

Utilizing E-teaching Activities to Enhance English Majors' Speaking Skills in Pandemic Era

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ABSTRACT

In the framework of the COVID-19 pandemic, all universities in the province of Bengkulu have paid special attention to the implementation of E-teaching activities. The purpose of this study is to assess the importance of E-activities on the speaking skills of second-year English majors at three private universities in Bengkulu. A survey was done on a group of 15 teachers and 100 students in terms of determine the facts. The findings suggested that the school's information technology infrastructure met the requirements for online education. Most teachers have mastered E-teaching equipment, particularly supporting software, and have adapted their teaching approaches to the online teaching model to polarize learners' learning activities. In addition, the majority of students actively participate in the learning process through E-teaching, activities, and answering questions presented by teachers. However, some teachers are still conscious of carrying out this responsibility and drafting courses. This study provides feasible and appropriate strategies to enhance E-teaching at private universities in Bengkulu.

Keywords: *E-teaching Activities, Speaking Skills*

ABSTRAK

Dalam rangka pandemi COVID-19, seluruh perguruan tinggi di Provinsi Bengkulu memberikan perhatian khusus terhadap pelaksanaan kegiatan e-pembelajaran. Tujuan dari penelitian ini adalah untuk menilai pentingnya E-activities pada keterampilan berbicara bahasa Inggris mahasiswa semester dua di tiga jurusan universitas swasta di Bengkulu. Sebuah survei dilakukan pada sekelompok 15 guru dan 100 siswa dalam hal menentukan fakta. Temuan menunjukkan bahwa infrastruktur teknologi informasi sekolah memenuhi persyaratan untuk pendidikan online. Sebagian besar guru telah menguasai peralatan E-teaching, khususnya perangkat lunak pendukung, dan telah mengadaptasi pendekatan pengajaran mereka ke model pengajaran online untuk mempolarisasi aktivitas belajar peserta didik. Selain itu, sebagian besar siswa berpartisipasi aktif dalam proses pembelajaran melalui E-teaching, kegiatan, dan menjawab pertanyaan yang disajikan oleh guru. Namun, beberapa guru masih sadar melaksanakan tanggung jawab ini dan menyusun kursus. Studi ini memberikan strategi yang layak dan tepat untuk meningkatkan kegiatan e-pembelajaran di perguruan tinggi swasta di Bengkulu.

Kata kunci: *kegiatan e-pembelajaran, keterampilan berbicara.*

INTRODUCTION

The learning and teaching chances have risen as a result of the development of software that aims to improve education quality and access to educational material. Internet-based teaching and learning have altered teacher-student and student-teacher communication. According to Agung, (2019), "technology is a force worthy of examination, whether one is interested in technical potential, pragmatic technology application, or both" (p.9). Van (2021) and Nguyen (2021) discovered that technology is an indispensable instrument in e-learning for helping students enhance their English language abilities. Furthermore, Davies, J. & Graff, M. (2005) argues that technology plays an important part in English language instruction. In recent years, technological advancements have altered how teachers obtain access to information in lessons and how students expand their knowledge during learning.

In recent years, the private universities in Bengkulu have devoted significant attention to the implementation of E-teaching activities, particularly in the context of the COVID-19 outbreak. It influenced the majority of societal factors (Hoang & Le, 2021; Pham & Vo, 2021). During the most recent pandemic, online learning was required by all educational institutions. Despite the fact that teachers appear to have mastered the use of technology in the classroom, it remains a problem that they are unable to recognize, comprehend, or 'catch' the rapid rate of technological development in the world. They find it challenging to update these strategies, particularly with regard to teaching and mastering the speaking abilities of a foreign language.

The study examined the feasibility of E-teaching activities on speaking skills. It provided relevant and practicable strategies for enhancing the utility of E-teaching activities. The research questions addressed by this study are as follows; a) What are the E-teaching activities for major English students at the Private Universities in Bengkulu? b) How successful are E-teaching activities for teaching speaking skills to English majors at private universities?

METHODOLOGY

Permendikbud No. 3 mandates that the learning process must be interactive, comprehensive, integrative, scientific, contextual, thematic, efficient, collaborative, and centered on the learner. In online learning, the lecturer, as supervisor and facilitator of the learning process, must also address the peculiarities of the learning. For the character of the learning process to be realized, an effective online learning system is essential. The private universities in Bengkulu have facilitated this process via SPADA in this instance (Online Learning System). SPADA Indonesia is one of the programs of the Directorate General of Learning and Student Affairs of the Ministry of Research, Technology and Higher Education to increase equitable access to quality learning in higher education. The university selected this technique for E-teaching and -learning for the following reasons: Text, voice, video, and the ability to share files are all included in this chat service. Developing a concept in solitude before presenting it to the entire organization. Each user's notes, documents, and other files are stored in a single location.

Zoom Meetings is an easy-to-use platform that combines cloud video conferencing, remote meetings, community chat, and a software-defined conference room solution. Most of the time, E-teaching and E-learning are optional or not required. Course sites can't really take the place of textbooks or in-person lessons. But in the context of the COVID-19 pandemic, these activities are necessary to keep the students learning. Through these systems, course sites make it easier to keep track of things and give students better learning opportunities, Rakhmanina et al (2021).

The study's goal is to evaluate the effectiveness of E-teaching in teaching students to converse by utilizing a collection of well-structured questionnaires to establish a study

framework. This investigation employs a descriptive test strategy to ensure agreement on the outcomes of this activity.

Because of the study design, the researchers were able to obtain data from a diverse range of respondents on the effects of speaking skill on E-teaching and learning. This helps in the examination of the replies in terms of how they affect educational content.

Sample

Participants were 15 teachers and 100 students from three private universities in Bengkulu Province that provide a study program in English. They are Universitas Prof Dr. Hazairin SH Bengkulu, Universitas Muhammadiyah Bengkulu and Universitas Dehasen Bengkulu. The teachers had at least 5 years of teaching experience, had expertise with distance education, and had been taught to use these systems for E-teaching within this time period. Students in the second year of their English major at the university have enrolled in English speaking skill courses.

Data collection

Data collection using questionnaires, because the researcher may determine the sample size and sorts of questions to ask, questionnaires are the most popular approach for acquiring primary data in the realistic analysis. Initially, identical constructs from individual themes were used to code and mix up the questionnaire architecture. As a result, the questionnaire provided important information for achieving the dissertation's goals. The questionnaires were created using a five-item Likert scale. On a five-point Likert scale, one equaled "strongly agree" and five equaled "strongly disagree." On each of the exams, the responses were tallied to produce a ranking. The consent of the participants was approved in class after they returned to school using questionnaires that were handed to them directly. The participants completed a 5-minute survey and sent it to the researcher. The was carried out in such a way that the privacy of the participants was protected. The analysis gathered quantitative data to answer the questions posed.

FINDING AND DISCUSSION

E-Teaching Activities for Speaking Skills

There are some E-Teaching activities for Speaking Skills; a) teachers devised lesson plans for online instruction of speaking skills. This is a crucial phase in online speaking classes. They consider the learning, their needs, and the learning aim of the students, as well as certain grading standards for assessing the students' progress, b) Teachers concentrate on creating and dividing activities in order to construct daily and weekly classes that meet the objectives, c) Teachers arrange all of the classes and activities in chronological order for the pupils, d) Students develop content according to professor guidelines, e) Students put their skills to the test in the chatroom, d) Teachers may administer quizzes or tests to assist students in memorizing and reciting dialogues, looking at and describing photographs, role-playing, and holding group discussions in the chatroom.

Table 1. Students' feedback on E-teaching for Speaking Skills

Questions/Statements	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
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It is fun to learn to speak Online	10	86	0	2	0
Online learning is comfortable because You are being seated at home	90	5	1	2	2
Students could learn more efficiently and successfully	67	14	9	5	5
The school's website for learning to speak is reliable and in good condition	75	12	7	3	3
If a student has a problem, he or she has the right to get in contact	87	7	2	4	0
Students of the system could directly access lesson content	64	34	1	1	0
The knowledge offered via e-learning that is relevant to the needs of the learner	45	47	6	1	1
Students could learn cooperatively in a virtual classroom	54	40	4	2	0

As shown in Table 1, students at private universities assessed the effects of E-teaching on speaking skills highly. With the question "Learning speaking online is exciting" and a five-point Likert scale ranging from 1 ("strongly agree") to 5 ("strongly disagree"), it was determined that all students are interested in online learning. However, the scale 2 "agree" result was lower than expected (86 percent). Students provided the response "strongly agree" in response to the statement "Learning speaking online while seated at home is a comfortable experience" (90 percent). During Covid-19, these students were in their homes and actively attended classes with the school's assistance. In essence, home is always the most comfortable environment, particularly for introverted students.

Table 2. The Teachers' Perspectives on E-Teaching For Speaking Skill

Questions/ Statements	Strongly Agree %	Agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
The school's website for learning to speak is stable and in great condition.	86	7	7	0	0	0
Students could quickly obtain lesson material.	86	14	0	0	0	0
The knowledge offered through e-learning is adapted to the needs of the student.	100	0	0	0	0	0
In a virtual classroom, students could learn cooperatively	100	0	0	0	0	0
Teachers are taught in information technology and the Internet so that they can meet with students in a virtual classroom.	100	0	0	0	0	0

Furthermore, we received high rates for the last questions in the level of "strongly agree" from the lecturers polled. According to the educators polled, the majority strongly agree with the following statements: "the knowledge provided via e-learning is appropriate for the student's needs." "Students should be educated in a virtual classroom," and "Teachers should be educated in information technology and the Internet so that they can gather with students in virtual classrooms" (100 percent).

Discussion

Based on the result above, the effectiveness of E-Teaching for speaking skills provides teachers and students in these universities with numerous benefits; a) for English major students , this means having interesting, comfortable feelings; studying more effectively and productively; Having the right to contact someone in case of any problems; Easily accessing lesson content; Being provided with appropriate knowledge within e-learning; And getting education together in a virtual classroom; b) For teachers: shaping online classes to best fit their students; Leaving them with knowledge and learning satisfaction; being taught in information technologies and the internet so that they may meet with students in virtual classrooms. Similar opinion with Davies & Graff (2005) research, e-teaching and online interaction produce any tagible benefits in terms of improving student learning, as measured by final grade on series of different courses.

In general, the learner can be instructed utilizing technical methods in E-teaching. In a virtual classroom, students (from multiple locations) could learn together. Teachers may ask students questions in the classroom, and students could respond via their computer screens. It enables for the evaluation and renewal of educational resources' quality and appropriateness. Technology not only boosts learning levels but also makes education more appealing through sophisticated audio-visual presentations. Students can obtain skills through e-learning without needing to attend classes. They will save money on lodging and transportation as a result.

According to Melati (2019), the problems of education at this time are still many and increasingly complex so that there needs to be an appropriate contribution of thought to overcome these problems. As educators, we should not be able to remain silent in dealing with these problems. Therefore, we can as much as we can overcome the problem either by writing, discussion, or real practice as educators in the teaching and learning process. So it is not just mere conversation but there is atangible form in the process of learning and teaching. In order to address online learning model and use e-teaching activities, the teacher or lecturer have to master the application model that allows online learning activities. Of course, the application chosen by the teacher has also been mastered by the students, so that the learning process runs smoothly. In addition, another problem that needs attention is that students will also experience difficulties in conducting consultations with teachers, especially for subjects that are considered to require deeper explanation and understanding.

According to CNN Indonesia.com, and Chesla Ann Lenkaitis (2020) one of the applications and software that can be used in the Work from Home (WFH) concept is Zoom. Zoom is an application that provides remote conferencing services by combining video conferencing, online meetings, chat, and mobile collaboration. This application is widely used as a medium of long distance communication.

CONCLUSION

The findings suggested that the school's information technology infrastructure met the requirements for online education. The majority of teachers have mastered E-teaching equipment, particularly supporting software, and have adapted their teaching approaches to the online teaching model in order to polarize learners' learning activities. In addition, the majority of students actively participate in the learning process by form of E-teaching, completing exercises, and responding to questions asked by teachers. The study also proposes some relevant and practicable ways to enhance the effectiveness of E-teaching activities at the three private universities.

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