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ANALYZING STUDENTS' PERCEPTION OF ONLINE LEARNING FOR ENGLISH SPEAKING SKILLS

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ABSTRACT

Online learning for English speaking skills emerged as an alternative mode of instruction during the COVID-19 pandemic and created learning conditions that differ from conventional face-to-face classrooms. This study aimed to describe students' perceptions toward online learning for English speaking skills. The research employed a descriptive quantitative design. The participants of this study were English department students at the State Islamic Institute of Parepare. Data were collected using a questionnaire designed to measure students' perceptions of online learning for speaking skills. The collected data were analyzed quantitatively by calculating mean scores and frequencies. The findings revealed that the mean score of students' perceptions toward online learning for English speaking skills was 79, indicating a positive perception. Furthermore, students' perceptions were categorized into two main aspects, namely learning facilities and teaching methods. Overall, the results suggest that online learning was perceived as effective in supporting students' English-speaking skills during the online learning process.

Keywords: English Speaking Skill, Online Learning, Students' Perception

ABSTRAK

Pembelajaran daring untuk keterampilan berbicara bahasa Inggris muncul sebagai alternatif selama pandemi COVID-19, menciptakan kondisi belajar yang berbeda dibandingkan pembelajaran tatap muka konvensional. Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa terhadap pembelajaran daring pada keterampilan berbicara bahasa Inggris. Penelitian ini menggunakan desain deskriptif kuantitatif. Partisipan terdiri dari 40 mahasiswa Program Studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Parepare. Data dikumpulkan melalui angket yang dirancang untuk mengukur persepsi mahasiswa terhadap pembelajaran daring keterampilan berbicara. Data dianalisis secara kuantitatif dengan menghitung skor rata-rata dan frekuensi. Hasil penelitian menunjukkan bahwa skor rata-rata persepsi mahasiswa adalah 79, yang menunjukkan sikap positif. Persepsi mahasiswa selanjutnya dikategorikan ke dalam dua aspek utama, yaitu fasilitas pembelajaran dan metode pengajaran. Secara keseluruhan, penelitian ini menunjukkan bahwa pembelajaran daring dipersepsikan efektif dalam mendukung pengembangan keterampilan berbicara bahasa Inggris mahasiswa selama proses pembelajaran daring.

Kata Kunci: *Keterampilan Berbicara, Pembelajaran Daring, Persepsi Mahasiswa*

A. INTRODUCTION

Speaking skill is a core component of communicative competence in language learning, as it enables learners to convey ideas and messages orally and to interact effectively in real-life communication contexts (Syarifuddin, 2017). Within the framework of communicative competence, speaking is not only about producing grammatically correct utterances but also about using language effectively to interact, negotiate meaning, and respond appropriately in various situational contexts (Syarifudin, 2019). In English as a Foreign Language (EFL) education, speaking proficiency plays a central role because learners are expected to use English for real communication, which requires fluency, accuracy, and strategic competence to manage discourse and conversational exchanges (Susanto, 2018). Therefore, understanding the nature of speaking as a communicative and interactive skill is essential as a foundation before exploring how different learning environments, such as online platforms, support its development.

Online learning has become a widely adopted approach in English language education because it offers flexibility and accessibility for learners to practice speaking skills beyond the constraints of traditional classroom settings. Research in EFL contexts has shown that online and mobile learning environments allow students to engage in speaking activities, interact with peers, and access instructional materials at any time and from any location, which can significantly enhance learning engagement and participation (Rosdiana & Sulistyawati, 2019). Studies on mobile-assisted language learning (MALL) indicate that the use of mobile devices in language instruction supports learners' positive attitudes and readiness to practice speaking, as they can conveniently access speaking tasks, record oral performances, and receive feedback through familiar technology interfaces (Rosdiana & Sulistyawati, 2019). Additionally, evidence from research on online English speaking courses suggests that learners perceive online formats as effective for improving speaking ability, increasing self-confidence, and providing more opportunities to rehearse pronunciation and language use compared to traditional modes (Baron, 2020). These findings demonstrate that online learning can serve as a supportive and dynamic environment for developing English speaking skills in EFL learners.

In addition to flexibility and extended practice opportunities, online learning environments facilitate learner autonomy and self-directed engagement in speaking tasks. Interactive features such as discussion boards, video recording tools, and collaborative speaking exercises allow learners to participate in communicative activities at their own pace, which contributes to improved confidence and fluency in spoken English. The integration of technology into speaking instruction encourages students to take active roles in their learning by creating, reflecting, and refining their spoken performances using digital tools (Baron, 2020). Research also highlights that online platforms can increase exposure to diverse speaking contexts and peer interaction, enabling learners to practice meaningful communication in real-time or asynchronous formats (Rosdiana & Sulistyawati, 2019). As a result, online learning is not only perceived as a practical alternative to face-to-face instruction but also as an innovative avenue that promotes continuous speaking practice, engagement, and self-regulated learning for English language learners.

Online learning for English speaking skills frequently integrates video-based instructional media and synchronous video conferencing platforms to support oral communication practice in virtual environments. Video-based learning allows students to observe authentic language use, analyze spoken models, and rehearse their own oral production through recorded tasks, which contributes to improved confidence, fluency, and pronunciation (Sunubi & Utary, 2020). In online speaking instruction, video conferencing platforms such as Zoom, Dicsord, Google Meet or similar applications are widely used to enable real-time oral interaction, discussion, and presentation activities, allowing learners to practice speaking in a communicative and interactive setting despite physical distance (Hadijah & Shalawati, 2021). Empirical studies indicate that video-based synchronous learning environments facilitate meaningful speaking practice by providing visual cues, immediate feedback, and opportunities for turn-taking, which are essential elements in developing learners' oral communicative competence in EFL contexts (Menggo, et.al, 2022).

In addition to video-based instruction, online learning for English speaking skills is strongly supported by learning management systems (LMS) and chat-based platforms that facilitate

asynchronous communication. Platforms such as WhatsApp, Google Classroom, Sevima, and institutional LMS are commonly used to distribute learning materials, deliver class announcements, and manage the submission of speaking assignments in audio or video formats, allowing students to practice speaking beyond scheduled synchronous sessions (Bouhnik & Deshen, 2014). Research indicates that asynchronous communication through LMS and messaging applications enables learners to rehearse oral production, record multiple attempts, and reflect on their speaking performance before submission, which contributes to reduced anxiety and increased learner confidence (Amry, 2014). Furthermore, LMS-based interaction supports continuous teacher–student communication and structured feedback on speaking tasks, making asynchronous platforms an essential component of online speaking instruction, particularly in contexts where synchronous participation is limited by time, connectivity, or learner readiness (Alfadil, 2020).

In addition to video-based and LMS/chat-based platforms, online learning for English speaking skills increasingly incorporates game-based and interactive tools to enhance learner engagement and motivation. Platforms such as Kahoot, Quizizz, and Wordwall provide gamified tasks that allow learners to practice vocabulary, pronunciation, and speaking readiness in a fun and competitive environment (Bicen & Kocakoyun, 2018). Research indicates that gamification in language learning promotes active participation, confidence, and persistence, as students are encouraged to respond quickly, repeat tasks, and receive immediate feedback on their performance (Khaleel, et.al, 2020). Moreover, interactive game-based activities indirectly support speaking skills by reinforcing language knowledge and preparing learners for oral practice in synchronous or asynchronous settings (Khasawneh., 2021). These findings suggest that integrating gamified tools into online speaking instruction makes learning more variative, adaptive, and learner-centered, offering multiple pathways for students to engage with the language beyond traditional methods.

In English as a Foreign Language (EFL) classrooms, speaking is considered a complex skill because learners are required to integrate linguistic knowledge, fluency, and confidence while organizing ideas in a limited time (Harahap, 2022). Many EFL learners experience difficulties in speaking

due to limited vocabulary, anxiety, and insufficient opportunities for meaningful interaction. Furthermore, the transition to online learning during the COVID-19 pandemic created new challenges for speaking instruction, as teaching and learning activities had to be conducted through digital platforms while maintaining communicative engagement (Melani, 2022). Several challenges identified such as the absence of natural interaction, poor connectivity, lack of motivation and absence of authentic communication. the further explanation of the challenges will be in the following paragraphs.

One of the most frequently discussed limitations is the reduced quality and quantity of interaction compared to traditional face to face classrooms. Interaction plays a central role in second language acquisition, particularly in speaking, because it allows learners to negotiate meaning, interpret nonverbal cues, and receive immediate feedback from instructors and peers' elements that are challenging to replicate in virtual environments. Research on online language learning highlights that the lack of face-to-face social presence can make it difficult for learners to engage meaningfully with others, diminishing opportunities for spontaneous oral practice and hindering the development of communicative competence (Jamil & Tasir, 2014). Studies further indicate that even in synchronous video conferencing, students may choose to turn off cameras or microphones, which limits visual and social cues and reduces the richness of communicative interaction necessary for effective speaking practice (Manegre & Sabiri, 2022). Therefore, while online platforms enable remote communication, the absence of physical presence and fully natural interaction contexts can constrain the depth of speaking engagement in online English learning environments.

Online learning also poses technical and connectivity challenges that can significantly impede students' development of English speaking skills. Poor or unstable internet connection is one of the most commonly reported technical obstacles, as it disrupts real time communication, hinders smooth turn taking, and interrupts oral practice during synchronous speaking activities (Suharsih & Wijayanti, 2021). In addition, many learners face difficulties due to limited technological resources, such as inadequate devices or lack of familiarity with digital tools, which can reduce participation and increase frustration when

engaging in speaking tasks online (Liao & Zhao, 2021). Research on EFL learners' online speaking experiences further highlights that technical issues, including connectivity problems and insufficient digital literacy, can detract from meaningful interaction and negatively affect overall engagement in virtual speaking environments, making it harder for learners to maintain communicative flow and confidence (Suharsih & Wijayanti, 2021). Therefore, while online platforms offer flexible access, these technical and connectivity barriers can constrain learners' opportunities for consistent and effective speaking practice.

Another important challenge in online learning for English speaking lies in motivation and self-regulated learning, which significantly influence learners' consistency and discipline in practicing speaking. Online environments require learners to independently set goals, monitor progress, and maintain engagement without the structured oversight found in traditional classrooms, making self-regulatory capacity pivotal for sustained effort in speaking practice. Studies in EFL contexts indicate that learners with stronger self-regulated strategies such as planning, monitoring,

and reflection, are more likely to persist in practicing speaking and remain motivated to improve their oral skills over time (Kulusakli, 2022). Furthermore, research on motivation in online language learning demonstrates that higher levels of intrinsic motivation and self-regulatory engagement are associated with increased participation and perseverance in online learning activities, allowing learners to manage distractions and sustain speaking practice more effectively (Zheng et al., 2018). Therefore, while online platforms offer flexibility, the need for strong self-regulated learning and consistent motivation can become an internal limitation that affects learners' ability to practice and improve English speaking skills consistently in virtual settings.

Despite the flexibility and varied tools offered by online learning, another significant limitation lies in the absence of authentic social interaction and real world communicative contexts that are integral to developing speaking competence. In traditional face to face settings, learners engage in spontaneous conversation, negotiate meaning, and respond to complex social cues that arise naturally in physical environments; these experiences provide authentic contexts for using language in culturally and socially meaningful ways.

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However, virtual environments tend to lack these rich contextual cues, making it difficult for learners to fully replicate real interpersonal communication and cultural exchange, which are essential for pragmatic competence and sociocultural fluency (Faizah et.al, 2022). Research on asynchronous and synchronous online interaction highlights that while virtual platforms can facilitate linguistic exchange, they often fall short of offering the same depth of social presence and cultural immersion found in face-to-face classrooms, limiting learners' opportunities to practice speaking in genuinely naturalistic contexts (Irsyad & Zaim, 2022). Therefore, the absence of authentic social environments and cultural contexts in online learning can constrain learners' ability to fully develop and transfer their speaking skills to real world communication outside the virtual classroom.

Perception in educational research is commonly defined as the cognitive process through which learners select, organize, and interpret information from their environment to form meaningful understandings, which subsequently influences their attitudes and behaviors toward learning experiences (Wood, 2012). In the context of language learning, students' perceptions encompass how learners evaluate instructional processes, learning environments, and their own capabilities in performing language tasks, affecting their engagement and outcomes in skill development. Research on students' perceptions of online and blended language instruction highlights that learners' interpretation of digital learning conditions can shape their motivational, emotional, and cognitive responses to speaking activities beyond traditional classrooms (Saputra et al., 2022). Finally, understanding how students perceive online learning for English speaking is essential, as it reflects not only their subjective reactions but also the psychological and contextual factors that mediate their learning experiences and achievement in virtual environments (Tanjung & Utomo, 2022). Therefore, examining students' perceptions toward online learning for English speaking skills is essential to understand how online instruction supports or hinders the development of speaking proficiency.

Although previous studies have explored various aspects of online learning for language skills, there remains a research gap regarding students' perceptions of how online instruction specifically supports the development of English-speaking skills.

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Most prior research has focused on technological tools, learning outcomes, or general engagement, but limited attention has been given to learners' subjective experiences in navigating the complexities of speaking practice in virtual environments. In particular, few studies have examined how factors such as platform types, interaction modes, and learners' self-regulation intersect to shape their perception of effectiveness in developing speaking proficiency. Understanding these perceptions is essential for informing instructional design and providing targeted support that aligns with learners' needs and expectations.

Therefore, this study aims to describe students' perceptions toward online learning for English speaking skills, with a particular focus on two aspects: speaking facility and speaking method. In this study, speaking facility refers to the availability and usability of online learning resources, platforms, devices, internet access, and other technical supports that enable students to practice speaking effectively. Meanwhile, speaking method refers to the instructional approaches and activities used in online learning, including collaborative speaking, spontaneous and improvisational exercises, prepared presentations, and creative or repetitive practice designed to develop students' speaking competence. The objective of the research is to identify how these facilities and methods, together with learner engagement, collectively influence students' attitudes, motivation, and perceived effectiveness in speaking practice. By addressing this gap, the study contributes to both theoretical understanding and practical guidance for improving online language learning experiences, particularly in EFL contexts where speaking opportunities are often limited.

B. RESEARCH METHOD

This study employed a descriptive quantitative design to investigate students' perceptions toward online learning for English speaking skills. The descriptive quantitative approach was chosen to systematically describe and quantify learners' responses regarding the effectiveness of online learning in facilitating speaking practice, focusing on aspects of speaking facility and speaking method.

The population of this study consisted of 456 English department students at the State Islamic Institute of Parepare who engaged in online learning

during the onset of the COVID-19 pandemic. A sample of 40 students was selected using purposive sampling technique, with the criteria that participants were actively involved in online learning activities for speaking during the pandemic period. This sampling method ensured that the participants were representative of the research focus.

Data were collected using an online questionnaire designed to measure students' perceptions of online learning for speaking skills. The questionnaire consisted of 14 items related to speaking facility and 14 items related to speaking method, rated on a Likert scale from 1 (strongly disagree) to 4 (strongly agree). The instrument was distributed via Google Forms and shared in a WhatsApp group containing all 40 participants and the researcher. Participants who experienced difficulties in completing the questionnaire were guided by the researcher through the WhatsApp group, ensuring accurate and complete responses.

The collected data were analyzed using descriptive statistics to calculate mean scores and frequency distributions for each item and category. Microsoft Excel was utilized to process and present the data, providing a clear depiction of students' perceptions toward the effectiveness of online learning in supporting English speaking skills.

C. FINDINGS AND DISCUSSIONS

This section presents the findings of students' perceptions of online learning for English speaking skills, focusing on two aspects: speaking facilities and speaking methods. The responses were analyzed using descriptive statistics. The results show that students generally have positive perceptions of both the facilities provided and the methods used during online learning which is proven by descriptive statistical information in the following table:

Table 1. Analysis of Descriptive Statistics Score

Items	Score	Description
Minimum	44	Positive Perception
Maximum	99	Positive Perception
Mean	79	Positive Perception
Median	81,5	Positive Perception
Modus	84	Positive Perception

The analysis in table 1 showed that the average score of students' perception of online learning for speaking skills (79) is in the range of 43 to 112 under classification of positive perception.

Table 2. Analysis of Students' Score for Speaking Facility and Method

Category	Score	Description
Facility	40	Positive Perception
Method	39	Positive Perception

The classification of students' perception is under positive and negative perception. Table 2 reported that the average score of speaking facility (40) and speaking method (39) is in the range of 36 to 56 which is in positive classification.

This data showed that students generally have positive perceptions of the online speaking facilities and methods. To provide a more detailed view, the table below presents the frequency of responses for each questionnaire item. It illustrates how students evaluated specific aspects of the online learning experience.

Tabel 4. Analysis of items frequency in Questionnaire

Items	Indicators	Strongly Agree		Agree	
		F	%	F	%
1	Feeling happy with flexible time	4	10	24	60
2	Feeling happy to study anywhere	12	30	21	52
3	Feeling comfortable with long submission deadline	7	17,5	21	52,5
4	Enjoy learning without requiring much effort	11	27,5	23	57,5
5	Feeling happy with up-to-date learning material	4	10	18	45
6	Enjoy studying independently	11	27	15	37
7	Enjoy learning with various interaction	7	17,5	21	52
8	Enjoy studying with user-friendly platform	7	17,5	20	50
9	Enjoy learning with accessible resources	7	17,5	24	60
10	Feeling happy to learn with various platforms	8	20	26	65
11	Feeling comfortable studying with good network	5	12,5	15	37,5
12	Feeling comfortable studying with HP and Laptop	7	17,5	22	55
13	Feeling comfortable with sufficient internet quota	3	7,5	24	60
14	Feeling easy to send files to slide show	3	7,5	24	60
15	Feeling happy learning with group discussion	2	5	22	55
16	Feeling happy learning with visual images	5	12,5	24	60
17	Feeling happy learning with debate method	3	12,5	19	48

18	Feeling happy learning with text	2	5	21	52,5
19	Feeling happy learning with given topics	3	7,5	19	47,5
20	Feeling happy learning with prepared materials	7	17,5	21	52,5
21	Feeling happy learning with visual tools	2	5	23	57,5
22	Feeling happy learning with imagination	6	15	27	67,5
23	Feeling happy learning with sharing new ideas	6	15	26	65
24	Feeling happy learning with interview	4	10	23	57,5
25	Feeling happy learning with drilling method	6	15	21	52,5
26	Feeling happy learning with conversation method	5	12,5	20	50
27	Feeling happy learning with video	6	15	25	62,5
28	Enjoy learning with commenting updated news	5	12,5	30	75

Based on the findings, students generally demonstrate positive perceptions of online learning for English speaking skills during the COVID-19 pandemic. This positive tendency is evident from the overall responses, which indicate that most students agreed with the implementation of online learning. The results suggest that students were able to adapt well to both the speaking facilities and the instructional methods provided in online learning environments. Such adaptability indicates that, despite the challenges of remote instruction, online learning was perceived as a feasible and acceptable approach for developing students' speaking skills.

In examining the specific dimensions of students' perceptions, both speaking facilities and speaking methods significantly influenced how learners responded to online English speaking instruction. Previous research indicates that well-designed technological facilities and supportive online environments can enhance students' engagement and satisfaction with language learning tasks, as they provide flexible access and interaction opportunities that are essential in remote contexts (Nik Fauzi et al., 2022). Moreover, research in online EFL contexts highlights that students' perceptions of instructional methods,

especially those that encourage active participation and idea expression, are crucial for maintaining motivation and improving communicative competence during virtual classes (Faizah et.al, 2022). These findings align with broader literature that suggests interaction, adaptive pedagogy, and ease of use of platforms are key determinants of positive learner attitudes toward online language learning (Wibowo & Khairunnas, 2020). In the present study, students' ability to adjust to both facilities and instructional methods suggests that these elements were sufficiently supportive to foster a meaningful online speaking experience.

The positive perceptions identified in this study suggest important implications for the practice of online English-speaking instruction. When appropriate speaking facilities and instructional methods are provided, online learning can effectively support the development of students' speaking skills. This finding indicates that online platforms are not merely alternative solutions during emergency situations but can function as viable learning environments when designed to promote interaction and meaningful communication. Nevertheless, there remains potential for improvement, particularly in enhancing internet accessibility, integrating more interactive and up-to-date learning materials, and applying communicative

teaching methods that encourage active student participation. Overall, students' positive perceptions toward online learning indicate strong acceptance of this mode of instruction, supporting its continued use and further development as a complementary approach to traditional face-to-face speaking instruction.

D. CONCLUSION AND SUGGESTION

This study concludes that online learning plays a meaningful role in supporting the development of English-speaking skills from the students' perspective. The overall findings indicate that students perceive online learning as an effective learning mode when supported by appropriate facilities and instructional methods. Rather than focusing on specific aspects of implementation, this conclusion highlights the broader implication that online learning can accommodate students' learning needs and engagement in speaking activities. Consequently, online learning has the potential to function as a complementary approach to conventional instruction beyond emergency learning contexts.

Based on the results of this study, it is suggested that English instructors maximize the use of online learning platforms by incorporating interactive speaking activities that encourage active student participation. Institutional support is also essential to ensure the availability of reliable internet access and appropriate technological facilities for online learning. Furthermore, future researchers are encouraged to conduct studies using different research designs or participant groups to gain deeper insights into the effectiveness of online learning for speaking skills and its impact on students' actual speaking performance.

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