

**THE ROLE OF ENGLISH DEPARTMENT LECTURER IN THE USE OF OPEN
LEARNING AS LEARNING MANAGEMENT SYSTEM IN PUBLIC SPEAKING
SUBJECT AS TOLD BY THE STUDENTS OF ENGLISH DEPARTMENT
UNIVERSITAS MUHAMMADIYAH SURAKARTA**



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For Getting Bachelor Degree in Department English Education**

By

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APPROVAL

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I hereby declare that in this scientific publication there is no work that has ever been submitted to obtain a bachelor's degree at a university and to the best of my knowledge there is also no work or opinion that has been written or published by another person, except in writing referred to in the manuscript and mentioned in the bibliography.

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A handwritten signature in black ink, appearing to be 'SR' followed by a stylized name, enclosed within a hand-drawn triangular border.

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Abstrak

Pembelajaran online menuntut sebagian besar dosen dan mahasiswa menguasai teknologi dengan baik. Kondisi ini mengubah pembelajaran dari tatap muka menjadi online menggunakan platform online, salah satunya adalah Open Learning. Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan peran dosen jurusan dalam penggunaan Open Learning sebagai Learning Management System sebagaimana dituturkan oleh mahasiswa dan kendala yang dihadapi mahasiswa dalam penggunaan Open Learning pada mata kuliah Public Speaking. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data dalam penelitian ini menggunakan wawancara. Subjek dalam penelitian ini adalah lima mahasiswa DEE semester dua. Hasil penelitian menunjukkan bahwa peran dosen dalam pemanfaatan Open Learning antara lain sebagai fasilitator, dosen memberikan materi dan tugas dalam Open Learning, motivator, dosen memotivasi mahasiswa agar lebih percaya diri saat presentasi, dan evaluator, dosen mengevaluasi hasil kerja siswa dalam Pembelajaran Terbuka. Sedangkan kendala yang dihadapi siswa adalah; Open Learning kurang efektif dalam artian siswa harus mengulang menonton video penjelasan agar lebih paham dan Open Learning relatif lambat dalam hal aplikasi Open Learning lambat saat digunakan dan tiba-tiba keluar dari website. Implikasi dari penelitian ini adalah dosen dan mahasiswa harus memahami teknologi khususnya aplikasi Open Learning sebagai media Pembelajaran Online.

Kata Kunci: Peran Dosen, Open Learning, Perspektif Mahasiswa

Abstract

Online learning requires most lecturers and students master technology well. This condition changes learning from face-to-face to online using an online platform, one of which is Open Learning. This study aims at identifying and describing the role of department lecturers in the use of Open Learning as a Learning Management System as told by the students and the obstacles faced by students in the use of Open Learning in Public Speaking subject. This research used descriptive qualitative method. In collecting the data the researcher used interviews. The subjects in this study were five second-semester students of DEE. The results of the study indicate that the roles of lecturers in the use of Open Learning includes as a facilitator, lecturers provide materials and assignments in Open Learning, a motivator, lecturers motivate students to be more confident when the presentation, and an evaluator, lecturers evaluate the students work in Open Learning. While the obstacles faced by students are; Open Learning is not effective in terms that the students must repeat the watching video explanation to understand better and Open Learning is relatively slow in terms that Open Learning application is slow down when used and suddenly exits from the website. The implication of this study is both of the lecturer and the student must understand technology especially Open Learning applications as Online Learning media.

Keywords: The role of lecturer, Open Learning, Students' Perspective

1. INTRODUCTION

Education is the most important thing that must-have of every country. Education is a better

attitude, conscious human development process to gain knowledge, skills, etc. According to SISDIKNAS law No. 20 of 2003, education is a conscious and systematic effort to create an atmosphere in the process of learning. Learning during the COVID-19 pandemic requires several schools to implement an online learning or virtual system without face-to-face (Suspahariati & Susilawati, 2020). As a result, the teaching and learning process in schools and universities is carried out online using online media according to the needs and abilities of teachers and students.

The use of online learning media is as a teaching aid to deliver subject matter and improve the quality of learning methods used by lecturers (Fajri et al., 2021). In order to students can still learn, the implementation of online learning methods through the use of Open Learning as online learning media is one solution to dealing with this problem. Even though the delivery method is done online and students are able to understand the material, there is still a need for the role of the lecturer in order to the learning process runs optimally (Nikolayeva, 2018).

In practice, online learning must be carried out optimally, and basically learning does not mean the lecturer has to eliminate his role as an educator in the scope of learning, it does not mean reducing the lecturer's role in learning. The lecturers have an important role in character education in universities. In carrying out the main tasks of the Tri Dharma of Higher Education, namely conducting teaching, research, and community service, a lecturer carries out a process of internalizing noble values which later become campus culture (Wulandari, 2021).

Open Learning is an education technology company based in Australia that offers an online learning platform. Open learning is a distance learning system, both lecturers and students can conduct lectures online, anytime and anywhere, not limited by distance and time. Learning materials are presented in various media, one of which is video. Universitas Muhammadiyah Surakarta (UMS) uses Open learning as an online learning platform. However, Open Learning is a new E-learning platform that still needs improvement and evaluation of its use. On the other hand, online learning has many obstacles, so lecturers must prepare appropriate online learning according to the conditions and students' needs (Kusuma, 2020).

Most of the lecturers in the English Department at Universitas Muhammadiyah Surakarta use Open Learning as a Learning Management System to equip their students with teaching materials, exercises, and quizzes. Public speaking is an activity that is important to master for students to speak in front of people which aims to convey, influence, and entertain (Yee, 2014). Public speaking is a compulsory subject that must be taken in even semesters. Speaking is an important skill that must be mastered by English students. It is necessary to

understand and study the use of Open Learning well, as well as lecturers must provide in-depth socialization and direction regarding the systematic use of Open Learning so public speaking courses can be carried out properly and effectively. Thus, to maximize online learning, the role of the lecturer is essential for adjustment and learning related to the use of open learning applications in public speaking courses.

There are previous studies conducted the research that are related with this study. First previous study discussed students' perception in the use of Open Learning to teach Tourism Hospitality students at DEE UMS (Ayuningtyas, 2021). The second study was the role of the teachers in online learning through the Zoom Meeting Application in Economics Lessons (Zamroni et al., 2021). The third is third semester perception on Argumentative Speaking by using Open Learning at UMS (Robi, 2022). Then, the study discussed the role of teachers in the implementation of distance learning amid the covid-19 outbreak (Sabaniah et al., 2021). Next is students' perception of lecturers' role in enhancing EFL learners' communication ability (Budiman & Apriani, 2019). Then, the previous study have observed the role of instructor in implementing communicative language teaching methodology (Abebe et al., 2012). The last previous study conducted the role of lecturer related in students' perception and satisfaction in distance education (Altunisik, 2013).

Most of the previous studies have similar subject but different research subject. Based on the results of the description above, the researcher decided to conduct research. The first reason is that the researcher wants to describe the role of English Department Lecturer in the use of Open Learning as Learning Management System in public speaking subjects as told by the English department students Universitas Muhammadiyah Surakarta. The second reason is that the researcher wants to know and explain the obstacles (if any) faced by the students in the use of Open Learning in public speaking.

2. METHOD

This type of research is descriptive qualitative method. The data obtained from the interview results was declared by the five second-semester students of English Department who had taken Public Speaking course at Universitas Muhammadiyah Surakarta. The technique for collecting data in this research uses interview. This techniques is used because it can communicate directly with information sources to obtain complete and large data. The interviewer must communication directly with the interviewees (Yusuf, 2014). There are several ways of analyzing data using Miles and Hubbermans (2014) which consist of (1) data reduction, (2) data display, and (3) Conclusion. The research used triangulation to check the validity of the data.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 The Role of English Department Lecturer in the use of Open Learning as Learning Management System in Public Speaking subject as told by the Students of English Department

a. The lecturer as facilitator

Lecturers play a role in providing services including the availability of facilities to provide, serve and facilitate learning activities for students. In Open Learning, the lecturer gives public speaking materials, gives some assignments or practices to see students' abilities in public speaking and responds the students who get difficulties during online learning. .

Data 1

“Mr. Harry gave material in the form of videos, modules, PPT and video explanations. For the lecture, Mr. Harry initially discussed what material was delivered next week and gave assignments in Open Learning. Then if we don't understand the material, we can ask which part is not clear, he will respond it. Then usually Mr. Harry shares a link for attendance after every meeting at Open Learning.”

Data 1 explains that the lecturer facilitates the module, Powerpoint, and video explanation from a website as Public speaking material and discusses these for the next meeting and also gave assignments in Open Learning. Then he responds the students whose difficulties during learning. In addition, the lecturer gave the attendance in Open Learning after the meeting.

Data 2

“If in Mr. Harry class, every meeting there are materials and videos provided in Open Learning. So Mr. Harry just explain it and he will be given the task, then under the video there will be a comment for the youtube link. Hehe ”

“In addition, every student who asks about the material and is confused about accessing Open Learning, he responded then explained it. He also gave a YouTube reference link for Public Speaking material and for assignments.”

According to the data, the lecturer already gave the material and the link videos explanation from youtube contains the material that is uploaded in Open Learning for every meeting. Besides that, the lecturer responds the students when they asked.

Data 3

“For the use of Open Learning, Mrs. Hepi makes assignments to be done sequentially, meaning that the first task must be completed then the next task. Yes, we just watch videos, and are told to do assignments. Bu Hepi only gave the video, not the PPT. Mrs. Hepi offered to help my friend to send PPT in Open Learning””

Data 3 demonstrates that the lecturers’ system in Open Learning provides assignments that can be done sequentially, the students just watch videos. but also the lecturer offers help for students whose difficulties in Open Learning.

Data 4

“In Open Learning, Mr. Harry uploaded a video explaining of public speaking which the material that will be studied in this semester and then he will be given assignments and slots for uploading assignments. He gave the material in the form of text and power point, there was never in a pdf and checked attendance. Then if someone has difficulty, whether it is difficulty in making text or something like that, they would definitely list the questions in the group and be responded to by Mr. Harry.”

According to informant, the lecturer gave a video explanation, PowerPoint about public speaking that will be studied in this semester, gave assignments and checks the attendance. The lecturer also answered the students question in group. .

Data 5

“Personally, Mrs. Hepi's role is enough for helping. Mrs. Hepi rarely explains about Open Learning website but it's more about explaining the material, then giving assignments in Open Learning. She gave the material in PDF at the beginning, but the next was just practice. Mrs. Hepi gives an assignment in Open Learning in sequence, we have to do the first task and then it can move on to the next task.”

Data 5 explains that the role of the lecturer is enough for helping the students. The lecturer organizes, explains, and facilitates the material in videos or powerpoint and then give the assignments in Open Learning.

b. The lecturer as motivator

The lecturers’ role is as a good motivator, a good teacher motivates students to study independently, as did the public speaking lecturer at the Universitas Muhammadiyah Surakarta which was told by students. The students will be motivated to learn independently which can be done outside the school environment to support their success.

Data 1

“In Open Learning, every we finish our presentation, it's like being given advice or something. For example, if you are more confident when you present, you don't have to be guided (monotone) on your power point, be more flexible.”

According to the data, the interviewee describes that the lecturer motivates them to be more confident and flexible during the presentation.

Data 2

“For Mrs. Hepi is more concerned with speaking and must be confident. Besides that, if you don't do a task, you won't get a grade for the final exam, like that.”

The data describes that the lecturer was concerned students to be more confident in order to get a good grade.

Data 3

“It is like being given tips by Mrs. Hepi, she gave advice like don't read the PPT, you just take the point”

Data 3 explains that lecturers only allow students to read the point of material in power point.

c. The lecturer as evaluator

The role of the lecturer as an evaluator in the implementation of learning using the Open Learning application is carried out after presenting the material or at the end of the lesson. At the same time, the Lecturer evaluates and assesses the understanding of students in participating in Public Speaking. In Open Learning, the lecturer evaluate the students' progress and their works.

Data 1

“Mr. Harry sometimes gave evaluation to students, such as mispronunciation. Mr. Harry always assesses the practice of the students and also our assignments to find out our abilities.”

The data reveals that the lecturer evaluates the students about their mistakes such as misspelled pronunciation and assignments. The evaluation from the lecturer is crucial because it can improve their ability to be better.

Data 2

“Mr. Harry assesses for our pronunciation. For example, if the pronunciation is good, it will get an A, then the pronunciation is bad and it looks like reading it will get a C. During the Open Learning, Mr. Harry doesn't like it when we speak but we are still reading and then some of the videos look glancing, so just start the speaking again or you can practice pronunciation like talking to a mirror.”

According to the informant, during online learning using Open Learning the lecturer hates if the students are still reading and glancing when making videos' assignments. The lecturer give a score to the students based on their performance. If they are good, they will get A and vice versa. The lecturer asks the students to practice in front of mirror in order to get used to talking with other people.

Data 3

“Mrs. Hepi gives a score for self-evaluation, for example, if a student is given a bad grade, it means that it must be improved. If a student gets a good grade, it must be maintained. It is also important for IP hehehe.”

The lecturer assesses the students for self-evaluation to be better and students who get bad grades mean they do not understand the material enough and those who get good grades must be able to maintain it. The score is also important for GPA (Grade Point Average).

Data 4

“Mr. Harry always gave feedback at the end of the meeting, for example, the group lacked confidence, slowed down when presenting, then the material in the PowerPoint was too much. Mr. Harry always remembers this is not reading but speaking. So take out whatever you want to say, don't read. Sometimes, for pronunciation, the students asked by the lecturer to see the dictionary.”

The lecturer gave feedback at finished of the lesson, the students waste time when presenting and he reminds them that they must speak not read, and then the lecturer asked the students look at dictionary to correct pronunciation.

Data 5

“I prefer to be evaluated by Mrs. Hepi rather than my friends, because that is her role as evaluator. During practice for Final exam preparation, students are given comments like” you guys are not like this (not maximal)”, but it is for everyone not personally.”

From the statement above, the lecturer commented to all students that they were less in practice during preparation for final exam.

3.1.2 The obstacles (if any) faced by the students in the Open Learning in Public Speaking subject

a. Open Learning is ineffective

In Public Speaking course, students do not only listen to the material explained by the lecturer and do assignments; but also practice. The students have difficulty in practicing using Open Learning, such as lack of communication

between lecturers and students even with other students and do not understand the materials. Moreover in learning Public Speaking using Open Learning students only watch videos, this makes students feel that using that online learning is ineffective.

Data 1

“If there is no material that is difficult to understand in Open Learning, but for practice, it seems that speech is a bit difficult for me, because if we speak directly, we have to fit right with the audience so they interested what we are talking about.”

“I think it's more effective if offline class, more serious, more passionate, more learning, right?. If it is online, we just open the material and then do the work, just that!”

Based on the statement, the interviewee reveals that Speech is a material that is a bit difficult to practice through Open Learning because it must match what the speaker says to the audience in order to they can be interested. The students explained that it is more effective, serious, and passionate if offline class than online class.

Data 2

“Actually, I don't really understand because the video is just Mr.'s Harry face, there's no power point, module or material to handle, so sometimes you have to repeat the video several times to understand.”

The interviewee reveals that learning in Open Learning is quite understood, because we must repeat watching the lecturer's explanation video in order to know the topic because there is no module or PowerPoint for additional material.

Data 3

“If it use Open Learning, there are many advantages in public speaking, for example, the first task must be completed before the next task. And most of it is done in groups. So it's a bit of a hassle there, it can't do fast, so it's like waiting for someone first and then doing their job and then collecting it and then opening it again. Sometimes the signal is also not good. Besides the signal, the teacher rarely comes in so we are lazy to open OL hahaha. So if we use Open Learning, it's not effective”

Data 3 demonstrates that for assignments to be done sequentially and in groups so it slows down progress because they must wait for other students ready for doing assignments, Open Learning requests a strong signal and the lecturer

rarely comes to class.

Data 4

“One of the problems is that sometimes group assignments between A and B are not close, it's like miscommunication, then in Open Learning we don't understand the instructions. It's like sometimes it has to be like this and it's still a group.”

The interviewee explains that one of the obstacles to using Open Learning is miss communication between group or lecturer so it affects the students not understanding the instructions. In addition, the lecturer rarely explains the material and commands the students to check Open Learning consciously.

b. Open Learning website is relatively slow

Open learning is an application that requires a strong signal and a large space. Sometimes Open Learning applications have problem such as error when used, delayed and monotonous, so it hinders the process and progress of the students.

Data 1

“As for the material, the obstacle is that it's just boring, but for the application is very slow, sometimes it is log-out suddenly and told to enter the class code again, it's so difficult. Sometimes the progress doesn't want to go either. For example, all the materials have been accessed but the progress doesn't increase, it's stuck at 80%.”

Data 1 demonstrates that Open Learning is often slow and suddenly exits from the application then all the material has been done but the percentage of progress does not increase.

Data 2

“Open Learning applications often have errors. When I opened Open Learning, everything was white in the top left corner, there was an error writing and sometimes it couldn't be refreshed. Then it can't be a full percentage of progress, sometimes it is just half even though everything has been done but still can't be full.”

The data reveals that Open Learning applications often have errors and the percentage of progress does not increase even though they have done all tasks.

Data 3

“There is progress in Open Learning, the progress can't be 100% even though I've done everything, so sometimes I get confused about the placement of the material, sometimes it is stuck, sometimes it's a bit slow to submit assignments

but still loading.”

The interviewee reveals that she is confused about the placement the materials, the percentage of progress in Open Learning that can not be reached 100% and sometimes the application is slow to submit the assignments.

Data 4

“The obstacle may be that if there is a task you don't understand, for example, how to do it, how to download it, or what sometimes you've done, already sent but not checked, then our progress presentation doesn't increase. Then the problem is sometimes when Open Learning has an error, we can't do the task.”

It can be concluded that the students do not understand the instruction from the lecturer in Open Learning, the application was error, the percentage of progress does not increase and they already sent the task but not checked.

3.2 Discussion

3.2.1 The Role of English Department Lecturer in the use of Open Learning as Learning Management System in Public Speaking subject as told by the Students of English Department

a. The lecturer as facilitator

As a facilitator in distance learning the teacher prepares a distance learning implementation plan, facilitate online learning activities, choose learning methods and media such as media in text format, audio/video simulation, multimedia, and other media. The teacher's role as a facilitator is carried out by providing teaching materials and directions in the implementation of online learning through the Zoom Meeting application (Zamroni, *et al.*, 2021).

The findings show that the lecturers play a role in providing services including the availability of facilities to provide convenience in learning activities for students. They have provided material such as powerpoints, modules, link of youtube video which are uploaded in Open Learning to be explained and studied by students, give the assignments and help the students whose difficulties during online learning class.

Based on the data above, the lecturer as facilitator provides subject materials of Public Speaking in Open Learning then explained it to students, creating attendance links to find out how active they are in online learning and offering assistance to students who have difficulties during class activity.

b. The lecturer as motivator

Motivation is a person's drive to act. The role of lecturers in increasing student learning motivation is important and needs to be considered continuously because with it they can develop and improve themselves for the better. The obstacles that are often experienced in public speaking, among others, the speaker is not a competent person or lacks experience in his field, the speaker does not adjust to the audience's situation, and lacks insight into the topic of conversation (Tamelab *et al.*, 2021).

According to the data, the finding shows that the lecturer gives motivation or suggestions at the end of the lesson for the students in Open Learning such as motivates the students to be confident during presentations, practice, and making video assignments. Lecturers also forbid the students to focus too much on power points.

From the data above, it is important for students to be motivated by the lecturers to be more confident when giving presentations and practicing. This motivation helps students stay interested and enthusiastic about participating in online lectures. In addition, for lecturers, his role as a motivator is needed to stimulate and provide encouragement in developing activities and creativity in the teaching and learning process.

c. The lecturer as an evaluator

The findings show that the lecturer gives an evaluation or gives feedback about student mistakes of pronunciations, the lecturer reminds the students are not reading when making videos' assignments, the lecturer checks students work uploaded in Open Learning and assess them fairly based on their performance, the students of english education are more satisfied with assesment by lecturers than their own friends. The teacher's role as an evaluator is carried out with maximum efforts starting from careful planning before the evaluation of learning and student learning outcomes, implementation to the utilization of the evaluation results (Ardianto (2017). As an evaluator, lecturers are also obliged to make efforts to improve the learning process of students, pointing out weaknesses and how to improve them, either individually, in groups, or classically.

It can be concluded that the students are given an evaluation about incorrect pronunciation and less than optimal practice public speaking in Open Learning, and the lecturer suggested the students can check dictionary for correct pronunciation and not reading while practice.

3.2.2 The obstacles (if any) faced by the students in the Open Learning in Public Speaking

subject

a. Open Learning is ineffective

In online learning there is no face-to-face interaction between teachers and students, causing students to be independent and feel bored and lazy in learning. In online learning, the students are difficult to understand using Open Learning because students did not master the features and it is more effective if they learn in class or face-to-face (Ayuningtyas, 2021) .

The findings show that using Open Learning is ineffective to practice the material, their progress is not optimal, and Open Learning which requires a strong signal. The students have to repeat watching the lecturer's explanation video to understand better because there are no modules or powerpoints for additional material. Another obstacle, the students do not master the features in Open Learning.

Using Open Learning is ineffective for students, they feel difficult to practice, and lack of communication between lecturers and other students. Feeling the progress is slow due to lack of cooperation between groups and material that is rarely explained by the lecturer.

b. Open Learning is relatively slow

The use of Open Learning for online learning activities can be done anywhere, this application requires a large space capacity and a stable signal. Not infrequently the application is often problematic if it is unqualified and the connection is unstable. In general, the most common obstacles encountered during the online learning process are network access and internet packages that students do not have and the students are not familiar with online learning (Arizona et al., 2020).

In this research, the findings show that, student gets troubles when using Open Learning. This application is often not used successfully such as the Open Learning application suddenly exit from the application, slow down when used, and the percentage is not full eventhough the assignments have been fulfilled, it hinders the learning process.

Most of the interviewees explain that the Open Learning application is slow when used, boring, sometimes errors, and the presentation could not be full even though they had completed the public speaking assignments available in Open Learning. Therefore it can be concluded that Open Learning website is relatively slow.

4. CLOSING

In conclusion, most of the data state that several roles of lecturers in the use of Open Learning in public speaking courses are as facilitators, motivators and evaluators. First, as a facilitator, the lecturer provides subject material for students on Open Learning, explains the materials, and helps students in learning. Second, as a motivator, the lecturer motivates students to be more confident when practicing and presenting. Third, as an evaluator, the lecturer assesses and provides feedback on student learning outcomes and practices to determine their level of ability in public speaking.

Students also have obstacles when using Open Learning during online learning, such as they feel that using Open Learning is ineffective because the material is difficult to understand and they have to repeat watching the explanation video to understand and it makes them bored. Besides that, applications that are slow, lack of communication between students and lecturer and group, it makes the learning process disrupted.

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