

STUDENTS' ENTHUSIASM IN SPEAKING CLASS DURING ONLINE LEARNING

*Antusiasme Siswa dalam Kelas Berbicara
selama Pembelajaran Online*

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Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa kuat antusiasme siswa di dalam kelas *speaking* selama pembelajaran *online*. Desain penelitian pada penelitian ini adalah deskriptif dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah seluruh mahasiswa program studi Pendidikan Bahasa Inggris, dan sampel penelitian ini adalah Program Studi Pendidikan Bahasa Inggris Kelas Pagi Angkatan 2020 Universitas Tanjungpura yang berjumlah 37 mahasiswa. Dari 37 mahasiswa tersebut, peneliti mengambil 3 mahasiswa untuk diwawancarai. Ketiga siswa ini dipilih berdasarkan hasil angket mereka yang menunjukkan hasil rendah, sedang, dan tinggi. Instrumen penelitian yang digunakan adalah angket dan wawancara, sedangkan analisis datanya menggunakan rumus persentase. Penelitian ini menunjukkan bahwa sebagian besar siswa antusias mengikuti pembelajaran daring. Berdasarkan hasil kuisioner yang diolah menggunakan Ms.Excel. Hasilnya menunjukkan bahwa 71% siswa antusias dalam kelas *speaking* selama pembelajaran *online*, dan ini termasuk dalam kategori tinggi, mengacu pada tabel kategori oleh Purwanto (2010). Berdasarkan hasil wawancara, para siswa menyebutkan bahwa antusiasme mereka tergantung pada faktor internal dan eksternal yang terjadi selama pembelajaran daring. Faktor internal antara lain rasa bosan, kurangnya narasumber, dan kurangnya interaksi. Namun faktor eksternal yang ditemukan adalah keteringgalan, alat yang tidak memadai, dan sinyal yang tidak stabil. Selain itu, dosen juga berperan penting dalam menciptakan lingkungan kelas yang menyenangkan sebagaimana mestinya. Contoh kelas yang menyenangkan dapat dikatakan terlihat dari aktifnya murid di dalam kelas serta hubungan yang baik antara mahasiswa kepada dosennya. Keadaan yang ceria akan meningkatkan semangat siswa dalam belajar.

Kata kunci: antusiasme siswa, kelas speaking, pembelajaran *online*, pendidikan tinggi.

Abstract

This research aimed to find how strong students' enthusiasm is in speaking class during online learning. The research design in this study was descriptive with a quantitative approach. The population in this research were all the students of English education study program, and the sample of this study was English education study program, morning class, batch 2020 of Universitas Tanjungpura consisting of 37 students. From the 37 students, the researcher took 3 students to get interviewed. These three students have been selected based on their low, average and high questionnaire results. The research instruments were a questionnaire and interview, meanwhile the data analysis used a percentage formula. This research showed that most students are enthusiastic about online learning. Based on the questionnaire results processed using Ms. Excel. The result showed that 71% of students are enthusiastic in speaking class during online learning, and it is categorized as high, referring to the benchmark category by Purwanto (2010). Derived from the interview results, the students mentioned that their

enthusiasm depends on internal and external factors that occur during online learning. The internal factors include boredom, lack of sources, and lack of interaction. However, the external factors discovered are lagging, inadequate tools, and unstable signals. In addition, the lecturer also plays a crucial role in making the classroom environment as joyful as it should be. An example of a fun class can be seen from the students being active in the class as well as the good relationship between the students and the lecturer. A cheerful situation will increase students' enthusiasm for learning.

Keywords: *students' enthusiasm, speaking class, online learning, higher education.*

1. PRELIMINARY

In speaking, enthusiasm is a necessity that should be bound to develop dynamic personality. The question to ask in this point is that what actually enthusiasm is, how it is connected with speaking and how high or low the students show their enthusiasm in speaking class especially during online. Enthusiasm can have a wide definition. In education field, enthusiasm indicate to the way student let themselves involve to the class. Passionate about the learning material by focus to the teacher or lecture when they are given an explanation, asking questions, active in class, and do the homework seriously. In pedagogical practice, enthusiasm is typically associated with "a motivating, energetic, passionate, and dynamic teaching style" that "engages students to participate and stimulates them to explore" Zhang (2014). Enthusiasm helps present interest to a speech. In many literatures, an enthusiastic speaker is illuminated by certain characteristics. Among the characteristics of an enthusiastic speaker according to Donaghy, McGee, Usher and Yates (2003:1) is full of energy, interest or emotion, eyes are ablaze with excitement, eager to speak more, showing happiness, expressing welcome, approval or pleasure in a way that shows very strong feeling, giving all attention to something or absorbed, having very strong beliefs and often trying to persuade other people to have the same beliefs very serious and enthusiastic, often in a way which is annoying to other people, energetic and often loud, giving attention, slightly out of control overheated, eyes wide open with surprise or excitement, complete involvement, or (of attention) complete, whole-heartedly, to keep talking about something again and again because of thinking it very important, feeling excited

and confident after achieving something, in a state of nervous excitement, or in a confused and excited state. In fact, some student tend to feel less effective during online learning. E-learning network (2021) explained that during the online learning student have to be focus only to the computer which is their classroom. That means they are have to looking at it for many hours. Keep looking on it for a long time predispose them to be bored and less interested during the class. During this recurring pattern student are most likely to become less enthusiastic. However, students expected to be active during speaking in speaking subject. In speaking class, student will get several activities and exercises such as peer conversation, group discussion, storytelling, daily presentation, direct speech and debate. These activities normally and effectively done offline. The purpose is students will be able to enjoy the task by having face-to-face meeting with their friends. They can share experience, socialize, studying together and having fun. This research belongs to a higher education students. This issue also strengthens with the theory of higher education must be focused on the interests of the community; it must inspire citizens to educate with strong intellectual capacity to be innovative and reflective by Elena (Yu et al., 2021). Higher education student needs a strong boundaries with their collages to socialize and sharing things. Since the covid-19 pandemic and all of the educational process have to work on online some students are no longer find speaking class as an "exciting" activity. At this point commonly student will lose their learning enthusiasm easily. Even though some students are supported by adequate facilities such as computer, tablet, smart phone and the availability of the internet there is no

guarantee that they will not less enthusiastic to participate in online learning (Efraina, 2021). Of all the previous definitions, the researcher can conclude that enthusiastic students can be seen from their body languages and their willingness to learn. The other factor that influences students to increase or make their enthusiast stable in learning speaking associated with their direct relation among their friends which is face to face meeting. While conduction this research, researcher found the previous research on university students in Makasar by Nur related to students' enthusiasm in speaking skills. The previous research by Nur had found that enthusiasm in students has several meanings: feeling of enjoyment, a pleasure to perform, a high inspiration and power, a positive emotion, extreme excitement, and eagerness. Besides that, she also establish eight characteristics of enthusiast students such as; happiness, curiosity, satisfaction, endurance in speaking, courage, intolerance, agreement, and assistance. From the previous research the researcher is triggered to conduct similar research related to online learning and learning enthusiasm. The researcher also use five from eight characteristics from the previous research as an indicator of students' enthusiasm. Despite that, there is dissimilarity to the previous study, especially in the participant and the methodology. There has been another research that is not from Pontianak. In this research, the researcher wants to conduct a similar research but focus on a local issue that is in Pontianak, especially English education department of Universitas Tanjungpura. This study aims to investigate the phenomena of enthusiasm, and finds out how strong students' enthusiasm in speaking class during online learning. The researcher used all English education students in Universitas Tanjungpura as the population of the research and 37 students' batch 2020 as the sample. In this case, the researcher focused on investigating students' enthusiasm based on the five characteristics as the indicator of enthusiastic students and the internal and external factor that influence their

enthusiasm in learning speaking skills following by the research question 'how strong are students' enthusiasm in speaking class during online learning?'

2. RESEARCH METHOD

Quantitative descriptive research methods are methods aimed at creating an image or description of a situation objectively. It starts with a data collection, an interpret data, and a present the appearance and a results numerically (Arikunto, 2006). The researcher concludes that descriptive research is designed to give information and a clear illustration about the social situation with the objective of descriptive research. By method, this research was quantitative, precisely descriptive quantitative method because the use of likert scale and questionnaire in this research. Quantitative descriptive research methods, are methods aimed at creating an image or description of a situation objectively. It starts with a data collection, an interpret data, and a present the appearance and a results numerically (Arikunto, 2006). Research methodology is the path through which researchers need to conduct their research. It shows the path through which these researchers formulate their problem and objective and present their result from the data obtained during the study period (Sileyew, 2019). This research was using pilot study to also be preliminary tests or trials of research instruments (questionnaire). This research used likert scale model that is consisting of strongly agree, agree, somewhat disagree, and disagree. The instrument that used in this research is questionnaire and interview. The researcher has provided the example of the questions below.

- Student's questionnaire guide sheet

Variable	Indicator	Questions	SA	A	SD	D	Description
Student Enthusiasm	Happiness	1. Saya selalu memberikan senyum terbaik saya selama mengikuti kelas sepaking 2. Wajah saya selalu berseri-seri selama mengikuti speaking class 3. Saya cenderung menggebu-gebu untuk mendapatkan atensi dari dosen					
	Curiosity	4. Saya selalu bertanya terkait materi yang di sampaikan oleh dosen 5. Saya selalu ingin tau contoh-contoh lain yang lebih luas seputar topic yang di bicarakan					

		6. Saya selalu bertanya jika ada istilah-istilah yang tidak familiar di telinga saya					
	Satisfying	7. Saya cenderung menggebu-gebu untuk mendapatkan atensi positif dari dosen 8. Saya merasa puas ketika pendapat saya di setuju oleh dosen maupun teman-teman 9. Saya menunjukkan kepuasan saya dengan materi speaking yang di sampaikan dengan mengangguk, memfokuskan pandangan mata saya serta sesekali menekan icon rise hand.					
	Endurance in speaking	10. Saya dapat mengutarakan pendapat saya dalam durasi yang cukup panjang. 11. Saya cukup sedih ketika saya tidak mendapatkan kesempatan untuk berbicara. 12. Saya tidak merasa terbebani ketika di tunjuk untuk mengutarakan pendapat saya.					

□ Student's interview guide sheet

- Sekarang proses belajar mengajar sudah online semua ya. Menurut anda, apakah pembelajaran online ini efektif? Ya/tidak. Kenapa?
- Apa yang kalian hadapi selama mengikuti speaking class secara online?
- Apakah ada kesulitan spesifik yang di hadapi? Kalau ada kesusahan apa yang kalian hadapi?
- Apa saja keuntungan selama mengikuti kelas speaking online menurut kalian?
- Apakah ada pengaruh dari luar yang dapat mempengaruhi tingkat antusiasme kalian selama mengikuti kelas

speaking secara online? Jika ada tolong sebutkan dan jelaskan.

Meanwhile, the researcher used convenience technique for the sample. Convenience sampling is perhaps the easiest method of sampling, because participants are selected based on availability and willingness to take part (Health Knowledge, 2018). There are 37 students from morning class batch 2020 as the sample in this research. They have experienced of learning in the situation where they are required to study online due to pandemic condition. On the other hand, for the interviewee, the researcher took 3 students based on their questionnaire result. According to the questionnaire's results, the first participant mostly answered the questions with agree. Meanwhile, the second participant has an average answer. Where the answer between agreeing and disagreeing are balanced. Lastly, the third participant has a low result compared to others. The instrument was taken from the questionnaire sent to active students at the English department, batch 2020, Universitas Tanjungpura. The data-collecting execution is a questionnaire shared online with the group class by the link. The researcher used an online platform called Google Forms for questionnaires. It aims to make students easier to access the instrument anywhere and anytime, where online learning is still being carried out. Then, for the interview, the researcher took three students from the sample based on their questionnaire results (higher, average, and low). After the researcher did the validity and reliability test of the questionnaire, the valid and reliable questionnaire is ready to be spread to the real sample. Next, the result of the questionnaire that has been attributed is collected and processed using Ms. Excel. On the other hand, the data processing by Ms Excel aims to measure how strong student's learning enthusiasm. After the data is analyzed using Ms. Excel, the results are presented descriptively by explaining the interview results and then reflecting on the existing data. On the other hand, the questionnaire results were processed using Ms. Excel to find the percentage score. The

percentage score itself is reflected in the existing data using the benchmark category by Purwanto, (2010) to find out whether the percentage of results is included in the high, medium, or low category.

Table 1
Benchmark Category

No	Score Range	Percentage	Category
1	14401 - 21600	66,7 % - 100 %	High
2	7200 - 14400	33,33 % - 66,66 %	Average
3	0 - 7199	00,00 % - 33,32 %	Low

Source: Purwanto (2010)

In this research, the researcher used descriptive text to present the data. Thus, after gather the questionnaire and interview data, the researcher explained the findings descriptively. The conclusion is the last step of data analysis. In this research, the researcher tried to compare the data obtained from the interview and reflect on data from a questionnaire done by the English education student batch 2020. Teacher Training and Education Faculty, Universitas Tanjungpura.

3. RESULT AND ANALYSIS

The data was obtained through questionnaire and interview to find how strong student's enthusiasm in speaking class during online learning. There are 37 sample in this research and from 37 sample, the researcher take 3 students to get interviewed.

3.1 Validity and Reliability

The researcher did a validity test on the 37 students outside of actual students, with a significant level of 5% (0.05), then obtained *r*table 0.325 based on the *r*table product-moment, N37 (see appendix 1.3). If *r*count > 0.325, then the item declared valid. Conversely, if *r*count <, then the item is declared invalid.

Table 2

Validity test result

Questions	Validity Value	R table	Validities
Q1	0.565	0.325	Valid
Q2	0.675	0.325	Valid
Q3	0.820	0.325	Valid
Q4	0.697	0.325	Valid
Q5	0.541	0.325	Valid
Q6	0.796	0.325	Valid
Q7	0.821	0.325	Valid
Q8	0.825	0.325	Valid
Q9	0.625	0.325	Valid
Q10	0.373	0.325	Valid
Q11	0.365	0.325	Valid
Q12	0.754	0.325	Valid
Q13	0.668	0.325	Valid
Q14	0.560	0.325	Valid
Q15	0.802	0.325	Valid

Based on table 2 above, it can be seen that there are 15 questions before the validity test. The results identify that all 15 questions are valid because *r* table < *r* count (validity value).

On the other hand, the research instrument will be categorized as reliable if it has an alpha coefficient ≥ 0.6 . If the *Cronbach alpha* value is less than 0.60, the indicator is unreliable. In this study, the *Cronbach alpha* value was 0.909, which was more significant than 0.60, so the variable was said to be reliable.

3.2 Analyzing The Data

Table 2
Benchmark table category

No	Score Range	Percentage	Category
1	14401 - 21600	66,7 % - 100 %	High
2	7200 - 14400	33,33 % - 66,66 %	Average
3	0 - 7199	00,00 % - 33,32 %	Low

Source: Purwanto (2010)

Based on the table above, the percentage of each aspect of the studied

variable can be determined using the following procedure:

- a. Determine the number of actual scores for each aspect of the variable.
- b. Determine the maximum number of scores for each aspect of the variable.
- c. Determine the percentage for each aspect of the variable with the formula:

$$x\% = \frac{n}{N} \times 100\%$$

- d. Confer the calculation with the assessment benchmark table Category.

Table 3
Percentage of How Strong Student Enthusiasm

No	Variable/indicator	Actual Score	Ideal Score	Category	Percentage %
1	Happiness	311	444	High	70%
2	Curiosity	325	444	High	73%
3	Satisfying	309	444	High	70%
4	Endurance in speaking	339	444	High	76%
5	Assistance	297	444	High	67%

Source: Primer data

The data above obtained from the questionnaire result. The five indicators that used in the table above is from the previous research indicates the characteristics of enthusiastic students. This result is answering the research question of 'How strong students' enthusiasm is?' The actual score from the table above, is the total of the score indicates due to the indicator. Then the next step is to calculate the actual score with the formula (see choices "C" above) to find the percentage. Next, classified the measured data due to the indicator and presenting it like the table 3. From the table 3, it shows that the 5 aspects, which are happiness, curiosity, satisfaction, participation, and feelings, have a high category. It means that, English education student from teacher training

faculty in Universitas Tanjungpura, are enthusiastic enough in speaking class during online learning or daring. The students can follow the lesson nicely. They are enthusiastic enough, to always follow the material so as not to be left behind. They can do the assignment "given by the lecturer seriously" and on time. Even though the learning is done online, the students are still enthusiastic about participating in the speaking class, intending to develop their English skills, especially speaking.

Based on the interview that has been carried out with three students who are Student A, Student B, and Student C, the result show that they have different outcomes from one to another. The researcher will explain the finding from the interview section. The finding written in descriptive based on participant's point of view while learning speaking during online class.

- 1) Student A had a high inspiration and power to talk and also helped the others to speak passionately and be willing to learn more about the material by expressing their delight, positive emotion, and intense enthusiasm in speaking activities. She is excited to do the assignment due to speaking subjects and put in so much effort despite needing more professional tools such as a proper camera, microphone, lighting, application, and audio. Then, she said she was interested when some of her friends actively talked by showing gestures, facial expressions, clear voices, and confidence. In addition, lectures also played a crucial role in creating enthusiasm for the students. She also mentioned, another factor influencing their enthusiasm was when they could freely determine the topic they wanted to discuss during the class.
- 2) Student B was the representative that had the average result. He was being so cooperative and polite during the interview. He said this was the first time he studied online.

He was not ready for it because he hoped he could follow the material well. He never thought that he would study online in the long term. He was also terrified that online learning could make him less enthusiastic because he would not meet his fellow and figure out everything himself. This condition made him a person that he never thinks of before. It had become a new habit for him. He became diligent by always preparing everything needed before the class started, including himself. During online learning, he became initiative by checking the notification, writing a note, finding resources, asking for help, and doing the assignment. He also realized he gradually fixed his time management by attending the meeting and sending the assignment on time.

- 3) Student C was the representative of the lower result. First, she explained that she has not done online learning before. New students like her had to learn more on campus. She agreed that new students should experience the euphoria of being a freshman like the others. Sadly, online learning does not offer stuff like that. Student A said, she could not freely socialize with the other students and know them in person. She never met other colleagues besides her classmates. She thought the online learning term did not fulfill her expectations as a university student. On the other hand, she found listening to the lecturer during online speaking class challenging because the pronunciation needed to be more explicit. It makes her less enthusiastic about learning. She thinks her speaking skill stayed the same during online learning

3.3 Research Discussion

Enthusiasm is the feeling of enjoyment, eagerness, and passion. Those three elements are the key to being a successful English student. Students should be enthusiastic about learning to indicate their intense excitement for learning. Especially for EFL (English Foreign Language), it is necessary to have the enthusiasm that can affect your self-development in learning a language. Through this research, the researcher found that the enjoyment during speaking class is relatively high. It shows that students have a good time learning speaking. Their characters matched as enthusiastic learners. Enthusiastic learners tend to show their behavior in speaking activities. They are showing delight expression, nodding their head while listening to the lecturer's explanation, and setting their face upward as well as their eyes focus to the topic. The students also feel satisfied enough during the class, it can be seen from their confidence in speaking, enjoy the lesson during the class, hear the material clearly, rise their hand if they want to say something, and comfortable enough to speak in front of their friend. Based on this research, there are some factors indicate student's enthusiasm that need to be discussed. The first is the internal factor, and the second is the external one. Students have argued that they are more comfortable speaking during online learning because they feel less nervous and tense than in offline learning. The external factors that affect student's enthusiasm in learning speaking are poor connection, lagging and distraction. Most of the students complained about poor connection whenever they had a class.

In particular, the calculation of 'students' enthusiasm in speaking class during online learning reached 71% with an actual total score of 1581 and the ideal score of 2220 categorized as high (see benchmark category table). The ideal score was obtained from the questionnaire processed with MS Excel. Students qualify with five characteristics of enthusiastic students: happiness, curiosity, and satisfaction, endurance in speaking, and assistance, which is indicating them as enthusiastic learners. Hence, another finding was that

English education students of Universitas Tanjungpura in the batch 2020 have internal and external factors that affect their performance in learning that have been explained in the findings part.

4. CONCLUSION

Enthusiasm is one of the important things in teaching and learning process. Without the enthusiasm, it will be difficult to follow the class properly. In the other word, student need enthusiasm to keep their spirit in learning. Enthusiasm plays a crucial role in learning English. In speaking, enthusiastic students can showed from their behavior and their excitement in the class. However, enthusiastic students cannot be formed automatically without the influence of enthusiastic teacher.

Based on the research finding and discussion in the previous chapter in this research, the researcher concluded that:

1. Based on the result of the questionnaire, English education students from batch 2020 in Universitas Tanjungpura, showed their enthusiasm in speaking class during online learning with percentage 71% categorized as high represented from benchmark table category.
2. Enthusiasm has several meanings showed by the feeling of happiness, enjoyment, pleasure, positive and satisfying. Student categorized as the enthusiastic one tends to open their camera, sharing their opinion, active in speaking, choose their topic in discussion, do the practice seriously, asking questions, really open with the new application from the lecture that will support their speaking, during online learning.
3. There are five characteristics of enthusiastic students, first is happiness, second is curiosity, third is satisfying, fourth is endurance in speaking and the last is assistance. Happiness can be seen from their face during studying, is she/he tend to smile or blush. Next, curiosity related on their behavior while studying. Are they tend to ask

several questions or ask more examples. Satisfying can be determined from their score and their capability related to the material. Endurance in speaking shows students' willingness to volunteer themselves in speaking activities or their behavior to speak English to their friends often. The last is assistance. It is shown from their capability to help their friends who find difficult to understand the material.

4. To enhance students' enthusiasm, lectures need to know some strategy and material that will engage students' enthusiasm. Based on the research, some students said that they are become excited if the lecture start to give a quiz and give them an extra score. So, it will boost their compete side between one to another. Lecture can also simply give students freedom to choose their favorite topic to discuss. Usually, students became more excited whenever their most-liked topic being discussed. The other activity that might increase students' enthusiasm is game activity or cooler so they will not easily bored.

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