



## Learning Loss in Speaking Skill from Psychology Point of View

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### Abstract

The purpose of this study is to describe the impact of learning loss on the psychological condition of students in the speaking class of the Department of English Education, Faculty of Language and Arts, Universitas Negeri Padang during the Corona Pandemic. The design of this research is descriptive research. The population for this study was all first-year students of the 2021 academic year of the Department of English Education, Faculty of Languages and Arts, Universitas Negeri Padang and the sample was 22 students from the international class. This study used an online questionnaire and the questionnaire was made of close-ended questions. The most used platforms by students and lecturers are LMS/E-Learning and Zoom Meeting. Students do not experience learning loss in terms of student psychology because students can master learning and reflect on it during online learning, and students can adapt to learning changes that occur due to the pandemic, students master the knowledge and can reflect on the learning process, and students can associate new information with relevant concepts in their cognitive structure. Learning loss has no impact on students' psychological conditions. Learning loss does not have an impact on students because students have ways to overcome the psychological stress that arises during online learning and students who have a high level of resilience in dealing with their problems have a smaller risk of experiencing depression. Students with a high level of resilience will recover faster from pressure and cope with their problems more actively.

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## **INTRODUCTION**

Lots of countries throughout the world have closed their schools as a result of the global pandemic COVID-19, which began in 2020. As a result, all levels of education are delivered online, where all learning activities and interactions between teachers and students are conducted remotely. The implementation of online learning causes a variety of challenges for students and teachers. Heng & Sol (2021) stated that distance learning poses a variety of problems, including a variety of online learning styles and technological mastering competency. Challenges experienced by students are an unstable internet connection and inadequate gadgets, feel anxious because the assignment was too heavy and difficult to understand and distance learning is less effective for them, cannot access adequate study materials due to unfamiliar platform, lack of guidance and un-supportive tools features, parents impose homework on students, especially female students, the psychological impact from the implementation of online learning.

Online learning that lasts long enough caused learning loss. Learning loss is defined as the loss of the ability to absorb and recall the learning that has been and will be done. When experiencing learning loss, students will find it difficult to refocus on learning adapt to school activities after ineffective learning during online learning. Moreover, learning loss causes the psychological impact to students. Challenges faced by students influenced their psychology by different ways. The result study conducted by Turmaud (2020) found that stress, depression, anxiety, feelings of panic, feelings of hopelessness, frustration, struggles with suicidal thoughts and behaviors, insomnia, ease, offense, emotional exhaustion, sadness, and traumatic stress symptoms were all found during COVID-19.

Students experienced learning loss in most of the subjects they study, especially for English Department Students who have problems learning English online in studying English. Students must study 4 main skills of English, such as listening, reading, writing, and speaking. These skills are divided into two groups there are productive skills and receptive skills. One of the productive skills is speaking. Speaking is a skill that cannot develop independently, students must find someone to talk with to achieve their speaking skills. However, since school was closed, and students studied at home, students have difficulty learning to speak. Students can practice speaking on their own or ask their parents to be the interlocutor, but without the direct help of the teacher, the success rate of students speaking English well will be very low. Speaking has several main elements that affect the process. According to Rubin (2011) speaking processes have five factors: pronunciation, interlocutor, environment, confidence, and process characteristic. While studying and practicing at home, students miss these 5 main factors and it caused learning loss in learning speaking.

## **RESEARCH METHOD**

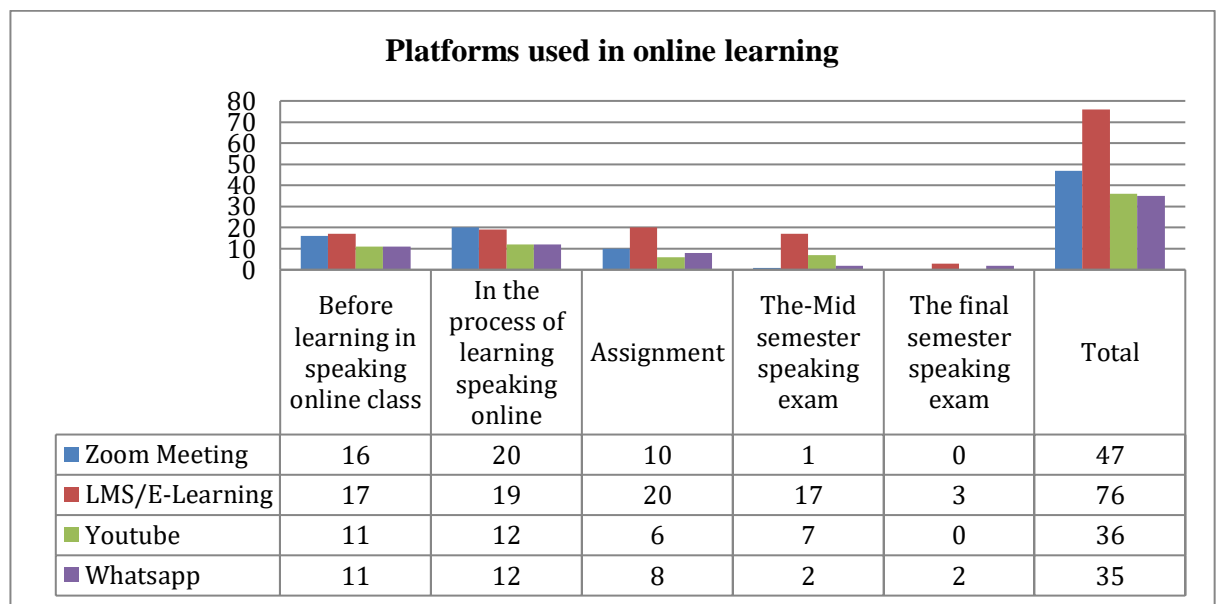
This study has a descriptive research design. Likert scaling was employed in this survey. A question with a five- or seven-point Likert scale is used. For the survey creator to acquire a comprehensive understanding of people's perspectives, the response options vary from Strongly Agree to Strongly Disagree. Thus, there

were five options available when answering this question. There are five for "strongly agree", four for "agree", three for "neutral", two for "disagree", and one for "strongly disagree". A checklist-style questionnaire is being used. Students only need to check their selection in the pre-existing column.

## RESULT AND DISCUSSION

### Research Finding

1. Platform were used in online learning for speaking class



Based on the data analysis, the platforms most used were LMS/E-Learning and Zoom Meeting. These platforms are mostly used because it is easier for students and lecturers in the learning process during online learning. LMS/E-Learning is used by lecturers to deliver learning materials and assignments while Zoom meeting is used to discuss and practice between lecturers or other students.

2. Learning loss experienced by students in online learning for speaking class in terms of students' psychology point of view.

Learning loss in terms of students' psychology point of view in speaking class was divided into four parts, namely cognitive presence, learning motivation, learning personal competence, and meaningful learning. According to the data analysis, there was no evidence of learning loss in terms of cognitive presence, learning motivation, learning personal competency, or meaningful learning from the point of view of students' psychology.

3. The impact of learning loss on students' psychological conditions

According to the result of the analysis, the impact of learning loss on students' psychological conditions experienced by students was very low. It was analyzed from the participant responses on 31 statements as the impact of learning loss on students' psychological condition. Participants gave positive responses to several

statements so that learning loss on students' psychological condition was identified as low.

### ***Discussion***

The aim of this study was to identify the platforms used for online speaking classes, learning loss experienced by students in online learning for speaking class in terms of students' psychology point of view, and the impact of learning loss on students' psychological conditions.

#### 1. Platforms used for online speaking classes

According to the results, LMS/E-Learning and Zoom Meeting are the two platforms that were used the most for speaking class online learning. These platforms were chosen because they facilitate activities between students and lecturers, such as providing and delivering teaching materials, observed the progress of students during online learning by lecturers, and make it easy for students and lecturers to discuss directly about the topic that being discussed especially in speaking class that require direct practice between lecturer-students or student-student. The finding of this research was related to research that had been conducted by Gunawan et al. (2020), which found that 25% of 212 lecturers deliver learning through the university's online Moodle system and the other 8% use various platforms such as moodle outside the system, youtube, webex, blogs, and google meetings, and 16% percent of lecturers use the Zoom Meetings app to interact directly with their students.

#### 2. Learning loss experienced by students in online learning for speaking class in terms of students' psychology point of view.

Researcher found that learning loss learning loss experienced by students in online learning for speaking class in terms of students' psychology point of view was very low. Based on the findings, there were 31 statements in the questionnaire that are divided into four categories, namely, cognitive presence, learning motivation, learning personal competence, and meaningful learning.

In terms of cognitive presence, according to Kanuka & Garrison (2004) the level of cognitive presence indicates how well students can create meaning through ongoing dialogue. Additionally, the important component of critical thinking and a requirement for advanced levels of thinking and learning is cognitive presence. According to the result of the analysis, students can be able to master the learning and reflect it during online learning. As a result, there was no learning loss in terms of students' psychology point of view experienced by students.

In terms of learning motivation, changes in the learning system that occurred made it difficult for students to adapt and student motivation in learning would certainly decrease. This can causes students to experience learning loss especially in students' psychology point of view. Additionally, motivation is an impulse that develops in a person consciously or unconsciously and influences a person's behaviour by influencing them to be moved or act in a certain way in order to attain specific result or goals. However, based on the finding, students did not experience learning loss in terms of students' psychology point of view in learning motivation.

The researcher's interpretation of this finding is that students did not experience learning loss because students and lecturers can adapt to learning changes that occur due to the pandemic. This was in line with Rahardjo & Pertiwi (2020), the learning system in the new normal condition era can be adapted by lecturers and students, so the method and materials supplied are not drastically different from what they were prior to the new normal condition. Thus, this has little impact on students' motivation to learn in the new normal era.

In terms of learning personal competence, learning personal competence is the ability of students to reflect on what they learn and apply it in the learning process. Based on the finding, students responded quite positively to the statements describing learning personal competence. Therefore, researcher interprets that students did not experience learning loss because students master the learning and reflect on the learning process. Then, in terms of meaningful learning, meaningful learning is the process of students connecting new information or subject material with the concepts of material or information that students have learned before. In other words, meaningful learning is a learning process where students understand the material that has been learned before and relate it to the material that is currently being learned. Based on the findings, students did not experience learning loss in terms of meaningful learning because it can be seen that students were able to link new information with relevant concepts in their cognitive structure.

### 3. The impact of learning loss on students' psychological condition

During online learning, students faced many obstacles. These obstacles indirectly have an impact on students, especially on their psychological condition. Students usually experience psychological distress including depression, anxiety, stress, boredom, excessive laziness, unstable emotions, self-blame, and other psychological distress. According to Irawan et al. (2020), students' psychological well-being is impacted by online learning, which can lead to more intense feelings of boredom, anxiety, anger, and worry. Moreover, Turmaud (2020) stated that Students' psychology during online learning has an impact on learning loss as well. The psychological effects, which include stress, despair, anxiety, panic attacks, hopelessness, frustration, problems with suicidal thoughts and actions, insomnia, ease, offense, emotional tiredness, melancholy, and traumatic stress symptoms, cannot be avoided.

However, in the result of analysis showed learning loss did not impact students' psychological condition. Students responded positively to statements describing that students were able to cope with the psychological pressure they experienced during the learning process. Researcher interprets that students' ability to cope with the psychological pressure that comes with online learning means that learning loss has no effect on them. Moreover, the analysis of this research was related to research that had been conducted by Mozid (2022), which found that self-blame, emotional support, and active coping all had a substantial impact on how well students managed their psychological distress.. Additionally, the result of the study that had been conducted by Deasy et al. (2014), which found that students used a variety of coping mechanisms, such as escape/avoidance, seeking help, and solving problems. Students have their own coping strategies for dealing with stressful

situations and temporarily distract the problems they are facing with activities that students find comfortable to do such as, eating their favorite foods, meeting with people closest to them for support, extra time sleeping, seeking spiritual support, making appointments with professionals, and other personal coping strategies so that students can reduce the psychological distress they are facing. Similarly, another study that shows how students deal with psychological distress is the study conducted by Zhao et al. (2021). According to results of the study, children who have a high level of resilience in dealing with obstacles have a lower risk of developing depression. Students with strong degrees of resilience will recover from their emotions faster and cope with the obstacles more actively. Some students also stay with family who help ease symptoms of depression which is good for students' mental health.

## CONCLUSION

According to the findings and discussions above, the platforms most commonly used by students for the learning process in online learning, particularly in speaking classes, are LMS/E-Learning and Zoom Meeting. LMS/E-Learning facilitates interaction between students and lecturers in terms of materials and exam results. While Zoom Meeting makes it easy for students and lecturers to discuss the topic. Additionally, students do not experience learning loss in terms of students' psychology point of view because students can master learning and reflect on it during online learning, students and teachers can adapt to changes in learning that occur due to the pandemic and students are also able to link new information or material with material that students have learned before. At this point, learning loss also has no impact on students' psychological condition because students have ways to cope with the psychological distress they experience during online learning. Going out and eating their favorite food, meeting with people closest to them for support, taking longer sleep, seeking spiritual support, and making appointments with professionals are some of the students' coping strategies to deal with psychological distress.

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