


## FOURTH-SEMESTER STUDENTS' PERCEPTION OF ONLINE SPEAKING CLASS: PARTICIPATION AND INTERACTION

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Article Info	Abstract
<p><b>Received:</b> August 28 ,2019  <b>Revised:</b> August 29, 2019  <b>Accepted:</b> September 24,2019  <b>Published:</b> December 25,2019</p> <p><b>Keywords:</b>            students' perception, participation, interaction, online speaking.</p>	<p>This study aimed to discover students' perception of online speaking class particularly about students' participation and classroom interaction uses a qualitative descriptive method. The subjects of this study were fourth-semester students of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. The study used interviews as an instrument to collect in this study. Based on the results of the study, student participation in taking online speaking classes is very high, this can be seen from the activeness of students in participating starting from a high level of attendance, preparing before entering class, being active in class discussions, contributing to group assignments, and being active in their abilities. improved communication. In addition, students have a positive perspective on class interactions. This can be proven by the existence of various types of interactions during this online speaking class.</p> <p>This is an open access article under the CC BY-SA license.</p> 
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### INTRODUCTION

The first notion of online learning was originally introduced by The University of Phoenix in 1989. Kentnor (2015) says that at the first emergence, the university used CompuServe, one of the first online information services. Although it seems old, this type of distance learning did not popular and globally used until coronavirus hit the earth at the end of 2019. During this pandemic, many countries were experiencing a whole “new” concept of education. Especially in Indonesia, where its Ministry of Education and Culture asked people to do social distancing. The schools, universities, and other educational institutions were forced to close and were urged to conduct the online learning system, which soon people become familiar with online learning. As the result, all teachers and students had to possess digital devices such as smartphones, laptops, or personal computers.

As one of distance learning, the online class is distinct from traditional or conventional class. Allen and Seaman (2011) define online learning is referred to a system where 80% of the subject content is delivered online and the class is typically occurred not in face-to-face form. In line with that, Pohan (2020) states that online learning is a type of learning where it is conducted through the internet in which both teacher and learner are not physically met. This eliminates the distance boundaries that happen in in-person classes and offers not only teachers but also the student a new experience in the teaching-learning process.

Since the place of interaction between teachers and students has changed, the way they communicate in the classroom also changed. Johnson, Arago, and Shaik (2000) conducted research comparing online and traditional face-to-face instructor and student interaction. They found that student-to-student interaction is better in conventional in-person classes because students have more space to share experiences, a sense of community, and be able to work in a group. Besides, the study found that the interaction between teacher and student in an online class is less effective since students do not get clear instructions, are not informed about their progress, do not have interaction outside of the class, and do not have good communication during the class. Generally, good interaction will lead to a successful and achieving learning experience.

In addition, a major key point to achieving high academic performances is students' participation in the classroom. Participation can be perceived as an active involvement in the teaching-learning process which can be categorized into five evident classifications, namely, attendance, preparation, contribution to discussion, group works, and communication skills (Ahmad, 2021). Moreover, Student's participation varies ranging from simply stepping into or attending the class to verbally giving questions or answering others. This is undoubtedly essential for the class to gain a positive atmosphere of supportive education. In an online-speaking-class design, participation can encourage the class to actively engage. Parks-Stamm, Zafonte, and Palenque in Ahmad (2021) find that over 70% of students who took a part in their research noticed their participation contribute positive impacts on their learning and also discussed the value of other students' comments on their learning.

Accordingly, the existence of online media in the form of applications and software has transformed the learning process from conventional classes to online classes, ways of interacting, and ways of communicating both between students and students and students and

teachers. This shift led to a new approach of teaching-learning process that enable teachers and students set up a class from different places such as home and office. This change is a new experience especially to English speaking class setting. Despite speaking class relies and emphasizes more on direct verbal communication, virtual class offers completely the opposite. Thus, this study is proposed to find out how students' perception of learning English through the internet (online), especially English-speaking classes. Additionally, the researcher hopes that the results of this study will contribute to the education of Indonesia in the future.

## LITERATURE REVIEW

There are several relevant concepts of this research that can support the topic of the research.

### 1. Perception

#### a. Definition

In the writing of *A Brief Introduction to Perception*, Qiong (2017) states that perception is the process of attaining awareness or understanding of sensory information. The word “perception” derives from the Latin words *perceptio*, *percipio*, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses. On the other hand, Noë (2004) said that Perception is something that happens because of an individual’s action. It is a result of action and not something that happens inside of an individual. “Perception is not something that happens to us, or in us. It is something we do.” The definition above gives one big conspectus which narrows down to the same traits that perception has a strong relationship with an individual’s experience to gain information.

#### b. Perception Process

Qiong (2017) suggests that there are three sequential stages of the perception process: selection, organization, and interpretation.

##### 1) Selection

The first stage of the perception process is selection in which an individual transforms the available stimulation into a meaningful experience. Because life provides a lot of information on a daily basis, a person might not capable to handle all the information. Hence, He has to choose the information through this first stage.

## 2) Organization

After selecting the environment stimuli, an individual will proceed to the second stage which is organization. The idea of this stage is to categorize all the selected information such as things, animals, places, or people into a meaningful pattern. This will lead a person to associate something or someone with structure, shape, texture, color, and so on. Within this stage, an individual will gain general knowledge about the stimuli.

## 3) Interpretation

In this stage, all the categorized information will be interpreted and will have meaning. When a person gets a piece of information, he tends to label the information. This “attaching” process may differ from others because it is highly influenced by someone’s culture. For Instance, students who do not live in English-speaking countries will perceive English as a skill, while some, students who live in the USA, Australia, and the UK, will not see English as an ability.

### c. The Importance of Student’s Perception

Students’ perception can highly influence their motivation in class especially in learning English. Rahmiyanti, Zaim, and Refnaldi (2020) in their study entitled “Students’ Perception on Teacher’s Teaching Strategy and Its Effect Toward Students’ Motivation in Learning English” revealed that the results showed that students’ perception of teacher’s teaching strategy was *High* on teaching strategy for writing skill, reading skill, listening skill, grammar, and vocabulary and *Very High* on teaching strategy for speaking skill.

## 2. Online Learning

### a. Definition

Pohan (2020) states that online learning is a type of learning where it is conducted through the internet in which both teacher and learner are not physically met. On the other hand, Allen and Seaman (2011) define online learning is referred to as a system where 80% of the subject content is delivered online and the class typically occurred not in face-to-face form. Accordingly, based on the medium and the way teacher and student attend the class, it can be defined that online learning is a type of education system that which both student and teacher organize the class utilizing the technology and the internet as the place to hold the teaching-learning activities.

## **b. Forms of Online Learning**

The types of online learning availability, it is further classified into three forms: synchronous, asynchronous, and hybrid learning (Amiti, 2020).

### 1) Synchronous learning

The synchronous method takes a place in real-time with a teacher providing live interaction with students in the learning process. Amiti (2020) implies that both instructors and learners should attend the class simultaneously, they should gather online via a provided platform or software, and cooperate just as they do in a traditional classroom. This form of learning is facilitated by electronic media that is capable to handle many people in different places at the same time. Dung (2020) mentions that synchronous learning enables to reach a larger amount of students who wish to attend the course and, at the same time, a teacher can deliver the course to a large number of students who need to access the class from distance.

### 2) Asynchronous Learning

The asynchronous method is the opposite, the teacher-student interaction occurs without specific and appointed class time. Dhawan (2020) suggests that this type of online learning is not properly organized. In addition, it adopts the idea of a self-centered education style. Dung (2020) explains that in doing the class work and assignments, learners become more self-directed. However, all the assignments and class activities should be accomplished in a time frame (Amiti, 2020). Students are benefited from this as asynchronous learning gives them the flexibility to access the subject material and work and comfortably suits their availability on time and location.

### 3) Hybrid Learning

This kind of online learning is a mixed method of synchronous and asynchronous online courses. Dung (2020) states that hybrid offers students to attend classes in both in-person and online settings. It entails the course to be conducted in traditional classroom form during the semester and facilitated virtual course interaction somewhere between the face-to-face classes. Besides, Gil et al. (2022) imply that *hybrid* or *blended*, are different terms that refer to the same concept. They also mention that hybrid refers to a combination of a regular face-to-face class, physical meetings, and technology-mediated learning via digital platforms or resources.

### **3. Students' Participation in Classroom**

#### **a. Definition**

Participation in the classroom has a broad definition, for it is not just raising hands, it can be seen in many distinct ways. Namini and Simanjalam (2008) define students' participation in the English classroom as students' engagement with not only their classmates but also their teachers in form of asking and giving questions, commenting, and joining the class discussions.

#### **b. Types of Students' Participation**

In addition, Participation can be perceived as an active involvement in the teaching-learning process which can be categorized into five evident classifications, namely, attendance, preparation, contribution to discussion, group works, and communication skills (Ahmad, 2021).

### **4. Interaction**

#### **a. Definition**

The term "Interaction", in a general sense, has been seen in many different definitions. In the social context, interaction refers to socialization. Sert (2015) sees interaction as a social phenomenon which people in, daily basis, employ verbal and non-verbal actions. Sert adds that because of this social communication with others, an individual is capable in many aspects of life such as teaching, learning, understanding, discussing, rejecting, agreeing, allowing, criticizing, and constantly negotiating.

According to Longman Dictionary, interaction has two interpretations. First, is a process by which two or more things affect each other. Second, the activity of talking to other people, working together with them, etc. In line with the previous definition, Wang, Elston, and Zhu (2010) define the term, in the broadest idea, as only signifying that objects or factors of research do not act independently.

#### **b. Classroom Interaction**

Understanding Classroom Interaction will not be comprehensive without looking at the definition of the place where the interaction happens. Brown in Nuriani (2018) defines the classroom as the place where teachers and students communicate and express their, emotions, or thoughts to each other in the form of verbal communication to attach certain goals. It is

not solely a building, beyond that, it is a place where information is shared between teachers and students.

Accordingly, Tsui (2001), in the book *The Cambridge guide to teaching English to speakers of other languages*, states that the term classroom interaction refers to a form of interaction between the teacher and learners, and amongst the learners, that occurs in the classroom (p.120-125). Meanwhile, Rohmah (2017) indicates that classroom interaction refers to all kinds of classroom activities that can be conveyed in verbal and non-verbal interactions.

## METHODS

This study employed a qualitative method to collect the data. The qualitative method is considered an appropriate approach in doing this research as it aims to gain students' perception of online speaking classes. Thorne (2000) argues that qualitative researchers are often more concerned about discovering knowledge about how people think and feel about the conditions in which they find themselves than they are in making judgments about whether those thoughts and feelings are valid.

## RESULT AND DISCUSSION

### Result

#### 1. Participation in Online Speaking Class

##### a. Attendance

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##### Extract 1

S1: In online classes we can follow it from home, therefore we have no reason not to attend. Therefore, I think Online classes increase my presence.

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##### Extract 2

S3: Alhamdulillah my attendance in the online speaking class was good as expected

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##### Extract 3

S4: In my opinion, it will be improved because there is no such thing as being late, then you can carry out learning from home, you don't have to bother going to campus and just stay at home.

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##### Extract 4

S7: My attendance in online speaking class is 100%. I never miss a class.

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The research interview found that all participants stated that they did not have problem with their attendance and had stunning attendance rate in online speaking course. These could happen due to some factors. S1 explained that since the class is virtual, as a student, he could join the class from the comfort of his house's living room. In line with that, S4 expressed that she did not have to go to campus to attend the class since the course was conducted over internet. Because of that, she believed that students cannot be late. S3 and S7 said that during the semester, they had shown incredible attendance rate and even did not miss a single class meeting.

### **b. Preparation**

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#### **Extract 5**

**S8: The first thing I prepared was the place where I made sure the place had a stable network, then the second one the day before the speaking lesson, I studied the material beforehand. Third, dress neatly.**

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#### **Extract 6**

**S2: Lecturer prepares games and quizzes**

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#### **Extract 7**

**S9: In my opinion, it is the same, namely preparing the internet network and also for lecturers, usually lecturers prepare material and also for presentation groups preparing powerpoints.**

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The preparation of the students vary ranging from make sure they had good internet connection to studying last week material of the lesson. S1 mentioned that number one preparation was finding a good place in which the internet was good. Although in online speaking class the students did not meet the teachers physically, wearing polite and neat dress such as shirt also needed and were counted as part of the preparation. On the other hand, S2 and S9 said that not only students but also lecturers or teachers also prepared the class by providing subject contents, games and quizzes.



**c. Contribution to Discussion**

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**Extract 8**

**S6: I am personally neutral because I am sometimes active and sometimes passive. I can be active in learning if I understand the discussion and if not then I will be less active**

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**Extract 9**

**S2: I am active during the question-and-answer session and also actively provide feedback and questions.**

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**Extract 10**

**S3: In classroom, I will not speak unless my lecturer appoints me or mention my name and ask me to speak up.**

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During the online speaking class, five out of ten participants described themselves as active students. Active students refer to the ones who, during the class, actively spoke and participated in classroom discussion. In speaking class context, the students asked questions, and gave opinion or suggestion. As S2 stated that answering question, giving feedback, providing answer were among the things that she did in the online speaking class. Besides, the other five students put themselves in “middle” or “neutral” level when it comes to classroom discussion. S6 mentioned that this happened because they did not have adequate understanding toward the material.

**d. Contribution to Group Work**

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**Extract 11**

**S5: In this online speaking class, it is more dominated by group assignments in the form of presentation assignments**

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**Extract 12**

**S8: Personally, the group work I have ever done is a presentation group assignment with the topic "conditional sentence"**

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**Extract 13**

**S9: I help collect the discussion of material or the content of the powerpoint presentation slides**

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Based on the interview, the majority of the students stated that in the online speaking course they were asked to make group presentation project. S5 mentioned that this is one of the group work that given in this course. In this presentation project the students were given specific topic to present. S8 said that, in her case, she and her group were asked to make a presentation about “conditional sentences”. Furthermore, in working on the group work, students were required to give their contribution. S9 explained that his task was gathering information about the topic and put it together in the slide presentation.

#### **e. Communication Skill**

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##### **Extract 14**

**S1: In my opinion, my communication skills have improved because in the online speaking class I have better confidence than the offline class. Maybe this is because I only talk in front of the cellphone.**

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##### **Extract 15**

**S2: The method used by the lecturer in this online speaking class is very good, namely using the discussion method. In addition, after the presentation of the material by the group, the lecturer gave an explanation as a booster.**

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##### **Extract 16**

**S4: In my opinion, you can improve our speaking because if our presentation is in English, of course, and if the presentation is done, we prepare before we present so that the presentation can run smoothly.**

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Students' answers depicted that online speaking class helped them enhancing their speaking and communication skills in some ways. S1 said that the main reason of this was he felt more confident when spoke to the phone screen rather than in face-to-cae setting. Besides, S4 stated that doing a presentation in English force her to practice again and again before performing in the class. Along with that, the teaching method also played significant role in shaping students communication skill. S2 confirmed that presentation and discussion gave the students to have the opportunity to speak more in the classroom.

## 2. Classroom interaction in Online Speaking Class

### a. Student to Student Interaction

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#### Extract 17

S2: Interaction between students occurs in a question-and-answer session where at this time the group presenting the material will provide an opportunity for classmates to ask something related to the topic that has been presented

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#### Extract 18

S4: Until now, the communication was via Whatsapp, not via Zoom or Gmeet like this, because most of the lecturers spoke

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#### Extract 19

S6: In my opinion, online speaking class is not a good medium in building communication between students. This is because sometimes there are network constraints that make the communication do not run well.

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#### Extract 20

S7: In my opinion, this online speaking class has not yet reached the level to build chemistry or close relationships with other individuals because it is still held online so that our interest in getting acquainted is still not different from offline classes because we meet face-to-face so there is intense communication.

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All participants stated that there are two ways that students communicate in online speaking class which are verbally or and in written format. S4 mentioned that students text one another via group Whatsapp application and communicate orally through Zoom or Google meet during the virtual class. S2 claimed that the oral interaction took place in question-and-answer session where at this time the group presenting the material will provide an opportunity for classmates to ask something related to the topic that has been presented. Although there is an interaction during the virtual class, six out of ten students argued that online speaking form did not effective in building student-to-student communication. S6 suggested that in this types of class, the interaction between students restricted by the stability of the internet connection. In addition to this, S7 said that students did have strong interest to get to know each other because students did not have sufficient time to talk.

**b. Teacher to Whole Class**

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**. Extract 21**

**S5: In learning, lecturers use class discussion methods and lectures.**

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**Extract 22**

**S2: Lecturers give instructions and communicate with students using two applications, namely Zoom in verbal form and Whatsapp group to give instructions in written form**

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**Extract 24**

**S9: Lecturers communicate using zoom. In addition, if the lecturer is unable to attend, the lecturer usually gives assignments through Google Classroom.**

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Ten out of ten participants stated that, in this online speaking class, the lecturer present the subject material verbally using web-based site Zoom or Gmeet and employ lecture and classroom discussion method to attract students' engagement. S5 said "In learning, lecturers use class discussion methods and lectures". Apart from this, S2 stated that instructions were given through Whatsapp in written form and also verbally using Voice note feature. Moreover, S9 confessed that when the lecturers was not able to attend the class, they will send tasks through Google Classroom.

**c. Teacher-to-Individual**

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**Extract 25**

**S6: Usually, feedback is given individually. In an online speaking class, when a student explains something and makes a mistake such as mispronouncing, the lecturer will provide feedback or correct to the student.**

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**Extract 26**

**S1: Before starting the class, the lecturer asked the students to open or turn on the camera. Teacher will mention their name to turn on their camera.**

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**Extract 27**

**S8: The first is that the lecturer takes attendance first, asks how things are and asks the readiness of the group presenting at the meeting**

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There are some ways of teacher-to-individual student communication that happened in online speaking class. S6 explained that, most of the time, constructive correction is given

individually. In an online speaking class, when a student orally presents something and makes a mistake such as mispronouncing, the lecturer will provide feedback or correct to the student. Another form of teacher-to-individual interaction can be seen when the teacher mentions name on the attendance list as stated by S8. Besides, at the beginning of the class, S1 expressed that lecturer asked students to turn on camera and if there still students who did not open it, the teacher will call their name individually.

#### **d. Student-to-Teacher**

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**Extract 28**

**S2: There is a "raise hand" feature in the Zoom application which is very helpful for interacting with lecturers during class**

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**Extract 29**

**S4: In interacting with lecturers, students ask more questions during virtual learning**

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**Extract 30**

**S9: If I have questions, I personally immediately ask the lecturer if there are things that I don't understand in the online speaking class.**

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It can be concluded from the interview that all students have the same responses that the way they communicate with their lecturer was directly asking question or clarifying something. S4 mentioned that in virtual form of speaking class students ask more question during the class. S9 claimed that, in his case, if students had something in mind, they can inquire something during the virtual class. S2 specifically said that there is a feature that helped students to asking question in online speaking class namely "raise hand" symbol. This sign allowed students to communicate with lecturers without producing distractive or unwanted sound.

#### **e. Teacher-to-Group**

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**Extract 31**

**S2: Before the group presentation, the lecturer checks the students' readiness by asking the presentation group's readiness. After the presentation, the lecturer provided**

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**reinforcement of the material that had just been presented and gave input or feedback to the presentation group.**

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**Extract 31**

**S9: Lecturers communicate with work group only when learning takes place, namely through Google Meet or Zoom. Before presentation and after presentation. If there are deficiencies in the presentation group, the lecturer will complete them by explaining these deficiencies.**

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Students explained that there was a group that present a topic with presentation in every single meeting. When the presentation was done the lecturer will give feedback to the presentation group first before allowing others students asking question to the group. S9 explained that the way teachers communicate with the work group in this online speaking class was by giving feedback to the performing group. The feedback can be related to the content of the presentation or the group performance. In addition, teacher did not solely communicate with the group after their presentation but also before the presentation. S2 stated that before the group presenting their slide shows, teacher will first ask the readiness of the group and asking whether the group members was already entering the class or not.

**f. Student-to-Whole Class**

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**Extract**

**S2: I am active during the question-and-answer session and also actively provide feedback and questions. So, I directly express my thoughts verbally during the class discussion**

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**Extract**

**S8: During the question-and-answer session, I only asked or expressed my opinion directly and verbally in this online speaking class. But before that, I gave my appreciation to the group who presented.**

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Students had good experiences in expressing their ideas or thoughts and talking to the whole class by presentation. All participant of this research stated that the way that they spoke in front of the class was verbally during the virtual class. S2 expressed that she was active during the question-and-answer session and also actively provided feedback and questions. "So, I directly express my thoughts verbally during the class discussion" she added. On the other

side, S8 suggested that before that, she gave appreciation to the group who presented first and, during the question-and-answer session, she expressed her opinion directly and verbally in this online speaking class.

#### **g. Student-to-Work Group**

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##### **Extract**

**S5: Communication in groups is using the Whatsapp application, this is used to discuss using text and also voice notes. Not only that the presentation appearance using Google Meet**

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##### **Extract**

**S6: In my group, we use Whatsapp groups to share tasks and use Google meet to simulate presentations one day before presentation**

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Generally, all students said that the communication within the group is divided into two ways, firstly using Whatsapp Groups it is used to text in the group tasks and also to collect data or material as stated by S5. Secondly, a day before the presentation day, the group can conduct a presentation simulation using Gmeet. This assisted the group to have a good presentation as stated by S6.

## **DISCUSSION**

The discussion was presented based on the data that have been collected by the researcher from the previous chapter from all the data analysis about students' perception of online speaking class: participation and interaction. The data that researcher gained from the interview participants can be concluded as follows:

First, the students' perception of online participation of English-speaking class is positive or good. The previous chapter provide the information about five components of participation. Students actively participating and pay attention to the five elements of active engagement. The online speaking class had a easy access, practical communication form, and supportive atmosphere in which students can comfortably develop their ability. In detail, easy access means students can enter the class from wherever they want. Besides, the way students interact with teacher and students themselves is practical that the students can use applications.

Second, the students' perception of online interaction of English-speaking class. Most of the students happy with the interaction that they had in this virtual class. Strength of online speaking class are the interaction is simple and practical. Besides, it improves students' confidence since it eliminates the peer pressure that face-to-face class has. But, on the other hand, in terms of students-to-student communication, students do not see this class as a good platform because students' do not get enough time to interact one another.

## CONCLUSION

This research aimed to find out two major things of students' perception of online speaking class at English department of Universitas Muhammadiyah Makassar which stated in the problem statements. First, students' perception of online participation in English Speaking classes, second students' perception of online interaction in English Speaking classes. In this part, the researcher gives further interpretation and discussion as follows.

Based on the results of the study, student participation in taking online speaking classes is very high, this can be seen from the activeness of students in participating starting from a high level of attendance, preparing before entering class, being active in class discussions, contributing to group assignments, and being active in their abilities. improved communication. In addition, students have a positive perspective on class interactions. This can be proven by the existence of various types of interactions during this online speaking class.

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