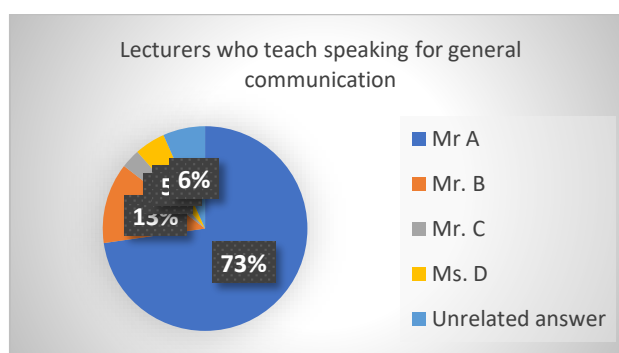


Figure 1. Lecturers who teach speaking for general communication

Based on the data, most of the students (73%) were taught by Mr. A, 13% students were taught by Mr. B, then 3% students were taught by Mr. C. Nevertheless, some of students (12%) did not answer appropriately, such as Ms. D and unrelated answer. After

getting the information of the lecturers, then the data were analyzed to answer the research questions. Online learning was conducted from August to December, 2020. Every meeting was conducted by using learning platform and it was held in 100 minutes in each meeting. According to data from the students, most of the students always come to online classroom. The detail information can be seen in figure 2.

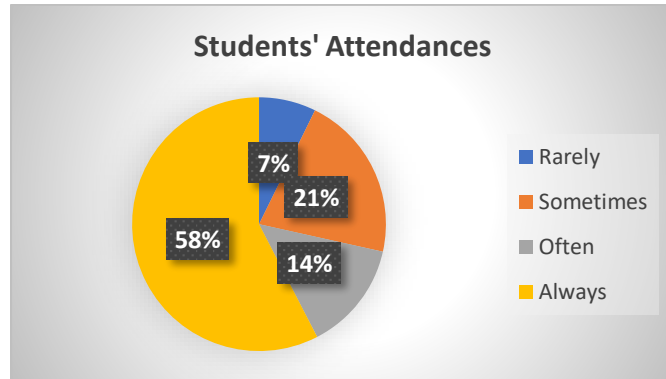


Figure 2. Students' attendance

Figure 2 describes about students' attendance and 58% students answer they always come to online class. 21% students answer that sometimes they come to class, 14 % students say that they often come to class, and 7% students state that they rarely come to class. Overall, even though the students learn in online learning but most students always present and learn. It means that they involve in teaching and learning process in the classroom and it shows they have high motivation to learn.

Then, next question was about learning platform. Based on the data, the lectures taught the materials using different kinds of learning platform such as Zoom, Google Classroom, YouTube, Whatsapp, etc. Pie chart below presents about percentage of learning platforms that be used by the lecturers.

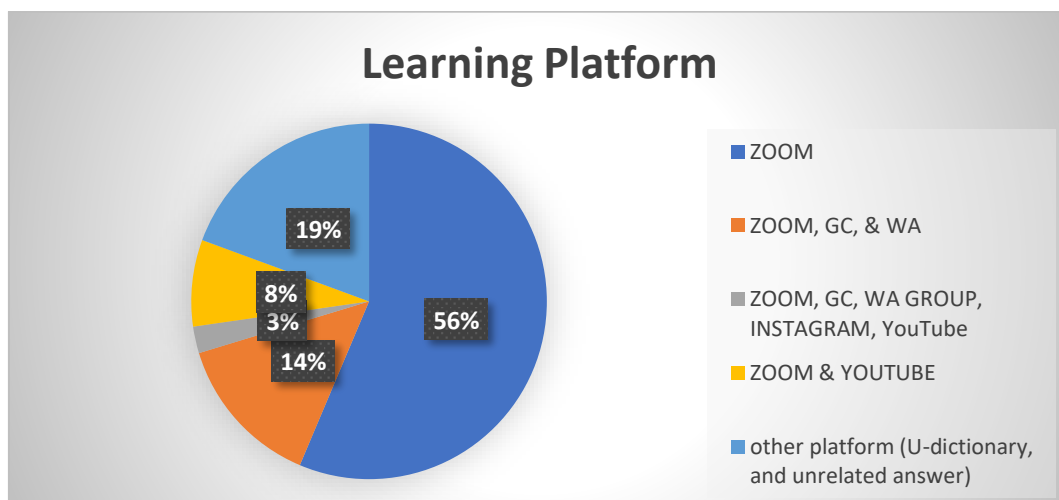


Figure 3. Learning platform

It can be seen from the figure 3 that the highest percentage of learning platform is Zoom (56%). In other words, most of students learnt using Zoom, then the rest of them, they learnt using different kinds of platforms such as Google Classroom, WhatsApp or other

platforms. It is also can be interpreted that lecturers not only used one platform but also more than one platform.

After getting information about learning platform, then the survey asked the students about their perception on speaking for general communication subject. Here is the result.

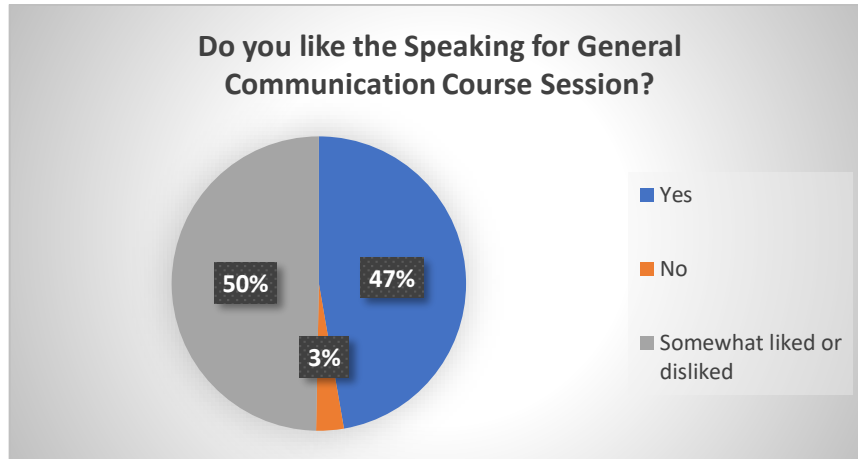


Figure 4. Students' perception on speaking for general communication subject

Figure 4 describes 47% students like learning speaking for general communication subject, 50% students answer somewhat liked or disliked, and 3% students say they do not like learning this subject. It can be concluded that the most dominant answer that they somewhat liked or disliked about learning. Then, the reason was asked to the students who liked the teaching session. Below is the data of the students' answer about online learning and speaking for general communication subject. Bar chart presents the percentage of the result.

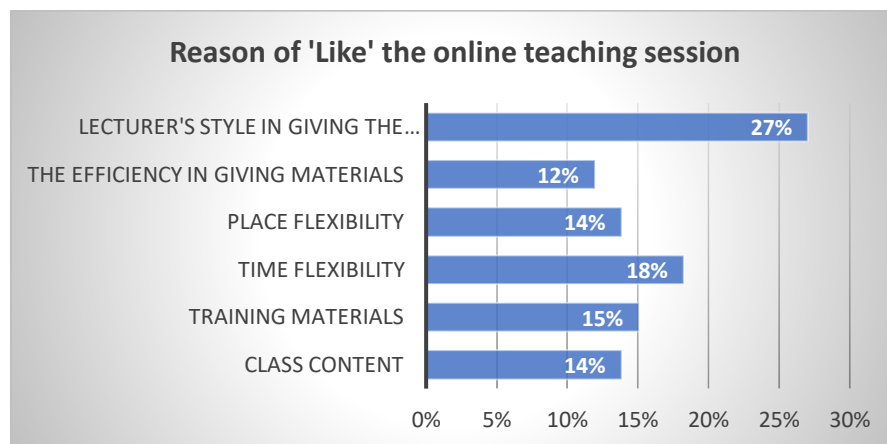


Figure 5. The reason of "like" online teaching session

Based on the data, it can be indicated that lecturers have an important role in teaching and it can be the biggest influence in terms of goal of teaching. Then, time flexibility becomes the second percentage (18%), then training materials is the third percentage (15%). Overall, the lectures give a lot of exposure to students in online learning and it is good thing for improving students' skill.

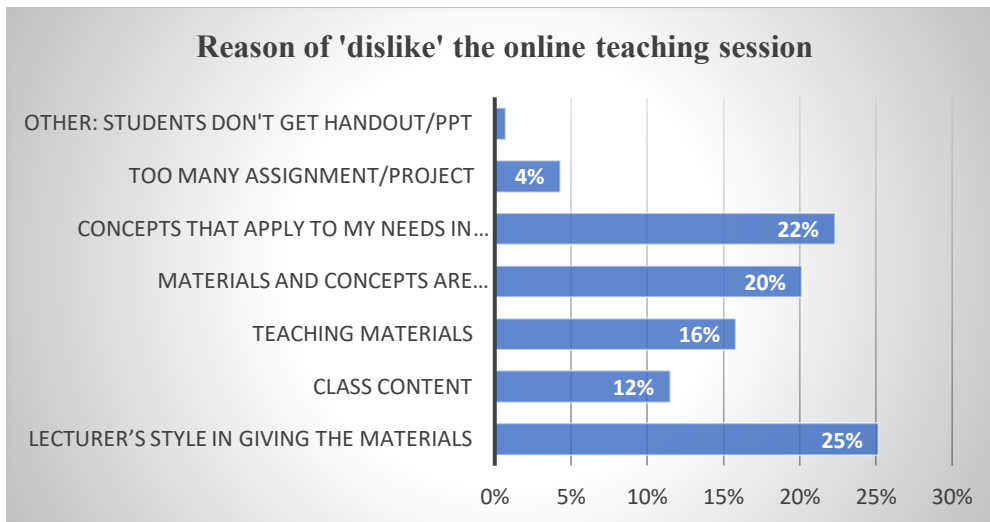


Figure 6. The reason 'dislike' the online teaching session

Figure 6 explains that most of students do not like teaching session because the lecture's style in giving the materials. It has same reason as the students who like teaching session. They do not get the materials in ppt so they do not understand and they cannot review the materials after the class.

Then, the next survey asked about material relevance. Below is the detail result of students' perception of material relevance.

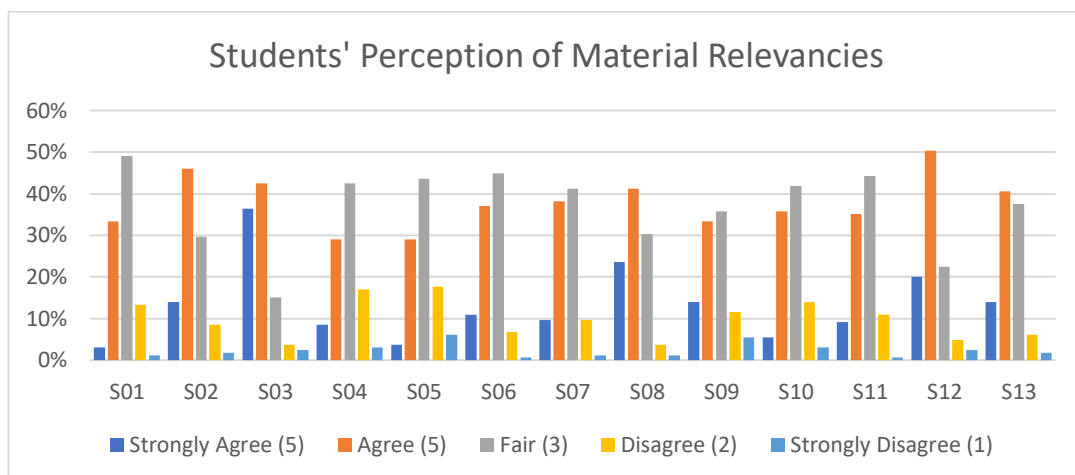


Figure 7. Students' perception of material relevance

Table 2. Students' perception of material relevance

No.	Statement	Strongly Agree	Agree (5)	Fair (3)	Disagree (2)	Strongly Disagree (1)	Total Respon
S01	The online teaching session in speaking class provided well-organized materials.	5 3%	55 33%	81 49%	22 13%	2 1%	165 100%
S02	I found the subject matter related to my needs in improving my speaking skills especially for general communication.	23 14%	76 46%	49 30%	14 8%	3 2%	165 100%
S03	I submit my project in-time.	60 36%	70 42%	25 15%	6 4%	4 2%	165 100%
S04	Overall, the online session was useful for me.	14 8%	48 29%	70 42%	28 17%	5 3%	165 100%
S05	The training meets my expectations.	6 4%	48 29%	72 44%	29 18%	10 6%	165 100%
S06	The training relevant to my needs in speaking skill for general communication circumstances.	18 11%	61 37%	74 45%	11 7%	1 1%	165 100%
S07	I applied my knowledge from the teaching session on my daily conversation with my colleagues.	16 10%	63 38%	68 41%	16 10%	2 1%	165 100%
S08	I will apply my improving knowledge from speaking for general communication course into my daily communication.	39 24%	68 41%	50 30%	6 4%	2 1%	165 100%
S09	Online teaching made me flexible to attend on the mentoring forum.	23 14%	55 33%	59 36%	19 12%	9 5%	165 100%
S10	I felt comfort during the course program.	9 5%	59 36%	69 42%	23 14%	5 3%	165 100%
S11	Class participation was encouraged.	15 9%	58 35%	73 44%	18 11%	1 1%	165 100%
S12	I made a good relationship with other students.	33 20%	83 50%	37 22%	8 5%	4 2%	165 100%
S13	After training, my speaking skill is improved.	23 14%	67 41%	62 38%	10 6%	3 2%	165 100%
TOTAL RESPONSE		284 13%	811 38%	789 37%	210 10%	51 2%	2145 100%

According to table 2, the students had positive perception of material relevance. 41% students agreed that their speaking skill improved after teaching and learning session. In other words, teaching speaking for general communication achieve the goals of teaching to improve students' speaking skill. It can be indicated the learning run successful. In addition, only 2% students answered strongly disagree about the improvement of speaking. It means most students could improve their skill.

b. Students' needs in learning speaking for general communication through online learning.

After getting students' perception and here is the result of students' needs based on survey. Brief explanation is presented in table 3.

Table 3. Students' needs

Questions	Mr. A	Mr. B	Mr. C
What is your suggestion that you think need some improvements on Speaking for General Communication Course in online teaching session?	<ul style="list-style-type: none"> - Teaching materials/handout: the students don't get handout or ppt in this course. They only get the material from lecturer's WhatsApp. - Technological confidence: some students said that the lecturer needs an assistant to operate the zoom. Besides, the voice of the lecturer is too loud. It might be connection or audio setting. - Connection: sometimes, the connection is bad. 	The students gave positive respond. The lecturer gave the handout and ppt.	<ul style="list-style-type: none"> - Overall, the students give positive respond. Teaching materials/handout: the students need handout so it will be easier to check the materials again.

What is your suggestion that you think need some improvements on materials taught during the course program?	<ul style="list-style-type: none"> - Materials content: most of the time the lecturer explains in English and some of students don't understand. They still have limited vocabulary. - Method of teaching: every meeting, the students are asked to analyze but it's still hard for them to analyze. - Lecturer's speed when he explains the materials. Some students don't get the point coz it's too fast. - Sharing screen is needed by students when teaching and learning process. 	Method of teaching: students ask more time to practice (limited time)	<ul style="list-style-type: none"> - Students still have limited vocabulary. - Students ask more game
What are the topics that you want to learn in this course? Mention and give the reasons!	<ul style="list-style-type: none"> - Guessing the meaning of song lyrics - Sharing the story with friends - Something that they like for e.g k pop or we can say describing idol - Talking about hobby - Reading news 	<ul style="list-style-type: none"> - Asking and giving direction - Describing something 	<ul style="list-style-type: none"> - Tourist attraction - Hobby - Describing about us
What does Speaking for General Communication Course mean for you?	Most of them said speaking for general communication subject is very important subject because they have to speak up and it is basic skill for them. They hope they can speak fluently after taking this course.	<ul style="list-style-type: none"> -The students say this subject can encourage their motivation to talk in front of the people. - They have good confidence. 	<ul style="list-style-type: none"> - They are more confidence to talk in front of the people. - It's time to practice in this course. It can be a good habit for them to speak up.

Table 3 concluded that there are three things that can be concluded from the data. The first is about teaching materials/handout or course book. The second is technological confidence. The third is about the material topics. Most of students want to learn about something that related to them, especially about hobby, idol, telling story, etc.

DISCUSSION

This section is going to discuss two fundamental aspects in this study, namely, students' perception towards course activities, and students' needs in learning activities.

Students' Perception towards Course Activities. This study revealed three aspects that perceived by the students: 1) students' engagement with the lecturer and learning platforms used in the learning activities; 2) material relevances with their daily lives experienced by the students; 3) students' satisfaction with the learning activities. This is in line with Kirkpatrick's indicators (2018) on the reaction level that stated at least there are three aspects that should be measured and discovered to seek students' satisfaction toward the certain program. First, students responded that they have engaged with the lecturers. Even though the students learn in online learning but most students always present and learn. It means that they involve in the teaching and learning process in the classroom and it shows they have high motivation to learn.

In addition, 58% of students prefer using Zoom conference meeting application as their learning platform to other applications, for instance, Google Classroom, WhatsApp. Second, students responded that the materials received during the learning activities are useful for their daily conversation and formal conversation. Lecturers' style has become the main role for successful learning activities. The lectures give a lot of exposure to students in online learning and it is a good thing for improving students' skills. This evidence has resolved one of the challenges faced by teachers and lecturers who teach speaking to foreign language learners online as stated in Bakar, Latiff, & Hamat (2013) and Apriliyanti (2020). In other words, teaching speaking for general communication achieves the goals of teaching to improve students' speaking skill. Third, the majority of students responded that they are satisfied with the learning activities as evidenced in this research (see figure 4).

Students' needs in learning activities.

Online learning was conducted from August to December 2020. Every meeting was conducted by using a learning platform and it was held for 100 minutes in each meeting. According to data from the students, there are three fundamental aspects that are needed in learning speaking for general communication course. The first is about teaching materials/handouts or a coursebook. The students ask for the handout in the teaching and learning process, for instance, video material or digital module that can support their independent learning. Handout is used for reviewing the materials at home and it makes them easier to recheck the materials. This is in line with Chou (2010) who reveals that teachers who adopt a course book may also find it easier to teach. In other words, it can be a guideline for teacher to teach the materials in the classroom. The second is technological confidence. Andersson (2008) says that technological confidence can be one of the challenges of e-learning. In this case, the lecturers have to be aware of how to use technology especially in doing online learning. If the lecturer can use it well, so teaching and learning process can run smoothly. The third is about the material topics. Most students want to learn about something that related to them, especially about hobbies, idols, telling stories, etc. It is supported by Howard and Major (2004) who say that student's learning preferences can be one of the important factors in designing the materials. So, the students' needs analysis can be a guideline for the lecturers to know and develop the materials for the students in order to meet the students' needs. In other words, the materials can be appropriate to the students' needs and can be more meaningful for them.

CONCLUSION

This research concluded that most of the students have positive perception and they can improve their speaking skill after teaching session. It can be seen from the tables and figures that have already explained in the previous part. In fact, there are some shortcomings during online learning process for example handout/teaching materials, technological confidence, and topics of materials. Therefore, further research is needed to develop the module/handout based on students' needs.

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