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Enhancing Pharmacy Students Speaking Proficiency: A Comparative Study of "MOOCs" and "ABSYAK Online Media" in English Language Learning

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Abstract

E-learning has gained widespread popularity as a key educational tool in higher education institutions, with platforms such as Massive Open Online Courses (MOOCs) being explored for their potential to replace or complement traditional classroom instruction. Despite extensive studies on e-learning platforms, limited attention has been given to student perceptions, particularly in specialized fields like pharmacy education. This study investigates the effectiveness of MOOCs and the locally developed "Absyak Online Media" (AOM) in enhancing English speaking skills among pharmacy students. Conducted at the Pharmacy Academy of Surabaya, East Java, the study involved 60 participants and employed a mixed-method approach combining qualitative interviews and quantitative analysis. Findings indicate that AOM significantly outperforms MOOCs in three key areas: learning attributes (AOM: 36.95 > MOOCs: 27.13), learning process (AOM: 36.88 > MOOCs: 27.17), and student preferences (AOM: 45.05 > MOOCs: 33.48). Students favored AOM for its engaging multimedia features—including interactive videos, PowerPoint materials, and pharmaceutical-focused YouTube content—which effectively supported speaking skill development. These results suggest that tailored online media like AOM may offer greater benefits than generic MOOCs for language instruction in domain-specific contexts. The findings have important implications for educators, instructional designers, and developers of e-learning platforms.

Keywords: *MOOCs, "Absyak" Online Media, English Speaking Skills*.

Introduction

Distance learning (PJJ) and blended learning are becoming more common day by day with the advancement of high-speed internet, better eLearning tools, and various online learning platforms available for free. Not only are there many online courses but there are many learning management systems (LMS) that are used both in terms of content and in delivery of education by various institutions. To name a few, Moodle, Autor, Blackboard, and Fronter, are some of the market-leading examples in the Education world of online learning. Apart from Coursera, edX, and Udacity have emerged as the most popular MOOCs delivering high-quality educational content across a wide range of disciplines. Recent advances in further education and distance education are MOOCs that provide free access and intelligent innovation to learners worldwide through the web and various technological advances (Conache, Dima, & Mutu, 2016). Some MOOCs have several course models that are almost the same, also coordinate the availability of long-term informal communication such as social networks, the assistance of experts (educators)

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who are recognized in their fields, and open access to available online assets which of course increases the reach of institutions because they tend to attract a large number of students to enroll because the courses are so easily accessible to anyone around the world with an internet connection.

There are fundamental reasons why educators (especially lecturers) want to teach using MOOCs such as the lecturers motivated by feelings of interest, wanting to increase individual rewards, or feelings of selflessness (Hew & Cheung, 2014). For students, there are various reasons students (students) want to join MOOCs. First, to start with the reason that they need to find out about the subjects related to their studies, their insight can be increased, to repeat the course they have studied before, or to pick up some points that help them in the exam. An important finding of MOOCs is the openness and acceptance of reputation, these are the two most basic indicators to express the expectations of MOOCs to be used. Confirmation of user expectations has the greatest influence on user satisfaction. Openness and acceptance of reputation are ways that MOOC providers can set themselves apart from competitors and increase one's expectations of continuing to register with MOOCs (Fertalj, Jerkovic, & Hlupic, 2006). Several activities have been developed to offer support to MOOCs, and many educators have begun to offer courses in MOOCs in various fields and disciplines.

Then, there is hope that online learning will be able to provide world-class education to anyone, anywhere, and anytime as long as they have access to the Internet (Nguyen, 2015). The essence of these benefits most of the benefits of online learning is the effectiveness of online formats in educating students. If online learning is generally less effective than conventional face-to-face formats, then some of the claims and benefits of online learning mentioned above need further research. The use of activities that use computer media is undeniably helpful in making the learning process more effective and meaningful among students in terms of developing oral skills (Mahfouz & Ihmeideh, 2009).

Current global developments have provided more opportunities for educators or instructors to adopt online learning approaches in helping students to be more independent in their language learning. The impact of Information and Communication Technology (ICT) in education has been proven in various studies because it allows the teaching and learning process to be more interesting, interactive, and meaningful. and also motivating (Kenning, 2010). ICTs, for example, Web applications, have provided more methods for learning languages. Web applications can certainly produce some important skills, namely oral communication, critical thinking, and information literacy (Dohn, 2009).

With the availability of Web applications, this research aims to determine the effectiveness of online learning programs through the MOOCs Vs the "Absyak" Online Media Model in helping learning at the university level, especially in the field of Health and pharmacy study programs to further improve their speaking performance. Online Media's “Absyak” model is a web-based program that provides a learning environment where individuals can have one-on-one conversations with language trainers at their own pace. One of the model designs in “Absyak” Online Media focuses on developing oral skills through its implementation. Before starting “Absyak” Online Media, all students are required to take an online assessment. For this purpose, students need to have a good internet connection. The structure of "Absyak" Online Media are students who take part in the process of learning and training activities online at "Absyak" Online Media for 45 minutes and provide feedback at the end of the session. Apart from this framework,

in “Absyak" Online Media, students are trained to master English Speaking skills with a structured academic approach to meet the challenges of higher education which are getting tougher in this metaverse era.

To know the success of implementing online lectures, an evaluative analysis is needed that includes all elements in online lectures. The evaluation method used is Kirkpatrick's 4-level Evaluation Model. Kirkpatrick's 4-level Evaluation Model is an evaluation approach that includes reaction level, learning level, behavior level, and result level. Reaction level helps researchers in knowing the reactions of students to the implementation of online learning in this case the overall implementation of MOOCs vs "Absyak" Online Media which includes participants' reactions to courses, materials, instructors, learning methods, and facilities used in learning to speak English. At the learning level, the level of mastery of the material by the participants will be known. The behavior level is used to determine the extent to which participants can apply the knowledge they get from online learning where they work. And in the end, at the resulting level, it will be known how far online recovery has succeeded in influencing the institution as a whole. Thus, to find out the benefits and challenges of implementing MOOCs in the Speaking course to improve competence or ability to speak English, it is necessary to evaluate its implementation.

Teaching is activity of presenting and providing assistance to someone in learning how to do something (Brown, 1987). In language teaching, teaching is about presenting the elements of language to learners and helping them understand the language being studied. Meanwhile, Brown (2004) defines speaking as the result of a linguistic arrangement that is built creatively by choosing a lexicon, structure, and dealing with arranging words and phrases in a set of structures to issue a conversational discourse. Nation & Newthon (2009) say that speaking is how to develop aspects of fluency and accuracy (vocabulary, grammar, pronunciation). From this definition, it can be concluded that the indicators of success in speaking in English are Grammar, Vocabulary, Pronunciation, Fluency, Appropriateness, and Content.

E-learning is risky in many ways, mainly because the needs of students are not considered and the results of research that have been carried out show that the system used in learning is not utilized optimally (García-Peñalvo, Conde-González, Forment, & Casany, 2011). In this regard, it is very important to develop a better understanding of how to improve learning management systems. From this explanation, it can be assumed that the key is to gather information about student's perceptions of their effectiveness to support their learning. Various studies on the effectiveness of MOOCs have been carried out. The advantages and opportunities that MOOCs offer to "massify” courses have created great and compelling interest from institutions and the expansion of MOOCs has attracted the interest of higher education institutions (EdTech, 2014). The effectiveness of MOOCs according to the student's perspective is analyzed from the advantages of online learning which is the contribution of video (Yuan & Powel, 2013). Because learning through videos, students can improve their learning experience.

In previous research, learning effectiveness through MOOCs is general and has not led to English-speaking classes or courses. Thus, in this research, researchers focused on research related to the effectiveness of MOOCs Vs "Absyak" Online Media to improve speaking skills based on students' perceptions where they had carried out learning activities both through MOOCs as their experience and also through "Absyak" Online Media in Speaking class. However, little emphasis has been placed on understanding how students will perceive their

online learning conducted through MOOCs or “Absyak” Online Media. Therefore, this paper hopes to reveal the students' perceptions of the Pharmacy Study Program regarding MOOCs Vs. The "Absyak" Online Media that they participated in, in this research emphasized how the students' responses as respondents to the process, output, and outcome, as well as the achievement of learning speaking through the MOOCs and "Absyak" Online Media platforms, were used.

Methodology

The method used in this research uses the Mix Method where a qualitative approach is used to describe the findings results in the form of interviews, while the quantitative approach is used to analyze data containing numbers that reveal findings that are consistent with previous research, while the data collection step is carried out through questionnaires to determine the effectiveness of MOOCs Vs "Absyak" Online Media with a function to improve students' speaking skills regarding the application of MOOCs Vs "Absyak" Online Media that have been used for teaching. A set of questionnaires was distributed to the respondents. A total of 60 respondents participated in the survey. The questionnaire was developed based on a literature review and after consultation with a panel of experts to establish the validity of its content. The instrument in the form of a questionnaire is divided into three parts; Part A presents the demographic background of the respondents (study mode and gender), Part B focuses on the attributes of MOOCs Vs “Absyak” Online Media (10 items), Part C on the learning process (7 items) and outcomes (3 items) and Part D is an open-ended question to write their comments about why they like or dislike MOOCs Vs “Absyak” Online Media that they took (12 items). Respondents' responses to each item were measured on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree).

Results and Discussion

The results and findings are supported by research questions given at the beginning of this research including:

Respondents' views on MOOCs Vs "Absyak" Online Media attributes

There are 10 items proposed to obtain respondents' views on the attributes of MOOCs Vs "Absyak" Online Media that they take in their program. The validity test on the MOOC and AOM methods showed that all indicators were valid with a range of Pearson correlation values between 0.545-0.798 and 0.564-0.818, respectively. Reliability tests with Cronbach's alpha method MOOCs and "Absyak" Online Media are 0.894 and 0.914 respectively. So it can be concluded that the variable is reliable because Cronbach's alpha value is more than 0.7. The highest average score between MOOCs Vs “Absyak” Online Media is 2.83 (MOOCs) and 3.83 (AOM). This is a clear indication that respondents agree with most of the items describing the AOM attribute. The lowest mean score is an indication of their frustration with the incidence of malfunctioning MOOCs of 2.60.

Table.1 Attributes on MOOC Vs “Absyak” Online Media

Items	Mean	
	MOOC	AOM
I like the visual design	2.67	3.63
The layout is user-friendly	2.67	3.65

The platforms are organized	2.83	3.83
I have fully utilized the chat-box/chatroom	2.60	3.57
It is easy for me to navigate to different topics	2.72	3.68
The chat-box/chatroom offers a helpful means of communication with my peers	2.75	3.73
I found the course content interesting	2.73	3.73
I am able to share any media or documents	2.67	3.63
The award of badge motivates me to do well in the tasks	2.67	3.65
I am frustrated with the malfunctioning occurrence	2.83	3.83

Furthermore, a paired t test will be carried out on both methods with the following results:

Table.2 Paired t-test on the MOOCs attribute with AOM

Variable	Average	Sig.	Conclusion
MOOCs	27.13	0.000	There is an average difference between the MOOCs and AOM methods on attributes
AOM	36.95		

Based on table 2, it can be concluded that there is an average difference between the MOOCs and AOM methods regarding attributes. The average value of MOOCs is greater than AOM (27.13 < 36.95). This means that students agree with learning media using AOM rather than MOOCs.

Nonetheless, in interpreting the findings to characterize students as adult learners, it is safe to conclude that for adult learners juggling multiple tasks at one time, attributes such as being well-organized and user-friendly were considered important. In addition, platforms that allow sharing of additional information such as media and relevant documents are advantageous for adult learners as they can have easy access to additional learning resources amid their busy schedules at work and home. This interpretation is further supported by the findings of past research on adult learners such as Siti Nur Amira, Munira, & Nur Hana (2013) who claimed their respondents reported challenges in learning including lack of time to prepare for classes due to tight work schedules and family commitments.

Respondents' View on the Learning Process and Outcomes Through the MOOCs Platform Vs "Absyak" Online Media

There are 10 items proposed to obtain respondents' views on the learning process and outcomes through MOOCs Vs “Absyak” Online Media that they take in their program. The validity test on the MOOCs and "Absyak" Online Media methods showed that all indicators were valid with a range of Pearson correlation values between 0.527-0.732 and 0.590-0.849, respectively. Reliability test with Cronbach's alpha method MOOCs and AOM are 0.844 and 0.899, respectively. So it can be concluded that the variable is reliable because Cronbach's alpha value is more than 0.7. The highest average score between MOOCs Vs “Absyak” Online Media is 2.82 (MOOC) and 3.82 (AOM). This is a clear indication that the respondents agree with most of the items that describe the attribute of “Absyak” Online Media. The lowest mean score is an indication of their frustration with the incidence of malfunctioning MOOCs of 2.63.

Table.2 Learning Process & Outcomes on MOOC Vs "Absyak" Online Media (AOM)

Items	**Mean**	
	MOOC	**AOM**
I am able to reflect on what was learnt	2.73	3.70
The activities helped me to understand the topics better than by reading	2.67	3.65
I am able to share my thoughts and ideas with other participants better	2.70	3.65
I can read the comments posted by other participants for my reference	2.70	3.70
I can engage with my facilitators better in these platforms than in class	2.75	3.72
I am interested in watching all the educational videos posted	2.63	3.58
I do not lose momentum as the course progressed	2.77	3.72
I am able to explain the major concepts of the courses	2.68	3.63
I believe that my knowledge on the courses has increased	2.82	3.82
I have improved my practice of the concepts learnt in the courses.	2.72	3.72

Furthermore, a paired t-test will be carried out on both methods with the following results.

Table.3 Paired t-test on the learning process and outcomes through MOOCs with AOM

Variable	Average	Sig.	Kesimpulan
MOOCs	27.17	0.000	There is an average difference between the MOOCs and AOM methods on the learning process and outcomes
AOM	36.88		

Based on table 2, it can be concluded that there is an average difference between the MOOCs and AOM methods in the learning process and outcomes. The average value of MOOCs is greater than AOM (27.17 < 36.88). This means that students agree with the learning media using AOM rather than MOOCs.

Therefore, it is understandable why respondents in this research seem to claim that MOOCs have made it possible to reflect and improve their concept practice. As adult learners, respondents prefer to interact and engage than by reading alone. Again, these findings can be attributed to their need as adult learners who prefer to have meaningful and hands-on experiences. Ross-Gordon (2013) has similar findings and interpretations in his research.

Reasons for Respondents Like or Dislike the MOOCs Platform Vs "Absyak" Online Media

There are 12 items proposed to obtain respondents' views on the preference for the MOOCs Vs. the "Absyak" Online Media platform that they take in their program. The validity test on the MOOCs and AOM methods showed that all indicators were valid with a range of Pearson correlation values between 0.611-0.819 and 0.612-0.826, respectively. The reliability test with Cronbach's alpha method MOOCs and AOM are 0.908 and 0.931 respectively. So it can be concluded that the variable is reliable because Cronbach's alpha value is more than 0.7. The highest average score between MOOCs Vs "Absyak" Online Media is 2.85 (MOOCs) and 3.83 (AOM). This is a clear indication that respondents agree with most of the items describing the AOM attribute. The lowest mean score is an indication of their frustration with the incidence of

malfunctioning MOOCs of 2.68.

Table.4 Reasons to Like or Dislike on MOOCs Vs “Absyak” Online Media

Reasons to like	**Mean**	
	MOOCs	**AOM**
Anytime, anywhere	2.78	3.72
User-friendly	2.77	3.70
Offers variety	2.83	3.83
Immediate feedback	2.85	3.82
Interactive	2.78	3.77
Cater to learning style	2.77	3.72
Able to share extra info	2.68	3.67
In constant communication	2.78	3.72
Technical glitch	2.77	3.70
Poor internet	2.83	3.83
Insufficient content	2.85	3.82
Outdated contents	2.78	3.77

Furthermore, a paired t-test will be carried out on both methods with the following results:

Table.5 Paired t-test on respondents' preferences using the MOOCs and AOM methods

Variable	Average	Sig.	Conclusion
MOOCs	33.48	0.000	There is an average difference between the MOOCs and AOM methods on preferences
AOM	45.05		

Based on table 2, it can be concluded that there is an average difference between the MOOCs and AOM methods on student preferences. The average value of MOOCs is greater than AOM (33.48 < 45.05). This means that students agree with the learning media using AOM rather than MOOC.

Interestingly, the reasons were given by respondents in disliking MOOCs Vs “Absyak” Online Media were expected to be the same reasons found in previous research (Calonge & Shah, 2016). Participants who have studied through MOOC Vs “Absyak” Online Media in previous studies seem to claim that technical errors do occur in MOOCs Vs “Absyak" Online Media and a poor internet connection can be a driving factor in joining MOOCs Vs “Absyak” Online Media. However, this research also reveals problems such as inadequate and outdated MOOCs Vs “Absyak” Online Media content. This finding may reflect the need for MOOCs Vs “Absyak” Online Media developers to improve their content to better suit the expectations of the participants, especially adult learners.

Facilitating communication reflects the perceived usefulness of the system as a digital communication tool. One of the most recurring themes in the analysis shows the learning management system and its main uses. It is clear that students use, perceive, and, as such, consider systems as tools for communication and handling assignments. Communication occurs primarily through the system mail function and news boards. All respondents feel that this system is important for communication with other teachers and students. Students also appreciate the importance of being able to submit group work and submit assignments to teachers through MOOCs Vs “Absyak” Online Media. Regarding the focus area of this research,

students prefer "Absyak" Online Media over MOOCs for the Speaking class because AOM provides various videos and interactive YouTube views that allow students to develop their speaking skills. Of course, this is an updated model of the "Absyak" Online Media which has succeeded in providing a solution to improve speaking skills in the Speaking course.

Most of the respondents reported that they use the system both at home and on campus. This allows students to communicate in different times and spaces. Many respondents reported that they use mobile devices to access “Absyak” Online Media. This way they can keep up with the latest news and information from instructors and students. One respondent exemplified this by saying: “-Well, “Absyak" Online Media is very easy to access, so sometimes you end up sitting down and checking if there is anything new." As a result of this constant accessibility, one respondent reported concern about the need to constantly seek new information. Respondents feel the need to regularly check whether new information has been uploaded to Online Media's "Absyak” news board or whether there are new emails.

Content quality refers to the perceived information quality of the system. This relates to the perception of how relevant the information in the system is to students, and the perceived ease in finding the correct information. Many respondents reported that they felt that they received important information through the system on “Absyak” Online Media, and at the same time there was a lot of relevant information to support their speaking skills because of the interactive video which became one of the sources for learning. A similar finding from our research is that social influences seem to have a large impact on students' perceptions, as they are influenced by certain types of communication to be present in certain systems via video.

The overall result of our research shows that students perceive the learning management system through MOOCs Vs “Absyak” Online Media as useful, and they are quick to make up for the shortcomings of the system by adopting other systems to meet their educational needs. In addition, an important interpretation is that students can find the system useful regardless of the system's weaknesses. Our research also demonstrates the view of learning management systems as a communication tool. Furthermore, our research shares many similarities with previous research but there are developments in "Absyak" Online Media about flexibility, and as E-learning and information systems that can still be developed both now and in the future.

Conclusion

In conclusion, the analysis of the MOOCs and “Absyak” Online Media attributes shows that there is an average difference between the two methods. The average value of "Absyak" Online Media is greater than MOOC which means that students agree more in learning using "Absyak" Online Media. While the analysis results of the learning process and outcomes also show that there is an average difference between the two methods. The average value of "Absyak" Online Media is greater than MOOC which means that students agree more in the learning process and outcomes by using "Absyak" Online Media. The analysis results of student preferences also show that there is an average difference between the two methods. The average value of "Absyak" Online Media is greater than MOOCs, which means that students prefer learning with the "Absyak" Online Media method. Meanwhile, the results of quantitative tests that show validity and reliability are concluded that students both use the MOOCs method and "Absyak" Online Media. With the Pearson correlation value of the MOOCs method on attribute variables, learning processes and outcomes, as well as likes or dislikes, each of which is 0.545-0.781; 0.527-0.732; 0.611-0.819. For the "Absyak" Online Media method, the Pearson Correlation

values for attribute variables, learning processes, and outcomes, as well as likes or dislikes are 0.564-0.818, respectively; 0.590-0.849; 0.612-0.802. This means that all of these indicators are valid because the Pearson correlation value is more than 0.3. Reliability testing obtained the results of Cronbach's alpha value of the MOOCs method on attribute variables, learning processes, and outcomes, as well as likes or dislikes, respectively 0.894, 0.844, and 0.908. For the "Absyak" Online Media method on attribute variables, learning processes and outcomes, as well as likes or dislikes are 0.914, 0.899, and 0.931, respectively. This means that all variables are reliable because Cronbach's alpha value is more than 0.7. Values exceeding 0.87, as claimed by Fraenkel, Wallenn, and Hyun (2012), indicate high reliability and good internal consistency (High Reliability and Good Internal Consistency). Overall, it can be concluded that MOOCs Vs "Absyak" Online Media serves as a learning platform that facilitates students because several attributes, namely user-friendliness, accessibility, and sharing opportunities are very eligible, this can provide IT professionals and English lecturers to collaborate in the field of education. to produce 'guidance and approach to feel in the use of technology in producing development that leads to sustainable collaboration.

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