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## ONLINE LEARNING BARRIERS ON SPEECH DURING PANDEMIC COVID-19 IN ENGLISH EDUCATION STUDY PROGRAM STKIP PGRI SUMATERA BARAT REGISTERED ON 2019/2020

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### Abstract

*This research relates to online learning barriers in speech subject during pandemic covid-19. This study aims to find out what are the barriers found in online learning on speech subject during pandemic covid-19 in the English education study program STKIP PGRI Sumatera Barat. This type of research is a quantitative and qualitative approach (Mixed Method). The participants of this study were second year students at STKIP PGRI West Sumatra as many as 76 students. This study used a total sampling of 76 students who have taken speech subject. The instruments used in this study were questionnaires and interviews. Researchers collected data by distributing questionnaires via Google Form to 76 students. The results of this study indicate that external support, learning barriers and computers, course & learning recourse, lack of IT professional knowledge, teaching supports, and interaction with learners & lecturers have become barriers to online learning on speech subject during pandemic covid-19 with the main obstacles is interaction with learners & lecturers.*

**Keywords:** Barriers, Online Learning, Speech

### INTRODUCTION

The education world is shocked by the outbreak of a disease caused by a virus called corona or known as covid-19 (Corona virus diseases-19). The learning process could not be done by asynchronous or face to face directly. To anticipate the transmission of the virus and educational activities to run as usual, the government is making policies such as social distancing, physical distancing, to large-scale social restrictions (PSBB). As a result of this policy, the education sectors such as schools and universities have to stop the face to face learning process on directly learning. Instead, it is recommended to carry out the learning process from home through online learning. The implementation of this online learning requires supporting devices such as computers or laptops, devices, and other tools as intermediaries

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which of course must be connected to an internet connection. This situation emphasizes each level school to adopt the online learning. Online learning is new culture of teaching and learning which is supported by technology. It means online learning is learning that uses technology as the basis for the teaching and learning process (Sarisakalolu 2015).

In fact, by implementing the online learning suddenly, it creates some phenomena in learning process at STKIP PGRI Sumatera Barat, especially in Speech subject. The situation becomes more complicated because the speech subject expects good support in transferring audio and video. It is different with the other subjects in online learning where they just need supporting service for upload and download file such as, doc, pdf, or jpg format. Unfortunately, speech subject should be supported by good application in transferring data like audio and video in order to look for the public speaking competence in Speech subject. To make clear the comprehension, researcher states the purpose of this research is to know online learning barriers in speech subject based on external support, learning barriers and computer, course and learning recourse, teaching support, interaction with learner and teacher aspects during pandemic covid-19 in English program STKIP PGRI Sumatera Barat academic year 2019/2020.

According to (Horvitz 2007), Online learning is an open and distributed learning system using pedagogical tools (educational aids). Online learning is a form of learning through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful action and interaction. In addition, the statement above have same concept, (Arnesti and Hamid 2015), online learning is learning through the internet and network-based technology to serve the reception and knowledge process. Furthermore, (Chung, Subramaniam, and Dass 2020) states online learning is deemed the best solution in the era of what has been coined the “new norm”, the interactive and multimedia design of learning contents, such as the Internet, and the network-based communication between the teachers and the learners. Thus, online learning is a learning process that is carried out indirectly (face to face) which uses technology and internet access as a facility in the teaching and learning process between teachers and students to obtain information. Actually, online learning makes easier in teaching and learning process for teacher and student, it can do anytime and wherever for get knowledge. And, online learning is a way to get many information and knowledge independently by using technology like computer and smartphone.

In the implementation of online learning, there are several benefits obtained from students and educators at STKIP PGRI during the current pandemic Covid-19. (Healy, Block, and Judge 2014), states there are three advantages of online learning: (a) flexibility, (b) Increased learning

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opportunities, and (c) community of learners. Moreover, (Sadeghi 2019) states there are several advantages of online learning; (1) study from anywhere, anytime, (2) Saving significant amount of money; (3) No commuting; (4) Flexibility to choose; (5) Saving time; and (6) earn while you learn. Thus, there are several advantages to online learning. In accordance with the current situation STKIP PGRI Sumatera Barat and other institutions in Indonesia carry out online learning that has been determined by the government. One way to continue to carry out the learning and teaching process is online learning or distance learning, where learners can take advantage of technology and internet access to carry out learning and increase knowledge. So that the material is not only obtained from lecturers but also students can get material through other media.

Distance learning that is carried out online makes a lot of changes, both in terms of learning methods and in terms of assessment. It also certainly has some barriers that are founded by teachers and students. During the online learning process, many students experience difficulties when learning online. Among them is inadequate internet access, inadequate understanding of the material and an increasing sense of laziness. According to (Mulenburg and Berge 2005) classified that there are there are four the most importance barriers such as: social interaction, administrative issue, learner motivation and time, then Support for studies. In addition, (Becker, Newton, and Sawang 2013) also states there are online learning barriers, as follow: (a) internet access is one of the barriers that are quite a lot experienced by students when learning online; (b) the learning process is disrupted; (c) in the online learning process, which uses technology and online learning media, on the other hand those who usually use technology as a media of entertainment. In other expert, (Wang 2013) states there are five barriers in online learning such as: External support service, one important reason for this might be that the direct costs to learners of online learning are higher than the direct costs of face-to-face learning, and this is reflected in the charges that these learners faced; Learning barriers and computer, using internet to learn, students are required to be smart and effectively in online learning platform; Courses and learning resources, it is related with the lack of interest in courses provided; Teachers' lack of professional knowledge, student learning outcomes are closely related to how teachers are managed in the teaching and learning process; Barrier concerning teaching support, institutions support staff also have the important role in this case; Interaction with learner and teacher, "the communication and interaction barrier is not only acting as the most important one faced by the learners, but also exists as a markedly independent one".

Furthermore, speech is one of the subjects that have to be learned by the students of English department in program study at STKIP PGRI Sumatera Barat. According to *Buku Pedoman Akademik 2018 / 2019* (Siska Nerita and dkk 2019), speech subject is related to communication skill that encourages the learners to get communication well with other people especially in the classroom situation. In addition, on speech subject, the learners must have knowledge and practice it in the speech class. It is related to public speaking, where in public speaking the learners must speak up in front of the class and large group of people. (Abdullah 2017) states that speech is the main means by which we communicate, promote diversity and create community. Speech use oral utterance in delivering the topic or value of message and also including speaker and listener. In other expert, Hamaguchi in (Spivey 2013) mentions that speech refers to sounds that come out of mouth and take a shape in the form of words and sentences. Exactly, while giving a speech, the speaker uses their mouth to deliver to the words that what will to talk about the listener. So, it can be concluded that Speech is an activity of speaking in public or giving speeches to express their opinions, or to give an idea about something. In other words, speech is part of public speaking. A good speech can give a positive impression to the people who heard the speech. Ability to speak a good speech in public and can help to achieve a good career. The learners have to know the theory of speech then practice or perform in the class. Supported by (Keiser 2020) says there are seven elements of the process in public speaking: speaker, listener, message, channel, feedback, interference, and situation. Based explanation above, speech communication process is important to know when someone going to speak up in public. There are some elements of speech communication process or should be had when the speaker will speak in front of the class or audience. Thus, those elements can make our speech clearly with the rules and easy to understand when the presenter and audience in one thought. In conclusion, it could be understood that, there were any barriers in online learning process on speech subject. The researcher found out online barriers on speech based on several aspects by (Wang 2013) such as; External support, learning barriers and computer, course and learning resources, lack of IT professional knowledge, teaching support, and learner and teacher interaction during pandemic covid-19 in English Education program of STKIP PGRI Sumatera Barat in academic year 2019/2020. Besides, the researcher has obtained the data and all the data has been analyzed by the researcher. Thus, there were any barriers in learning speech through online learning.

## **METHODS**

This researcher used mix method where the steps of the research combined two

approaches in conducting the research. According to (Creswell 2010) mix method is a research that combine between qualitative and quantitative research. The purpose of this method is to get the information more comprehensive, reliable, valid, and objective (Sugiyono 2014). The researcher used this method because it was more suitable with the research's phenomena which focus on analyzing the barriers of online learning for speech subject in English Department of STKIP PGRI Sumatera Barat academic year 2019/2020.

Furthermore, the researcher used respondents as the sample. Respondents are subject would be selected by the researcher in order to get the data. Furthermore, the respondents of this research were the students at 2019/2020 academic year of English education study program at STKIP PGRI Sumatera Barat that have taken speech subject on their online learning study. For the students, the researcher has selected the respondents by using total sampling. (Sugiyono 2011) states *total sampling /sampling jenuh adalah teknik penentuan sampel bila semua anggota populasi digunakan sebagai sampel*. The researcher used total sampling because total of respondent on 2019/2020 academic year session A, B, and C who took speech subject were 78 students. In this research, the researcher used questionnaire and interview as an instrument to collect the data. And it would use Google form to contribute the questionnaire and via call to interview the respondent. The questionnaire consisted of 37 item of questions that constructed from several indicators from (Wang 2013).

No	Indicators	Sub-Indicators
1.	External Support	a. Fees b. Costs c. Family d. Work
2.	Learning Barriers and Computers	a. Lack of access to computer and internet b. Lack of computer operational skill c. Lack of interaction online skill
3.	Course and Learning Recourses	a. Lack of interest in courses provided b. Learning resources cannot be downloaded c. Unsuitable teaching material
4.	Lack IT of professional knowledge	a. Lecturers' lack IT of professional knowledge
5.	Teaching support	a. Staff's poor attitude on service provision
6.	Interaction with learners and teachers	a. Chance to learn with fellow students together b. Chance to learn under teacher's supervision c. Lonely when studying d. Lack of Teacher-student interaction

**Table 1. Indicator of Online Learning Barriers**

In analyzing data questionnaire, it made the data is easy to understand. The researcher chose this way to analyze and explain the data about online learning barriers on speech subject during pandemic. The researcher had several steps to analyze the data from questionnaire. First the researcher check questionnaire sheet via Google form from all of respondent. Second, the researcher have calculated score for each items using likert scale to describe online learning barriers on speech subject during pandemic where the questionnaire points are 1 - 4; one for the disagree statement while five for strongly agree. Third, the researcher identified the data from each alternative answer in questionnaire and arrange it score. The researcher calculated the respondent answers to know the percentages of respondent given score for each items. In addition, the researcher analyzed it using the formula of percentage from (Riduwan 2011). Then, after each barriers get the percentage result. Researchers enter into the low or high category, which of 80% - 100% is the very high category and 0% - 20% is the lowest category.

$$P = \frac{F}{N} \times 100 \%$$

**Where:**

P : Percentage of online learning barriers

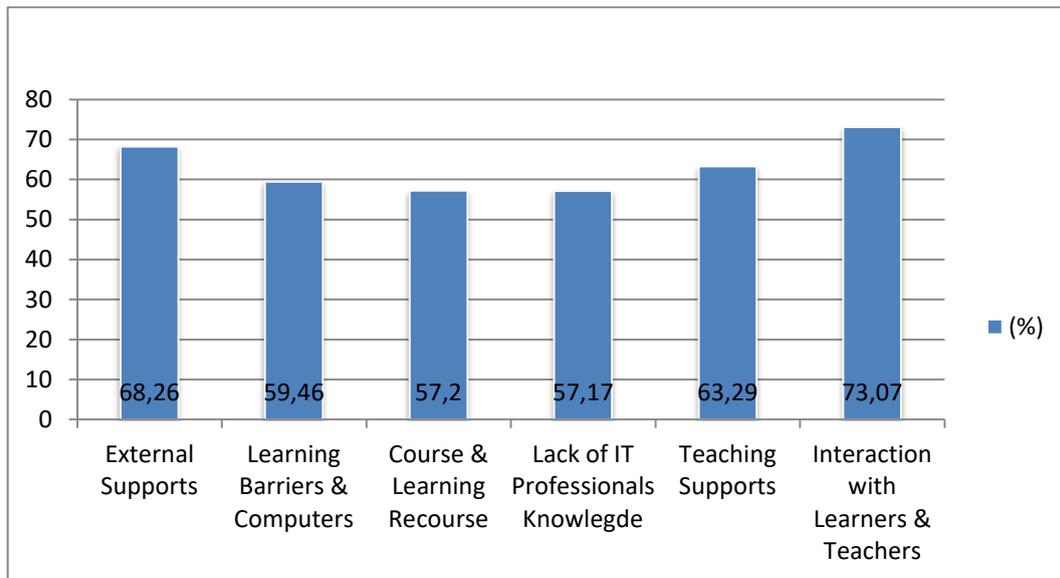
F : Total respond from the respondents

N : Total sample

Then, the data qualitative came from interview. According to (Gay, Mills, and Airasian 2012) there are several steps in analyzing qualitative data. They consist of reading/memoing, describing, classify, and interpreting.

## **FINDING AND DISCUSSION**

The researcher was found the finding of this research that from six aspects of online learning barriers in speech during pandemic covid-19, that from the six aspects of online learning barriers in speech subject, researchers have found that there were indeed barriers to online speech learning. From the results of the data that has been reviewed, the researchers have seen that the percentage results are different based on likert scale, it can be seen from the diagram below.



**Tabel 2. Recapitulation online learning barriers**

### **Students' online learning barriers based on external support**

External support was 68.26%, during pandemic students feel that the economy is declining. This becomes a burden for students, where students have to pay tuition without any dispensation for students' parents as entrepreneurs. In other words, during online learning students do not use campus facilities. Furthermore, during online learning the cost of the internet used increases than usual. Students have to buy additional quota even though students get quota assistance from the Ministry of Education and Culture but the quota is limited.

### **Students' online learning barriers based on learning barriers and computer**

Learning Barriers and Computers was 59.46%, in learning speech through online; the use of computers (gadgets) is needed when learning speech through online where the computer becomes a tool for students to be able to follow lectures. Then, students must also be skilled in using it so that the learning process can run smoothly. Not only that, internet access is also related to online learning where students can follow lectures easily and smoothly. However, there were still students who are not skilled in using computers (gadgets), it is difficult to access the internet because networks in poor areas are difficult to obtain. It made obstacles in online learning for students. Thus, although a lack of access to the internet was not a main barrier for students in economically developed areas.

### **Students' online learning barriers based on course and learning recourse**

Course and Learning Recourse was 57.20%, several students were not interested in specialized speech subject through online, because speech was spoken class so students have to be more active in speaking and it was not optimal to implement in online. Furthermore, lack of

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speaking practice, students cannot improve their speaking skills and maximize their appearance when in front of many people, because some students still cannot control their nervousness when speaking in front of many people.

#### **Students' online learning barriers based on lack of IT professional knowledge**

Lack of IT professional knowledge was 57.17%, it can be observed that lecturers' lack of IT professional competence did not constitute a major obstacle for students; however, obstacles occur because students and lecturers do not communicate enough so that lecturers do not know that students have problems using the information platform.

#### **Students' online learning barriers based on teaching support**

Teaching Support was 63.29%, during online learning, students are less satisfied with the services provided by the learning centers. Then, students do not know how to get help from the lecturer when students have difficulty in learning, in other ways students ask for help from other students or friends.

#### **Students' online learning barriers based on interaction with learners and lecturer**

Interaction with Students and Lecturer was 73.07%, the students was more like learning speech in directly then learning online, because speech is spoken class where students can improve their speaking skill, be brave speak up in public, control nervous, and get guidance from the lecturer clearly. By using online learning like getting the teaching material, then make an assignment without practically, less communication between students and lecturers as well as students with students are not effective. Furthermore, the students got barrier in interaction with students and lecturer because in platform used no communication clearly and show practice in there

### **CONCLUSION**

Based on the findings of this research, the researcher explains that there are six aspects barriers that student get in online learning on speech during pandemic covid-19 at English Education Program STKIP PGRI Sumatera Barat academic year 2019/2010. It was supported from the result of questionnaire and interview. The researcher used mix method where the steps of research will combine two approaches in conducting the research by aims to know online learning barriers on speech.

Besides, the research analyze the data consist of six indicators by 37 item question for questionnaire. First indicator is external support; the researcher got the result 68.26%. Second indicator is learning barriers and computers; the researcher got the result 59.46%. Third indicator is course and learning recourse, the result is 57.20%. Fourth indicator is lack of IT professional

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knowledge, the result is 57.17%. Fifth indicator is teaching support, the result is 63.29%. And six indicators is interaction with learner and lecturers. The researcher got the result 73.07%. Furthermore, the researcher gets the data from interview as a secondary data. It would be taken 16 of 78 students in session A, B, and C academic year 2019/2020.

Based on the explanation data above, among these six aspects of barriers in learning speech through online that interaction and communication was the highest. It means, researcher can conclude that analysis above found the main barriers in online learning was interaction with students and lecturers as one of aspects barriers that students got in online learning on speech during pandemic covid-19.

Based on conclusion above, the researcher would like to give several suggestions as follow:

1. For the institution, to provide future policies for speech courses and other courses in which there are practical courses, but if the conditions allow. If not please be given the convenience so that the achievement of the course is achieved.
2. For the lecturer, the results of this study can be used as additional information for speech lecturers in particular. Researchers hope that lecturers help students to resolve the barriers by looking for other alternatives so that learning objectives are fully achieved.
3. For students, students must be more active and often interact with lecturers and fellow classmates. And interacting using English can improve speaking skills

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