



The Impact of Covid-19 Pandemic on the Students' Communication in English at the University of Muhammadiyah Bone*

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Article Info	Abstract
Keywords: Multi-blended Learning Model Remote Area	This study aims to analyze the impact Covid-19 era on the student's English communication at the University Muhammadiyah Bone. This research applied a descriptive qualitative research method. It finds that every respondent is average in speaking skills based on pronunciation and vocabulary and finds that movies and songs are all subjects easy to accept as tools to learn and study English before and after Covid-19 existed in the world. The data collection techniques of this research used triangulation consisting of questionnaires, interviews, and documentation. The data were analyzed using 6 steps: organizing and preparing the data, then reading and looking the data, coding, making descriptions, representing the data, and finally finding the result. The result showed that the impact Covid-19 pandemic on the student's communication in English at the University Muhammadiyah Bone are positive and negative impacts and also only in how the class changes from offline to online that every subject has said that the ability is not different or reduced but communication often does in virtual not face to face. The student's problem in communication that happens is shyness, all subjects are afraid that people do not understand what they said but mostly said that practice is helping them to reduce it.
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Introduction

In the Education system, English has many skills that must be mastered, including several skills, namely listening, reading, writing, and speaking (Nasrullah et al., 2021). By mastery of everything, students are expected to be able to communicate well in English (Gunawan & Abdul Rahman, 2022). It is a big problem for the students in the learning process of improving their speaking skills. During the covid-19 pandemic, the lecturer continued the learning process to online mode (Arfan et al., 2021). These conditions have implications for the effectiveness of the learning process in higher education.

Impact of Covid-19 Pandemic

The impact of the Covid-19 outbreak can be seen in almost all sectors of public life, including education (Misnawati, 2021a, 2021b), which is still being used to work and study at home online (Rahman et al., 2021), (Syafrida, 2020). The situations make every school, parent, and students strive for learning activities to continue even through online learning (Irawati & Jonatan, 2020).

Online education is a general concept for teaching and learning online, aiding technology tools and platforms (Kapilan et al., n.d.; Wang, 2010). The success of online education depends on some factors, including good internet connections, learning software, digital skills, availability, and access to technology (Meirovitz et al., 2022). Another option came from The Ministry of Education and Culture (MOEC), which is currently based on official information, ready with all scenarios like working together to encourage online learning (in networks) for students. The MOEC has prepared some support to smooth the process to keep students studying at home. They develop distance-learning applications based on android.

The Concept of Communication

Communication means the process of speech, signs, or actions that one transmits to another (Hassani & Rajab, 2012). Communication is a process of passing information and understanding from one person to another (Aisha & Mulyana, 2019; Duta et al., 2015; King & Bailey, 2021; Rabogadi, 2017). The best meaning of communication is a two-way interaction between sender and receiver (Hassani & Rajab, 2012). Thus, the simplest form of communication is the capability of an individual to talk or write in order so that others understand them.

The word communication means speaking or writing or sending a message to another person. Communication is much more than that. It involves ensuring that your message has reached the target audience and that the receiver understands and responds as you want. Communication through words is verbal communication; communication through other symbols is non-verbal (Weny et al., 2021).

There are five forms of communication: intrapersonal, interpersonal, group, public, and mass communication (Rimé et al., 2020)

1. Intrapersonal communication is communication with oneself and occurs only inside our heads.
2. Interpersonal communication is communication between people whose lives mutually influence one another and typically occurs in dyads, which means in pairs.
3. Group communication occurs when three or more people communicate to achieve a shared goal.
4. Public communication is sender-focused and typically occurs when one person conveys information to an audience.
5. Mass communication occurs when messages are sent to large audiences using print or electronic media.

From the definition above, it can be concluded that communication is the process of identifying activities that involve the sender trying to convey an idea by encoding it into a message. The message travels through a channel from the sender to the receiver. The receiver decodes the message. The receiver provides feedback. The process gives the frame of reference of the sender and the receiver. The process provides the context of the receiver.

Speaking Skill

Speaking is one of the difficult skills in the second language teaching and learning process. Teaching speaking generally is considered difficult to learn, as it needs rigorous practice and strong determination to achieve high proficiency.(Masuram & Sripada, 2020). Speaking also involves pronunciation, intonation, and stress patterns, and mastering these prosodic features can be a difficult task for a non-native speaker of English. Speaking is an essential skill in acquiring foreign or second language learning. Speaking is deemed the most important skill in learning a foreign or second language among four key language skills. Speaking skills play a vital role as everything depends on how people communicate their messages with others. (Rao, Parupalli, 2019).

In an attempt to define the concept of speaking, Richards in (Ounis, 2017) argues that natural language is used when a speaker engages in meaningful interaction, comprehension, and ongoing communication despite limitations in communicative competence. Speaking echoes the interactional aspect of language used to fuel social intercourse, promote emotional intelligence, fulfill goals, or convey particular ideas, intentions, desires, preferences, or opinions. In this perspective, speaking helps strengthen interpersonal ties, mainly when used appropriately in social interactions.

Therefore, this research addresses the research question of what are the impacts Covid-19 pandemic on the students' communication in English?

Method

This research is descriptive qualitative research. The impacts of covid - 19 pandemics on the students' Communication in English described qualitatively in this research. This research was conducted at Bone Muhammadiyah University. The subject who participated in this research were four English students from different years and semesters, each of them is from the second semester in the first year, the fourth semester in the second year, the sixth semester in the third year, and the eighth semester in the fourth year 2021/2022. The sample was chosen by using the purposive sampling technique. The data collection techniques of this research used triangulation consisting of the questionnaire, interview, and documentation. The data were analyzed using six steps. Namely, organizing and preparing the data, then reading and look the data, coding, making a description, representing the data, and finally finding the result.

Results

Questionnaire Result

There are seven statements about the offline class before the outbreak and a comparison with online about the students' perception of offline related to students' communication in English.

Table 1. The Data from The Respondent's Answer about Offlineclass Related to student's Communication in English

No	Questionnaire Statements	Scale	F	%
1	The offline class process is more fun and accessible than the online class.	4	-	0 %
		3	3	75 %
		2	1	25 %

		1	-	0 %
		4	1	25 %
4	Offline class is needed to increase the ability of students' English communication.	3	3	75 %
		2	-	0 %
		1	-	0 %
		4	-	0 %
6	Offline classes make students' English full of worry when face to face communication.	3	2	50 %
		2	-	0 %
		1	2	50 %
		4	-	0 %
8	An online class is challenging because of the lack of student understanding of the subject.	3	2	50 %
		2	1	25 %
		1	1	25 %
		4	-	0 %
11	Online class is wasted of internet data.	3	2	50 %
		2	2	50 %
		1	-	0 %
		4	1	25 %
14	Offline classes make communication among English students better than online classes.	3	3	75 %
		2	-	0 %
		1	-	0 %
		4	3	75 %
18	Students' English want to back from online to offline classes again.	3	1	25 %
		2	-	0 %
		1	-	0 %

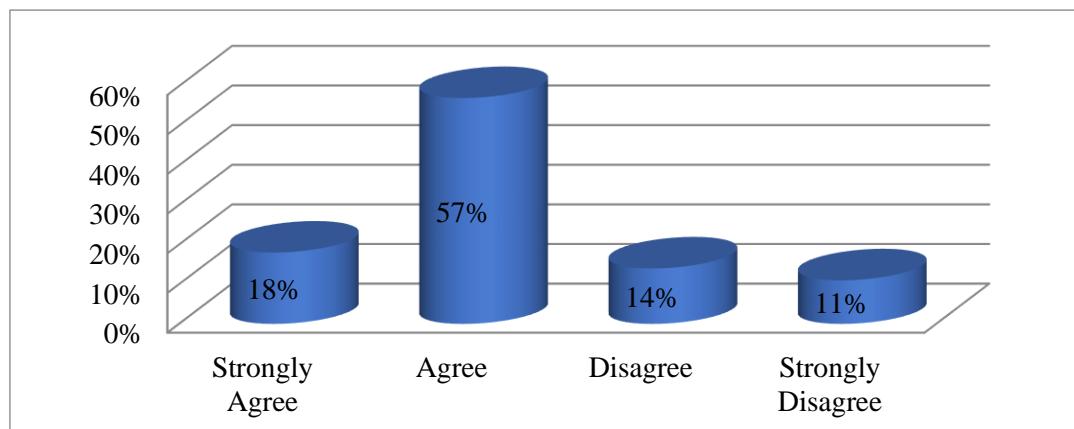


Figure 1. Analysis of Student's Perception of Offline Class Related to Student's Communication in English

From the table above, the data obtained in the questionnaire showed the highest frequency agrees with 57%. The data shows that students agree that offline class is more fun and more accessible than online class and can increase the students' ability in English communication. The students agree that offline class makes their communication better than online class. In addition, half of the students agree that online class is a waste of the internet data package and challenging because of the student's lack of understanding of the subject. The students strongly agree to come back to become offline class again like before the outbreak. However, the resulting answer of not much than half of 100% shows that even if the

students have a positive perception, this is not mean they abounded or hate online classes that much. It just shows that they prefer choosing offline classes to online classes.

There are five statements about the online class before the outbreak and a comparison with offline about the students' perception of online related to students' communication in English.

Table 2. The Data from the Respondent's Answer about Online Class Related to Student's Communication in English

No	Questionnaire Statements	Scale	F	%
2	The online class process is more fun and more accessible than offline class.	4	-	0 %
		3	1	25 %
		2	2	50 %
		1	1	25 %
		4	-	0 %
3	An online class can increase the ability of student's English communication.	3	1	25 %
		2	3	75 %
		1	-	0 %
		4	2	50 %
5	Online classes make shy of students' English communication.	3	2	50 %
		2	-	0 %
		1	-	0 %
		4	-	0 %
9	An online class can foster students' independent learning attitudes.	3	3	75 %
		2	1	25 %
		1	-	0 %
		4	-	0 %
12	Online classes make communication among English students better than offline classes.	3	-	0 %
		2	3	75 %
		1	1	25 %

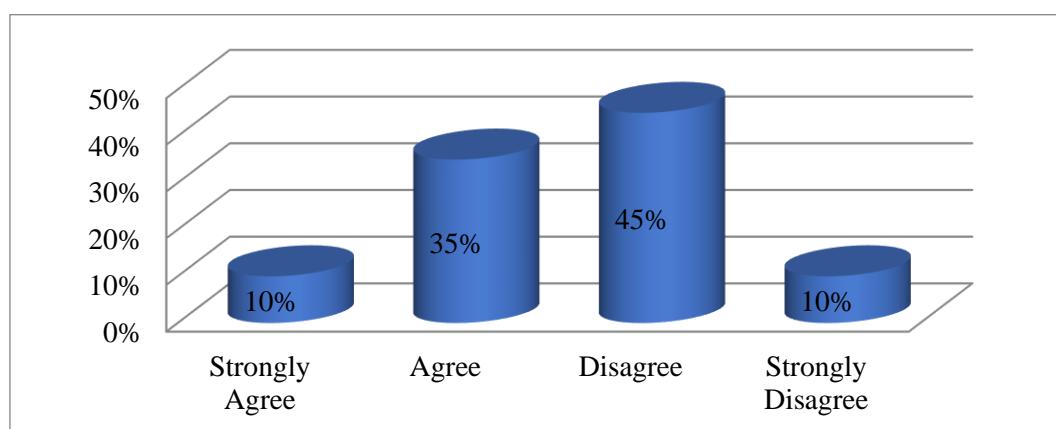


Figure2. Analysis of Student's Perception of Online Class Related to Student's Communication in English

From the table above, the data obtained in the questionnaire shows the highest frequency is disagree with 45%. The data shows that students differ that online class is more fun. The student disagrees that online class can increase their communication ability and does not agree that online is better than offline classes. So, the percentage of students' answers showed that they study online due to government and campus policies caused by the covid-19

pandemic. The students prefer offline classes to online classes. They said that their communication with their friends' using English was very poor when online than in offline class.

There are six statements about the advantages and disadvantages of online classes about Students' perceptions of online learning facilities related to students' communication in English.

Table 3. The Data from The Respondent's Answer about Online Class Facilities Related to Students' Communication in English

No	Questionnaire Statements	Scale	F	%
7	Students have a problem implementing online classes because of limited mobile phone facilities, limited internet packages, and poor signal problems.	4	1	25 %
		3	1	25 %
		2	1	25 %
		1	1	25 %
		4	-	0 %
10	An online class can save time in the learning process.	3	2	50 %
		2	2	50 %
		1	-	0 %
		4	-	0 %
13	Online classes make teachers lazy to teach because of a lack of understanding of the use of online learning applications.	3	1	25 %
		2	1	25 %
		1	2	50 %
		4	-	0 %
15	The online class makes the teacher more effective and creative in teaching English subjects.	3	1	25 %
		2	3	75 %
		1	-	0 %
		4	2	50 %
16	Online English learning makes it easy to facilitate students in gathering assignments.	3	2	50 %
		2	-	0 %
		1	-	0 %
		4	-	0 %
17	Looking at the sophistication of technology in this modern era, an online class can continue to be developed.	3	3	75 %
		2	-	0 %
		1	1	25 %

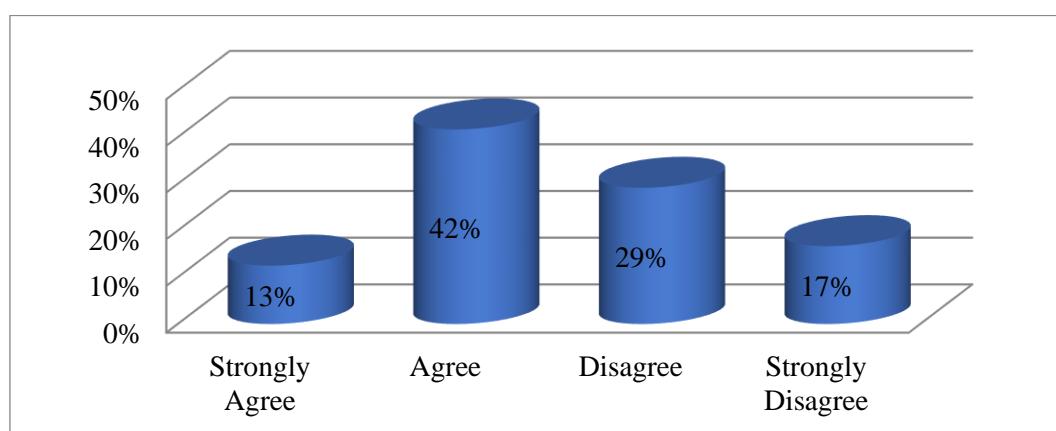


Figure 3. Analysis of Student's Perception of Online Class Facilities Related to Student's Communication in English

From the table above, the data obtained in the questionnaire showed the highest frequency agree with 42%. The data shows that students agree with many statements about the facilities related to the online class. All students strongly agree that online class facilities make them easy to gather assignments, and they believe that online will be continued and developed. In addition, half of the student agrees that online class can save time in the learning process, and another does not think that way. Because for the student's self, the lecture is led, and they did not show something new and make all feel less fun in the online class.

The Interview Result

First, subject L1 (The student in the second semester) said

"He is not confident in English speaking. He sometimes worries about speaking English. He is afraid that people do not understand what he speaks and is shy to speak English but not online. Despite this, he is still not into an online class. Like and need to get criticism but not in public, it makes people feel bad, he thinks. He also said that Covid-19 makes the student's English learning way change and get trouble from the different way operate change from offline to an online class, but not think that change or bring different in the English ability. He also said that vocabulary and pronunciation are important. For his vocabulary, he tries to work on it by watching movies and singing English songs. For pronunciation, he just said the practice is a better way to improve because he has not thought his mother tongue gives influence."

Second, subject L2 (The student in the fourth semester) said

"She cannot speak English fluently in daily life, and she is still worried if the people cannot understand what she says. Reduce her worry, and she will study more in accent, vocabulary, and pronunciation. After all, she said that a good accent and pronunciations are important to provide what she wants to tell people and make her sound like a native speaker because her mother tongue seems not to influence her speech and vocabulary. She collected it in many ways, from reading a book, listening to music and singing it, to watching movies, also she said lectures improve her English. She thinks Covid-19 makes a big difference in the study at the kind of level she calls ruin but does not think that Covid-19 changes her ability in speaking."

Third, subject L3 (The student in the sixth semester) said

"She does speak English and mostly in the college area with classmate friends. She thought Covid-19 that making a class from offline to online reduces time to study and improve, but it still has not had a big impact on her ability before. Because her English is still poor and lacks vocabulary, she sometimes worries and combines with the Indonesian language when speaking. She is also shy because she thinks that her English is random and afraid that people cannot understand her, but if much will make her forget what to speak less and less, she will become normal, making her worry and habit reduce her practice. L3 said to accept criticism from someone master or expert but feeling not great it comes from someone worse than her, even she understands that criticism is needed to study English but is not happy to get one either way, private or public. She thinks pronunciation is important, but the

vocabulary is the number one aspect, the most important works with it by memorizing it more and continuing."

Last, the subject L4 (The student in the eighth semester) said

"She thinks that learning and speaking English before or while the Covid-19 pandemic was much different, but she always does often force herself to speak English whenever or wherever to become better. She never worries about speaking English when meeting and communicating with someone more capable, but she said that does not occur when online. She committed that her English was stable in skill before or after the outbreak. Whatever criticism came, just the feeling is little down for a moment, but she said that she needed a way to study English, especially the mother tongue that influenced her; to speak."

Discussion

Questionnaires in the research were divided into three categories: offline class, online class, and facilities in the online course. All those categories determine the different impacts that the Covid-19 pandemic has on students' English communication. The ratio of positive or negative is balanced so that the research can make a differential impact on this online class.

The positive impact of the covid-19 pandemic on student's communication in English

1. Students like the easy way to gather the assignment
2. The online class makes them shy less when speaking English
3. Students do not feel decreased or different in an online class
4. Students enjoying the short of online class
5. The online course saves student's time

The positive impact is limited to students at Muhammadiyah Bone University regarding their English communication. In the interview, the researcher questions what the research talks about in the questionnaire paper to know why many students at Muhammadiyah Bone University cannot make good adaptation to online learning. According to the student's interview, the online class is not giving something specifically good but distance. If this is about communication, the students believe an offline course is more valuable than an online class.

The negative impact of the Covid-19 era on student's communication in English

1. The class is not fun
2. Wasted internet data package
3. The subject is hard to understand because of independent study.
4. Many more assignments than before
5. The teacher does not give or give creative ways to learn in the online class
6. The facility sometimes became a problem with mobile phones, data packages, and poor signal.
7. They were not improving their communication skills and even not decreasing either based on students' answers.

The negative impact of online classes has a variation of students online in both questionnaires and interviews. The students do not give a good even in this long-term online class. The proof can be seen in the percentage Likert in finding if the researcher provides a

good statement about the offline type, the student agrees at about 57% and gets the second-highest score for strongly agree at 18%. This is in contrast with online class statements is disagree of the student not high but still the highest from all answer about 45%, but if the researcher statements about the facilities of online classes. These students who had already spent almost two years in this online learning felt comfortable choosing to agree with about 41,67% and its positive statements.

From all findings and discussion in this research collected and observed, the students' communication in English ability and speaking skill at University Muhammadiyah Bone is not affected by online learning way and class. According to the answers students gave in an interview, it is stable but does not increase either. The student's perception about this Covid-19 is almost balanced. That is why students did not provide so much appreciation in an online class if research-related it to communication and speaking English.

Conclusion

Based on the result of the research, it is concluded that to know the Covid-19 impact era on the students' communication in English. The result shows that impact only in how the class change from offline to online that every respondent has said that the ability is not different or reduced. Still, communication often does in virtual, not face to face.

The positive impact of the covid-19 pandemic on student's communication in English namely, (1) Students like the easy way to gather the assignment, (2) Online class makes them shy less when speaking English, and (3) Students do not feel a decrease or different in online class, (4) Students enjoying the short of online class, (5) Online class saves student's time.

The negative impact of the Covid-19 pandemic on students' communication in English, namely, the class is not fun, the subject is hard to understand, and more assignments than before. The teacher does not give creative ways to learn in the online class. The facilities sometimes became a problem with a mobile phone, data package, poor signal, and they cannot improve their communication skill and even not decrease either based students' answer. The research also found that every subject is average speaking skills based on pronunciation and vocabulary. Also, movies and songs are all subjects easy to accept as tools to learn and study English.

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