CONSTRAINTS OF DIGITAL PLATFORM IN PROMOTING SPEAKING

Dzulfikar Lazuardi Masyhuri[1], Syafi'ul Anam[2] and Pratiwi Retnaningdyah[3]

[1]State University of Surabaya, Postgraduate Language and Art,
Lidah Wetan Road, Surabaya 60231, Indonesia

[2]State University of Surabaya, Postgraduate Language and Art,
Lidah Wetan Road, Surabaya 60231, Indonesia

[3]State University of Surabaya, Postgraduate Language and Art,
Lidah Wetan Road, Surabaya 60231, Indonesia

ABSTRACT

This study aims to reveal constraint that the lecturer finds while promoting speaking using digital platform for university students. This study is a qualitative study, it investigates an English lecturer discussing how they teach English using Digital Platforms. The investigation was done by observing the online classroom and interviewing the lecturer to strengthen observation. The main data was lecturer interaction with students through Digital Platforms, specifically English Discoveries (ED) and Google Meet. Furthermore, the findings of the study show some constraints that found by the lecturer, there were bad internet connection and lack of signal; lecturer's and students' limited knowledge about the technology used and gadget used by the students. These findings suggest the lecturer and students to aware of technology to achieve the goal of the lesson. The lecturer and students should explore more about ED as the additional material. The lecturer also has to consider using digital platforms to teach English communicatively and give students the impression that they are in a real classroom. Regarding to internet connection, the lecturer should discuss with other lecturers along with the institution to consider about providing a short of facilitation to students such as bandwidth or internet quota for free. In addition, undergraduate students were mostly improved their English speaking using digital platform and should find their own methods for taking classes online, such as offering appropriate equipment and a strong signal.

KEYWORDS: Digital Platform, Constraints, Speaking, Undergraduate Students

1. INTRODUCTION

Digital Platforms is term of two-sided networks facilitate interactions between distinct but interdependent groups of users, such as lecturers and students designed for several numbers of participants that can be accessed by anyone anywhere as long as they have an internet connection (Koh & Fichman, 2014). Digital platforms have been used as a teaching and learning approach in various colleges (Asadullah et al., 2018). In addition, Digital platforms are the tools that provide

access to high-quality virtual education (Sarvianto, 2020). By reducing the frequency of the typical face-to-face classroom format, this strategy may aid both lecturers and students in expanding their thinking, creativity, and ability to express themselves (Komljenovic, 2021).

According Decuperey (2019) on their study, the possibilities for blended course designs have increased as a result of the advent of digital platforms to higher education, which are seen as and designed as stand-alone online courses (those that combine online and face-to-face learning). The results of the study revealed that although students had favourable opinions of various course components, they had reservations about how this particular blended course design integrated online and in-class learning. This study also promoted more sophisticated mix learning models where course contents were gathered from a variety of digital platforms and other online resources (Decuypere et al., 2021).

Another study done by Alves (2020) showed how social connection and language of instruction play important roles in understanding learning motivation on Digital Platforms. Three objectives were set for learning through the use of Digital Platforms: the first was to compare the learning motivation of participants using these platforms who took the same course but were instructed in a different language; the second was to look at the relationship between motivation gain and different modes of engagement; and the third was to categorize participants using these platforms who successfully completed the course (Sarvianto, 2020).

The use of Digital Platforms can help one prepare for the global era and maximize their potential (Ordov et al., 2019). A large-scale online learning methodology called Digital Platforms allows for participants to be dispersed among numerous remote locations. Learning activities using the Digital Platforms paradigm are typically implemented using web resources that may be accessible over the internet network (Wulan, 2018).

A powerful platform for remote instruction is Digital Platforms, particularly when it comes to incorporating technology into teaching and learning activities (Ordov et al., 2019). In addition, Wahid et al., (2021) claimed that using Digital Platforms can increase students' interest in studying, computer literacy, and learning preferences, as well as make the learning process more engaging. Moreover, the results demonstrate that using Digital Platforms to enhance student performance and learning can be a substitute for diversifying the teaching and learning environment at Vocational Colleges. Also, Digital Platforms are more effective than traditional methods at improving student learning, particularly when lecturers provide clear instructions.

Regarding the digital platform described above, the current study will examine how often the lecturer performs in promoting speaking ability for first-year undergraduate students using the English Discoveries Online platform. The platform specializes on managing online language learning (Pham et al., 2012). The resources are complete with lessons that are based on themes or specific topics

(Nisak & Retnaningdyah, 2020). Specifically, some features are available to teach speaking ability. The assessment of pupils' speaking abilities, however, may not be as accurate as in-person instruction (Jensen et al., 2021).

Related to explanation above, there were some constraints that appear when teaching using digital platforms, the lecturer or students often found some problem when the learning process occur. Constraints might exist pursuing the possibilities for teaching speech using technology. The goal of the study was to determine how the Learning Management Blog (LMB) can assist students in getting around time and space restrictions that interfere with language learning and acquisition. 30 ESL students from Malaysia's National University were participated. A semi-structured interview and an open-ended questionnaire were both used in the qualitative data collection process. The study's conclusions demonstrated that the students' methods for learning and acquiring language had improved. The students did not encounter any time or space restrictions when using the LMB. By utilizing the language study resources and forums, they were able to learn and increase their knowledge at any time and from any location (Zarei et al., 2015). Limitations, issues, difficulties, and concerns with using the platform for speaking instruction—more especially, for encouraging accuracy and fluency in students' speech—can be described as constraints here.

Addressing to constraint in English online teaching, Alseaid (2011) Constraints have been broken down into four categories: (a) technical issues with online classes (b) restrictions on the use of microphones (c) time constraints on finishing the course (d) and a lack of grouping students based on their academic and computing backgrounds. The current recruitment and teaching methods, which commonly pay interpreting tutors by the hour to cover particular language combinations, do not support the institutional level adoption of technology.

In the present study investigates what constraints that lecturer found while teaching speaking using digital platforms. Specifically, the digital platforms applied in this research are Google Meet and English Discoveries (ED), which are both used by one of the higher education institutions in Surabaya as pre-intermediate English courses. The result of the study is expected to be beneficial to the lecturer and students should understand technology in order to complete the lesson's goals.

2. METHOD

This study purposed to reveal constraint that the lecturer founds while teaching speaking skill using digital platform for university students. This study is a qualitative study, it investigates a lecturer of English discussing how they teach English using Digital Platforms. This study was carried out in one university in Surabaya, It has been selected as the study's setting due to a number of its characteristics. Although this university has an English Department, the research was conducted in a non-English Department in order to understand how lecturers significantly aid students in learning English, particularly in speaking accuracy and fluency. This university has an English program that all first- and second-semester students are required to enroll in. The English curriculum at this university is

offered online using a website called English Discoveries, and the lecturer used this platform to teach four different English skills, including speaking. The platform includes a variety of items linked to communication and general English. Consequently, it is appropriate to do this investigation. For the analysis, the data was transcribed, analyzed, simplified (coded), displayed and the conclusion was drawn (Miles et al., 2014) as seen in table 1.

Table 1. Transcription conversation and symbol

Symbols	Convention
T	Lecturer
s1, s2…	Student, Using number (s1, s2, s3, and so on)
SS	Unidentified subgroup speaking in chorus
T+SS	Lecturer and unidentified subgroup
SSS	Whole class speaking in chorus
T+SSS	Lecturer and the whole class
[ ]	Researcher's comments
//	Pauses
Italics	Other language besides English

3. RESULTS AND DISCUSSION
3.1. Constraints of the digital platforms in teaching speaking ability

The limitations, issues, difficulties, and obstacles in using the platform for teaching speaking might be described as constraints in this context. From the first to the fourth days of the investigation, there are certain constraints. Based on (TS-1/1) some students convey their problem to the lecturer "S1: I have a problem when doing speaking section, it always failed" when the lecturer asks why failed in the speaking section, he answered "it was not recorder miss".

The analysed transcription (TS-1/1) demonstrates that some issues arose at the beginning of the lesson as a result of speech recording issues with the English Discoveries Platform. This has been a common occurrence since the prior units, as the professor has explained through interviews. During speaking practice sessions, connection issues and student devices that cannot record are frequent. This ED platform is perceived by teachers and students as being quite heavy, necessitating a strong and stable internet connection signal. The speaker constantly described to the class how to address this issue. The pupils were required to manually deliver the audio via email or WhatsApp as the last resort because it was difficult to enter the recording into the English Discoveries platform. Students are unable to receive automatic feedback from the ED platform as a result.

Based on transcription (TS-2/5) demonstrates how some students struggled to enroll in the G-meet class. "S1: I cannot turn on my camera miss", and other students also replied "S2: miss saya juga minta maaf jika keluar masuk meeting, karena rumah saya di gunung sinyal saya jelek". Even in the preceding class, this occurrence occoured on occasion. The university has not yet provided a solution. The possibility of receiving further internet connection assistance from the school was disclosed to the

students. They had not yet received any information, though. Additionally, the signal is impacted by the students' whereabouts during the online session. As a result, this problem has not yet found a precise solution.

The transcription (12) and (13) was collected from the observation on day three. The lecturer's internet connection sent an error message, which delayed the opening of class. Even though the lesson started late, some students arrived as well. The lecturer welcomed the students, led a group prayer, inquired about their lives, and checked to see if they had completed the lessons and assignments in ED unit 10 (the chapter of today's meetings). The lecturer also emphasizes the importance of speaking in ED. The majority of people still speak the word or sentence improperly, therefore the student suggested that they be extra careful. The instructor quizzed the students on prior topics as well as their classmates' assignments. The speaker recalled students' memories of earlier lessons before introducing the topic and going over the content.

The presentation come to the last group, because their device does not support screen sharing, they are unable to do so, based on (TS-3/12) "S1: tugasnya ada diteman saya miss, dia belum join, jadi ga bisa share screen". As a result, they were simply having a regular chat while the speaker and the other group carefully listened. During the presentation as transcribed on (TS-3/13), due to the poor internet connection, one of the students abruptly left the meeting. Both the lecturer and the students in the online course are accustomed to this.

On the final day of the presentation, the online course continued as normal, but nearly identical issues arose again. The common issues can be seen based on transcription (15) and (17) on day 4 observation. "S1: sejak kemarin ED saya tidak bisa di akses miss, setelah keluar notifikasi tiba-tiba blank tidak bisa diapa-apakan" other student also replied "S2: I am sorry miss, speaker laptop saya rusak, mungkin berpengaruh ke mic-nya, headset saya juga rusak".

In summary, the four days of observation about the use of digital platforms in the classroom revealed various issues and helpful tools that aided in the teaching and learning process. However, the instructor and the students did benefit in some way from the platform facilitation. Automatic feedback in the speaking section of the ED online platform, Jamboard for interactive learning, screen-sharing after audio for the teaching materials or students' presentations, direct messages or a chat box when their microphone couldn't be turned on, and finding sources via internet access were those.

3.2. Discussion
Possibility there are some constraints that come with the ability to teach speaking utilizing a digital platform. Alsaeid (2011) The study discovered various issues and difficulties lecturers may have while attempting to foster speaking accuracy and fluency on a digital environment. There are four categories of limitations: (a) technological difficulties with online learning environments B, the limited use of

microphones, C, the time allotted to finish the coursework, and D, the lack of grouping pupils according to their prior computer knowledge and academic competence.

The internet connection was the issue that arisen the most during the online course. Low signal had an impact on students' and lecturers' ability to hear well, turn on the camera, share the screen, arrive for class on time, and participate in activities. It would be nearly impossible to cover all of the changes that have occurred in the field of teaching in a single essay. However, the next one serves as both a reminder of the difficulties that teaching English has faced and a collection of techniques that could be helpful to any lecturers attempting to teach English in a variety of settings. The contrasts between teaching English online in primary schools located in cities, countryside, and special needs schools. Examine the equipment, networks, and tool accessibility as well as your ability to use it in each scenario independently. Finally, discuss the advantages and disadvantages of teaching English online in these settings and give instances of effective techniques and language proficiency that can be raised in each of the aforementioned target groups. This article doesn't provide a solution to the issues of teaching English in a difficult setting, but it could be a first step in making some important curriculum adjustments and tailoring them to the needs of a specific student (Karimanović, 2021).

In addition, the lecturer's and students' low understanding with the platform in particular and with technological use in general. The most important factor in online learning is the lecturer's familiarity with the technology utilized in teaching and learning (Al-Maawali, 2020). Based on the observation, this study discovered that the lecturer had to continuously explain to the class how to use the English Discoveries platform to record speaking. Additionally, a few technical issues that the lecturer was genuinely unaware of cropped up, like failed login attempts, unsuccessful recording attempts, and others. This incident occurs frequently during the distant learning process (Obrad, 2020). According to research on constraints, lecturers primarily used online chat, used video conferences, or combined both online chat and video conferences with their online teaching and learning processes. Six difficulties total, some of which also surfaced during e-learning. The following issues with teaching arose: the lecturers' difficulty using technology, the school's support for e-learning, the difficulty of explaining the content, the students' difficulty using the internet, the students' economically challenged families, and the parents' system of support (Lestiyanawati & Widyantoro, 2020).

The pupils' use of technology was the final hurdle, which was also very important. The students came from a variety of backgrounds and residences. Some pupils lacked the necessary technology, such as a laptop, or their laptops were too outdated to handle some digital learning tools. The study examines the problems with online learning that EFL instructors, students, and parents encountered during the pandemic and suggests solutions. Textbooks in print or online, articles from periodical journal websites, laws, and other sources that are pertinent to the research subject are used as research data sources. The use of online learning as a component of distant learning during the epidemic poses a number of issues. Teachers, students, and parents all encounter these issues. The difficulties faced by lecturers include a lack of IT expertise and restricted access to student monitoring. Students' issues

include a lack of interest in learning, inadequate support services, and limited internet network connectivity. The issue for parents is that they don't have enough time to accompany their kids as they learn online. By putting some of the methods stated in this library research into practice, those varied issues can be resolved. These techniques were disclosed by earlier studies, and the researcher also contributed several other techniques (Efriana, 2021).

The relevance of these findings to language instructors and curriculum developers, and undergraduate students are substantial. Most of lecturers for English Intensive Course in the University do not give additional feedback for the students for their speaking accuracy and fluency assignments in English Discoveries. This is under the consideration of automated feedback in form of scales and scores. However, reflecting to the findings reported in the present study, the lecturer is considering to review students' speaking accuracy and fluency's feedback, giving additional feedback through message in English Discoveries platform or during the online class in Google meet. In addition, contemplating the lecturer's ways in promoting students' speaking accuracy and fluency have been framed, the lecturer concerns about improving and enlightening the teaching and learning process including students-lecturer's interactions and instructions.

Now that the students are more aware of features in the English Discoveries digital platform and Google meet, most of them are starting to use them. For instance, Grammar book in English discoveries to help their sentence producing for speaking better. Automated feedback in the platform is also reviewed by students. Speaking practices sites are also frequently accessed to help both their listening skill and pronunciation development. The lecturer also notices that some students are little bit more active in using the chat box in Google meet during the online class.

4. CONCLUSION

The constraints found by the lecturer while teaching speaking were (1) bad internet connection and lack of signal was the most typical problems during the online class for some students and sometimes the lecturer (2) lecturer's and students' limited knowledge about technology used (3) students' gadget used. Actually, the students and the lecturer were not familiar with the online class and the digital platform (ED). Everything regarding this was mostly new for them. As the consequences, not all of the problems can be solved. For example, students' failed recording, students' microphone stops working, etc. Finally, the minor problem was gadget used by students. Some students used out of date laptop system, so it gave slow response to the platform. In addition, a students used a broken mobile phone where the student could not hear any sound from the phone, etc.

To complete the lesson's objective, the lecturer was compelled to understand technology. Considering the findings of this investigation, the lecturer should understand more about English Discoveries as the classroom supplement. The lecturer also has to consider about interactive approaches in teaching English to make students feel like in actual classroom. Regarding to internet connection, the lecturer should discuss with other lecturers along with the institution to consider about providing a short of

facilitation to students such as bandwidth or internet quota for free. Moreover, the lecturer should use "caption" tool in the Google Meet so the lecturer's explanation can appear on the screen in written form; closely similar to subtitles. In addition, the majority of undergraduate students used digital platforms to improve their correctness and fluency when speaking English. They should make their own arrangements for taking classes online by employing appropriate technology and a strong signal, for example.

5. REFERENCES

Al-Maawali, W. (2020). Affordances in Educational Technology: Perceptions of Teachers and Students in Oman. Journal of Information Technology Education: Research, 19, 931–952. https://doi.org/10.28945/4662

Alsaeid, H. I. K. (2011). The opportunities and constraints experienced by students and teachers using online systems for learning English at King Abdulaziz University, Saudi Arabia. University of Warwick.

Alves, P., Morais, C., & Miranda, L. (2020). The Role of Digital Platforms in the Integration of Higher Education Students. 2020 15th Iberian Conference on Information Systems and Technologies (CISTI), 1–6. https://doi.org/10.23919/CISTI49556.2020.9140961

Asadullah, A., Faik, I., & Kankanhalli, A. (2018). Digital Platforms: A Review and Future Directions. 15.

Decuypere, M. (2019). Open Education platforms: Theoretical ideas, digital operations and the figure of the open learner. European Educational Research Journal, 18(4), 439–460. https://doi.org/10.1177/1474904118814141

Decuypere, M., Grimaldi, E., & Landri, P. (2021). Introduction: Critical studies of digital education platforms. Critical Studies in Education, 62(1), 1–16. https://doi.org/10.1080/17508487.2020.1866050

Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. Journal of English Language Teaching and Literature, 2(1), 10.

Jensen, L. X., Bearman, M., & Boud, D. (2021). Understanding feedback in online learning – A critical review and metaphor analysis. Computers & Education, 173, 104271. https://doi.org/10.1016/j.compedu.2021.104271

Karimanović, D. (2021). The Challenges of Teaching English during the Outbreak of COVID-19. European Journal of Education and Pedagogy, 2(5), 42–46. https://doi.org/10.24018/ejedu.2021.2.5.172

Koh, T. K., & Fichman, M. (2014). Multihoming Users' Preferences for Two-Sided Exchange Networks. MIS Quarterly, 38(4), 977–996. https://doi.org/10.25300/MISQ/2014/38.4.02

Komljenovic, J. (2021). The rise of education rentiers: Digital platforms, digital data and rents. Learning, Media and Technology, 46(3), 320–332. https://doi.org/10.1080/17439884.2021.1891422

Lestiyanawati, R., & Widyantoro, A. (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting E- Learning System During COVID-19 Outbreak. Journal of Culture, Literature, Linguistics and English Teaching, 2(1), 12.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (Third edition). SAGE Publications, Inc.

Nisak, N. S., & Retnaningdyah, P. (2020). ENGLISH DISCOVERIES ONLINE (EDO): ONLINE-OFFLINE INTEGRATED LESSONS IN FLIPPED CLASSROOM FOR EFL UNDERGRADUATE STUDENTS. 3(01), 14.

Obrad, C. (2020). Constraints and Consequences of Online Teaching. Sustainability, 12(17), 6982. https://doi.org/10.3390/su12176982

Ordov, K., Madiyarova, A., Ermilov, V., Tovma, N., & Murzagulova, M. (2019). NEW TRENDS IN EDUCATION AS THE ASPECT OF DIGITAL TECHNOLOGIES. International Journal of Mechanical Engineering and Technology (IJMET), 10(2), 12.

Pham, T., Dakich, E., Thalathoti, V., & Chang, X. T. (2012). English Discoveries Online (EDO): Examining learner-instructor interaction: A case study at Hanoi University, Vietnam. Teleconference on ICT in ELT.

Sarvianto, D. F. (2020). The role of digital platforms in the transfer of knowledge and qualifications: A study of digital sociology. Simulacra, 3(1), 69–80. https://doi.org/10.21107/sml.v3i1.7125

Wahid, R., Halim, S., & Halim, T. (2021). Incorporating Creativity and Communication Skills among the Students of Media Department. TESOL INTERNATIONAL JOURNAL, 16(6), 111–123.

Wulan, O. R. N. (2018). THE EFFECT OF IMPLEMENTING PODCAST IN ENHANCING STUDENTS' SPEAKING ACHIEVEMENT IN THE FULLY DIGITAL ERA. PEOPLE: International Journal of Social Sciences, 3(3), 1173–1185. https://doi.org/10.20319/pijss.2018.33.11731185

Zarei, N., Hussin, S., & Rashid, T. (2015). Overcoming Learning Time and Space Constraints Through Technological Tool. Advances in Language and Literary Studies, 6(4), 7. https://doi.org/10.7575/aiac.alls.v.6n.4p.151