

5347 Ernalfanti The EFL Learners Lens on Online teaching

by Erna Iftanti Dinamika

Submission date: 28-Nov-2022 07:40AM (UTC+0800)

Submission ID: 1964453082

File name: 5347_Ernalfanti_The_EFL_Learners_Lens_on_Online_teaching.docx (142.09K)

Word count: 7474

Character count: 42168

The EFL Learners' Lens on Online teaching speaking and its Effective Teachers at Islamic Higher Education Context

Erna Iftanti^{1*}

English Education Department, UIN Sayyid Ali Rahmatullah Tulungagung
ernataufic72@gmail.com

Abstract

Learning language skills such as speaking which is emphasized on practicing a lot should also adjust with the online learning platform. This paper is then intended to portray how EFL learners perceive online learning to learn and improve their speaking skills. The study was done through administering an online questionnaire survey to forty-six students of UIN Sayyid Ali Rahmatullah Tulungagung who attended Speaking for Daily Interaction Subject. This study revealed that Google meet is the most helpful learning application for online speaking class, but to attend offline classroom meeting is preferable to improve their speaking skill. Although there are some challenges such as feeling insecure, less social contact to practice speaking, and bad internet connection, they claim that their skills of using daily expression in English are getting improved through using appropriate online learning application taught by an effective teacher. The portrait of the effective teacher of speaking was also ferreted out. These findings are pedagogically implemented to conduct an effective online speaking class. Yet, because this study was conducted in a small scope respondent, then future researchers are suggested to include a wider scope of respondents in order to contribute to the finding of this research.

Keywords: EFL Learners' lens, effective teachers of speaking, speaking skills for daily interaction, online learning

A. Introduction

People commonly see the success of EFL learners from the way they speak in English. There is no doubt that to be proficient in each skill of a language is necessary to become a well-rounded communicator, but the ability to speak skilfully provides the speakers with several distinct advantages such as to participate actively in pair or group activities in the classroom; to pursue higher studies in foreign countries. to interact with people all around the globe, to get better employment opportunities. to make use of the internet effectively, to do good international business, to earn high respect in the society, to get better employment opportunities all over the world. to increase the ability of problem-solving and critical thinking. and to improve the overall development of the speaker's personality (Rao, 2019). To able to speak means to be able to communicate verbally with others which provides an overview of the ability to compile various vocabulary which has been mastered into a series of structured talks (Hasibuan, 2019).

Speaking is one of the skills in English which is commonly learned through direct interaction in the classroom where each learner can see each other. Through this classroom mode of learning, they can practice speaking in a more and direct interaction and a more convenient atmosphere, because they can give feedback either directly or indirectly. However, this was not able to be carried out in a direct physical classroom learning, but this should be conducted in an online mode because of Covid 19 pandemic. This pandemic has brought about policies of physical and social distancing for all type issues and activities in the society. The educational setting was also impacted of this policy by doing "physical distance learning" through online mode. For learning skill such as speaking, it is not easy to be carried out, because students need to practice effectively through direct interaction and communication which are believed to be as a more convenient way and more real practice of speaking experienced by the

students. Such a teaching mode needs to be further investigated to see what the students perceived about improving their speaking skills through online platform.

Online learning is commonly conducted by using a computer connected to a network which offers the possibility to learn from anywhere, anytime, in any rhythm, with any means through either synchronous or asynchronous mode of learning. It is carried out through various online learning applications such as Google Classroom, Google Meet, Schoology, Edmodo, Zoom, Youtube, and many more. The tools for communication in synchronous mode of learning covers video conferencing, web conferencing, audio conferencing, live chat, whiteboarding, and application sharing. Meanwhile, for asynchronous tool of communication includes discussion forum, web logs, email messaging, and social media messaging (Lim, 2017). Both types of online communication tools have their own advantages and disadvantages.

There are some factors that affect students to easily and effectively speak in English as revealed by Leong & Ahmadi (2017): students should have high motivation and low anxiety, a friendly and cooperative environment and the teachers should understand their students' interest and feeling, improve their students' self-confidence, choose the best teaching method to keep their students get involved, praise their students to speak English, build a friendly relationship with their students, make them feel happy and enthusiasm to speak English. Moreover, the effective teacher-student interpersonal interaction skills in English as a foreign language speaking class include praise, care, confirmation, clarity, credibility, stroke, immediacy, rapport, and humour (Ding, 2021).

Research so far revealed that teaching speaking through online mode is hardly found because psychologically this course is done in a more-physical based speaking practice. The previous studies indicate three significant points. *The first* is studies about speaking which are emphasized on using a certain media (Pratiwi, 2019; Elarouki, 2021; Sun, et.al. 2017). and strategies to improve speaking skills (Bsharat & Barahmeh, 2020; Albino, 2017; Krebt, 2017). *The second* is researching speaking from a certain specific focus, such as challenges in speaking from either students' perspective as done by Kara, et.al. (2017), Abrar, et.al. (2018) and Riadil,(2020) and teacher's perspective as carried out by Songbatumis (2017), Al-Sobhi & Preece (2018). It was found that the challenges encountered by students include language barriers, psychological factors, learning environment, and practicing the language. Meanwhile, the ones faced by teachers cover for example learning facilities, students' attitude, and lack of linguistic knowledge. *The third* is about challenges and opportunity of teaching English during Covid-19 pandemic. There are some studies about teaching speaking amidst Covid-19 pandemic such as the ones done by Syafiq, et al (2021) and Fitriani et.al (2020) and its impact towards speech intelligibility (Caniato et.al, M., Marzi, A., & Gasparella, A. (2021). Still, a study concerning with what students perceive about what make them improve their speaking skills during online learning is under researched.

This article is then attempted to portray the EFL learners' lens on effective online speaking teaching and the effective teachers who help them to improve their skills of speaking for daily interaction: a). What is the most favourite online learning media for improving speaking in English? What is the challenge of online learning to improve the EFL learners' speaking ability? What benefit of online learning to improve the EFL learners' speaking ability? What is the portrait of effective teacher for teaching online speaking? The result of this study is meaningful for providing a model of improving students' skills of speaking in English through online learning mode.

B. Literature Review

EFL Learners' Lens

The term "lens" is literally defined as a curved piece of glass, plastic, or other transparent material, used in cameras, glasses, and scientific equipment, that makes objects seem closer, larger, smaller, etc. (Cambridge Dictionary, n.d.) a camera with a zoom lens, for example. In this context of research, it is used to describe the point of view from which the data were obtained, the collected data were analyzed and the analyzed data were revealed to tell significant opinion and thoughts. Thus, the lens of the EFL learners means what could be revealed from this study was their opinion and thought based on what they experience, think, perceive, and believe during attending the subject of Speaking for Daily Interaction class carried out through online mode. It is about seeing how the speaking class is carried out through online mode and what an effective teacher for speaking is portrayed in the students' new and revealing ways.

Effective Teachers of Speaking

Teacher, as one of the important elements of teaching and learning activities, plays significant role towards the students' success in learning English that cover all language skills i.e., listening, speaking, reading, and writing. Effective teachers reflect on and examine their own teaching and the success of their students (Burden & Byrd, 1999). They further stated that when examining effective teachers, the essential characteristics of effective teachers fall into three categories: knowledge, skills, and dispositions. For a professional language teacher to have sufficient content knowledge (knowledge about the English language), pedagogical content knowledge (knowledge about how to teach English), and sufficient proficiency in the language is essential to be able to teach through the target language effectively (Renandya, Hamied, & Nurkamto, 2018). A Study also proved that what the EFL university students perceive about the characteristics of effective teachers are teachers' command of language, modern approaches, namely (engaging, active, real-life skills, immersion in the target language), a positive student-teacher relationship (Bremner, 2019). Students prefer teachers who can provide them with personalised attention and those who can build close relationship to help them with their problems in the class. Teachers' friendliness (Dewaele, Magdalena, & Saito (2019), patience (Hismanoglu, 2019), accurate pronunciation, and good practical classroom management skills (Sakkir, Dollah, & Ahmad, 2021) are the other qualities of effective teachers that are proved to be the significant predictors of students' learning enjoyment. Teachers' personality traits play a pivotal role as regards to effective language teaching (Tarajová, & Metruk, R. (2020). In addition, the effective EFL teachers are characterized with reading English well, managing classroom properly, being confident and having self-control (Alzebaree & Zebari, 2021), and having an ability to use various ways, methods, and strategies, which must be effectively and flexibly adjusted to the students' needs and level of English (Tarajová, R., & Metruk, R. (2020). A good EFL teacher should have accurate pronunciation, and practical classroom management skills (Sak, G., Dollah, S., & Ahmad, J. (2021). In short, effective EFL teachers can carry out effective teaching and learning that is essential to reach the EFL learning objectives.

The Skills of Speaking for Daily Interaction

There are some skills of speaking taught such as those of Speaking for Daily Interaction, those of Speaking for Business Interaction, and those of Speaking for

Academic Interaction. In Speaking for Daily Interaction, students learn and practice how to introduce, greet, talk about favourite things, ask for and give permission, express certainty and uncertainty, express lack of understanding and ask for clarification, make an appointment, preferable, talk about like and dislike, shock, and disbelief, say goodbye, and express indifference. The teaching of oral interaction in English through interactive activities like learner-learner interaction (Namaziandost & Nasri, 2019) and implementing communicative approach in the English classes (Al-Sobhi & Preece, 2018) played a significant role to improve the learners' speaking skill in the classroom atmosphere. The skills of speaking are the most important skills for ELLs because they are very advantageous for them in performing their communication skills for various purposes (Rao, 2019) in their daily life.

Teaching and Learning Speaking Through Online Learning

Teaching speaking through online mode synchronously and asynchronously becomes one of the most prominent modern trends. The appropriate use of technology and online learning application for teaching and learning activities characterize good online mode of speaking class. Modern technological tools such as language laboratory, video, satellite, internet, blog, digital dictionary is found to be much more interesting and provide fun and enjoyable learning, motivating the students, and helping them to enhance their speaking skills in a fruitful way, to learn at their own pace (Kuning, 2019; Megat Abdul Rahim et al., 2021). Digital story telling is also proved to have beneficial impact on pupils' speaking skills in English (Nair, V., & Md Yunus, M. (2022). Studies show that the zoom and google hangouts meet are amongst popular video applications. While website Youtube is a web application chosen interestingly for English speaking learning and social media WhatsApp is easy to use in English speaking learning (Baron, 2020).

Regarding the learning strategies, Mohammed (2021) in his study found that both male and female learners use five types of learning strategies either individually or in combination, to enhance their speaking skills in online learning. Those strategies are *in-class strategies* such as participating in the speaking activities and interacting with their teachers and classmates, *study-based strategies* such as writing notes, preparing lesson outlines, and using extra-textual supporting materials, *listening-based strategies* such as listening to movies, audios, news, speeches, listening to their voices after recording, listening to the recordings of virtual classes, and *listening to native speakers* using multimodal options, *internet-based strategies* such as websites, mobile applications, social media, and sites that teach speaking, and *memory strategies*. Still, memory strategy is used more than other strategies. Like offline teaching, González-Lloret, (2016) found that by using collaborative technology-mediated tasks in online teaching speaking can promote productive language output e.g., speaking and writing and the types of interaction built between teachers and students can facilitate the language learning and motivate learners to continue improving their language skills.

To be successful in teaching speaking through online mode, both technological tools and strategies need to be employed (Mahoney & Hall, 2020). Learning how to incorporate virtual reality games, webcams, video conferencing, and brainstorming platforms such as Padlet, Bubbl.us, Zoom, Twitter, Instagram, interactive whiteboards, chat rooms, YouTube, and screen casting videos is encouraged. Another study revealed that Edmodo or Schoology LMS system is effectively used to help students to achieve their speaking performance, particularly on pronunciation and grammar (Yuniarti et.al, 2019). Learning speaking through videoblogging is also more effective than expository strategy (Rakhmanina & Kusumaningrum, 2017). And during online courses, synchrony positively affects students' perceptions of belonging, positive affect, and cognitive processes (Peterson et.al., 2018).

C. Research Methodology

This study was carried out through distributing a survey to 46 students of English Department, State Islamic Institute of Tulungagung. They were staying in the first semester and were taking "Speaking for Daily Interaction Course." This course offered students to learn expressions in English used for daily interaction, such as greeting, turn taking, asking for clarification, agreement and disagreement, giving for opinion, and so on. The survey was done in the first week of January 2021 right after they finished this course at the end of the odd semester 2020-2021. The survey was distributed via Google Form with this link <https://forms.gle/NT0P49qUXnHWaD629>. The argument of investigating their perception of online learning that improve their speaking skills mainly on daily expression is that online learning is not commonly used for speaking class before Covid 19 pandemic. Therefore, this new experience made the students find both challenges and benefits. In addition, providing students with a motivating teaching practice as according to their own perspectives is also very meaningful to help them creating a more convenient and joyful online learning atmosphere. As a result, they could be more actively engaged, and this lessened psychological burden which hindered the students' improvement in their speaking skills of using daily expression.

The instrument used was a questionnaire survey which consisted of 6 items divided into two different types of statement_ 3 positive sentences and 3 interrogative ones. The first are closed ended statement and the latter are open ended statement. Number 1 is "I know the learning goal of this Course (Speaking for Daily Interaction) from Course Outline which was shared in the first meeting". Number 2 is "Choose one of the media used during the online learning which you think as the most helpful for you to learn and practice using daily expressions!" with the available options are WhatsApp (recorded voice), Google Meet (virtual meeting), Zoom (virtual meeting), Schoology (recorded voice), Video, and add other media which are not provided. Number 3 is agreement and disagreement statement "I prefer "offline/classroom" to "online learning" so that I can better improve my speaking skills of using a responding expressions of daily interaction." The other three open ended statements are "What challenges you to improve your speaking skills of using and responding expressions of daily interaction during attending this class (in terms of teaching technique, media, learning activities, and evaluation) ?"; "What benefits you from attending this class so that your speaking skills of using and responding expressions of daily interaction improve (in terms of teaching technique, media, learning activities, and evaluation)?" and "6. What is the effective lecturer of speaking that can help you to improve your speaking skills during this online learning?"

The data collected from the first three closed ended item of questions are in the form percentage which were analysed quantitatively. The result of quantitative data was described descriptively as according to the objectives of this study. Meanwhile, the data obtained from the three open ended statements asking students' perspectives about their challenges and benefits concerning with their lecturer' teaching technique, media, learning activities, and evaluation that they encountered while improving their speaking skills through online learning are analysed descriptively. In addition, the data collected from the last open-ended statement asking about their perspectives on the effective lecturer of speaking that can help them to improve their speaking skills during online learning is analysed qualitatively as well. The result of the data analysis showing the students' lens about an effective online teaching speaking and teacher to improve their skills of speaking were revealed.

D. Finding and Discussion

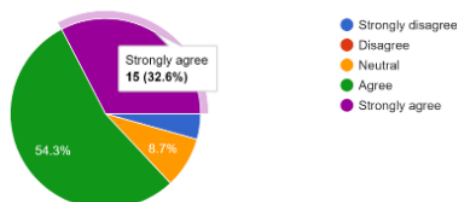
The result of data analysis ferreted out four important findings. The first is about the students' preference of using online learning for teaching activities. Secondly is the challenge to improve their skills of speaking for daily interaction in English during online learning. The third is the benefit that the students took during attending this online learning class in terms of teaching technique, learning media, learning activities, and evaluation, and the last is the portrait of an effective teacher of speaking.

The students' preference of using online learning helpful for learning and using expression of daily interaction in English

This study found that most of the students (54.3 %) (see Diagram 1) agree that they know the objectives of attending this Speaking for Daily Interaction class through the document of Course Online which was distributed at the first meeting. They also made an agreement with their teacher about classroom commitment which need to be considered during this online learning course. This indicates that they understood about what they need to achieve by the end of the semester. Such a condition leads students to be aware on what they must do during online class which they experience as something new, because they were the freshmen who had just graduated from Senior High School with different system and atmosphere of learning from that in their higher education. Knowing learning goal is helpful to set strategies of getting involved actively and to get success in learning speaking via online.

Diagram 1. Students understanding on course outline and classroom commitment for online learning

1. I know the learning goal of this Course (Speaking for Daily Interaction) from Course Outline which was shared in the first meeting.
46 responses



To create a motivating way of learning speaking during online class is through selecting and using appropriate online learning media. If the media used is not interesting, this will demotivate them to attend the online learning class, because learning media is proved to be one of the learning motivating factors for students (Puspitarini & Hanif, 2019; Wajdi & Amir, 2021; Gaol & Sitepu, 2020; and Jabir et.al. 2021). This research found that there are three kinds of media which most of the students preferred to use for their online class of speaking for Daily Interaction. They are Google Meet (50%), What Apps through sending Recorded Voice (28.3%), and Zoom (10.9%) as seen in Diagram 2. This is line with Baron (2020) who found Google Meet as the most popular video applica¹¹. Similarly, Fakhruddin (2018) in his study found that Google Meet as the teaching media was proven to be effective to improve the students' speaking skills. When it is further noticed, the media mostly preferred to be used by students are the ones with which they can practice using and responding expression of daily interaction in a direct way in the classroom (they can see each other). The selection of using What Apps also specified on using a recorded mode of learning speaking.

Diagram 2. Students' preference on media used for online learning of Speaking for Daily Interaction.

2. Choose one of the media used during the online learning which you think as the most helpful for you to learn and practice using daily expressions!
46 responses

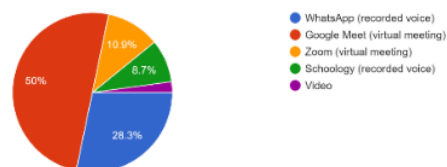
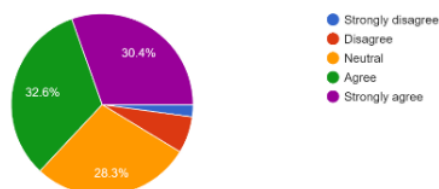


Diagram 3 below shows that most of the student 32.6% strongly agree and 30.4% declared that they preferred using classroom meeting this Course rather online mode of teaching and learning speaking for the freshmen students staying in the first semester. Meanwhile, 28.3% of the respondents claimed to be neutral in using either offline or online platform. Only 6.5% who disagree and 2.2% who strongly disagree with online mode of learning through online meeting. This indicates that around 37% from them did not prefer to use synchronous learning.

Diagram 3. Students' preference of the mode of Speaking class ¹⁰ to improve their speaking skills

3. I prefer "offline/classroom" to "online learning" so that I can better improve my speaking skills of using and responding expressions of daily interaction.
46 responses



The challenge to improve their skills of speaking for daily interaction in English during online learning

The finding of this survey shows that there are some challenges encountered by the respondents to attend the Speaking Class synchronously and this would inhibit them to improve their speaking skills on using daily expression in English as the objective of this Speaking for Daily Interaction Course. The word "challenge" was defined in two ways by the respondents, namely things that motivate them to improve their speaking and the problems that inhibit them to improve their speaking skills.

First, it was found that dream of continuing study abroad to Australia for example is the challenge to improve their speaking. This can be explicitly stated in the student's quoted statement. "...improve my English skill for study abroad in Australia, that's my reason why I have to improve it (Audri). She believed that the skills of speaking in English is one of the keys to be able to study abroad. In addition, it was found that students' knowledge about English as the international language that link among people of different countries in the world has motivated them to improve their skill of speaking in English. One of the respondents clearly stated that "Because English is an international language that links communication between countries. Surely an English majors should be fluent in English. That's what challenged me" (Ardhea). Teacher modelling is also found to be motivating factor to improve students'

speaking during online learning as can be seen in this student's quoted statement. "During this online class, the lecturers often speak in English during learning, and this is what challenges me to improve my speaking skills." (Cici). This finding is in line with Hussain (2017) who found that teachers have a duty the goal that good pronunciation and fluency in speaking skill is the hallmark of culture. In addition, students' curiosity was found as the challenge of improving their speaking for daily interaction either as explicitly stated in this quoted statement: "Curiosity to learn more deeply, this making of a challenge to learn". (Defina). This data show that dream of engaging in international community for pursuing for either academic or non-academic reason, teacher modelling on speaking, and curiosity of making progress are of challenges that motivate them to improve their speaking English.

Second way of perceiving challenges are concerning with problems that inhibit them to improve the students' speaking skills. This survey found that those challenges cover feeling insecure, less social contact to practice speaking, and bad internet connection. Students' feeling insecure when they are appointed to spontaneously speak in front of their classmate during synchronous meeting is a case that made them get nervous and trembling. This leads to breaking their concentration and joy to practice speaking. Without practicing speaking sufficiently, their skills of using English for daily interaction will not improve well. This finding can be seen in the following quoted respondent's statement"

"Evaluation, I like the way the lecturer evaluates us on virtual meeting so that we can speak directly and making eye contact and that's kind of challenges me because I always get nervous and trembling before speak up hhhh *peace sign." (Arwa)

Less social contact indicated by having a direct physical interaction is found to be the challenge during online speaking class as well. "My challenge in improving my speaking skills on my indirect learning activities." (Nia). Speaking without direct physical interaction is kind of challenging which might reduce the close relationship between the speaker and the listener. Such finding supports the one revealed in a study by Alawamleh, et.al. (2020) stating that online classes make students to be isolated. It is further found that speaking through synchronous platform of learning which leads to having less social contact hinder the students to speak spontaneously. It is due to the fact that there are some problems namely psychological, technical, and physical problems which appear during the online learning. This data is supported by the respondent's statement below:

"I feel more challenged when the class is held at a zoom / gmeet (virtual meeting), this is because sometimes there is a feeling that I have to be able, because whenever maam erna point at me, I will be able to respond with the right expressions and sentences. But there are many problems that require us not to hold virtual meetings."(Mayda).

Feeling insecure is found to be one of the challenges during online speaking class. The students get used to meet each other and speak in a joy feeling and atmosphere before the pandemic. However, after the pandemic, all learning activities have been done through online learning mode with which they feel being too far each other. Therefore, they need more friends to speak each other as stated in the student's quoted statement: "I need more friends to talk to me to practice some English conversation since I know English or languages are habits, but many of them feeling insecure just before we even talk to each other:(Lindy). For them to learn speaking face to face is helpful to achieve the goal of learning speaking. As can be found in the following quoted students' statements:

“The things that challenges me to improve my speaking is the media. Right now all of our class is all classes are conducted online. so this slightly hinders the learning objectives because speaking learning is most effective when it is carried out face-to-face.” Tesya

“Sometimes it is difficult to understand what is being said, and it is also difficult to analyze the expressions given to the interlocutor because they do not meet face to face.” (Aina)

The students' hesitance to practice speaking in English is also indicating their feeling insecure to learn speaking through online mode. *“I think there are still many friends who are still hesitant about speaking, so, made me also feel hesitant to spontaneously say using English.”* (Siti)

The last and main challenge experienced by the students is internet connection. People agree that the success of conducting online learning is if the connection of Internet is stable and good, because online learning is an internet-connected learning. It was found that learning speaking through online mode is challenging for them. It was stated clearly that signal of Internet connection is even believed to be the main factor to determine the success of attending online learning speaking. *“During the virtual meeting when the lecturer explains, sometimes the signal is not friendly. Or I could say that understanding depends on the signal.”* (Nur Azizah). Another respondent also claimed that the problem of Internet connection makes the online learning English skills be less effective, because they do not meet each other. This finding can be seen in this quoted statement.

15
“There is a problem in the internet network that interferes with the learning process, In online learning it is less effective in learning English language skills because it does not meet each other directly.” Naufal

In short, it is found that there are some challenges which in one hand are meaningful to motivate them to improve their speaking skill during online learning, in the other hand, they are inhibiting their speaking improvement. The dream of taking further study abroad and getting involved in an international community, teacher modelling, and curiosity challenge them to improve their daily communication skills in English as part of speaking. Meanwhile, speaking class conducted through synchronously through Zoom, Google Meet, or Google Classroom led to a certain condition namely students' feeling insecure, less social contact, and Internet connection inhibit them to achieve the goal of learning Speaking for Daily interaction.

The benefit that the students took during attending this online learning class

Online learning for speaking class brings about some challenges. However, this survey found that such learning mode results in some benefits for students and teachers in terms of teaching technique, learning media, learning activities, and evaluation.

Concerning with teaching technique and learning activities employed for online speaking class, it is not sufficient only to use online media and online application without providing them with clear and meaningful learning activities. To improve their skills of using daily expression in English, they were given solid and clear materials and examples of expression used for their daily communication in English. Subsequently, the materials are explained synchronously while giving them good model of how to use some daily expressions such as asking for clarification and giving information, and so on. After that conducting discussion session and asking them to practice using the expressions are important steps in online teaching and learning speaking. These online teaching procedures for speaking class are claimed by the

students to be beneficial to improve their skills of speaking in English. This finding is explicitly stated in the students' quoted statements below:

"Teaching technique, how the lecturer gives us the material in file format and we have to read it first then the lecturer explain it more detail, I think that can improves my speaking skill day by day." (Adinda)

"So far is because of we had a lot of practice through either Schoology or google meet. Also the lecturer gave us a chance to practice together and try to communicate directly during the meeting. And also the lecturer had given the material in order that the student could be able to learn about it before we started the meeting." Ajeng

It can be ferreted out that even though Speaking class is conducted through online mode, students can take some benefits such as recognizing some expression for daily interaction, increasing number of vocabularies, increasing skills of speaking in English, getting more confident to speak in English, and being able to learn accent and pronunciation. These findings are seen clearly in the following quoted students' statements.

"Because of this class, I know many expressions and i can practice my speaking more and more." (Feni)

"I get a lot of vocabulary that I just learned and am getting fluent in English conversation". (Herlina)

My English skills increased, and I had hardly ever used English to talk in everyday life before, so I practiced it in class

"By learning speaking for daily interaction I became more confident in speaking English, was able to increase my vocabulary, and must have learned accents and pronunciation." (Uswatun)

Portrait of Effective teacher for teaching online speaking

The findings of this study show that the effective teacher of online speaking is portrayed into some indicators, namely caring and helpful, speaking in English as a model, providing students with simple and clear explanation, not giving a lot of assignment, and appreciating students' works.

What the students perceive about a teacher who can effectively teach speaking through online platform is the one who gives attention and is helpful for students. As clearly reflected in a student's quoted statement: "...give full attention for the student so the teacher can improve every student's skill (Nailu). Students who feel secured during online speaking class will enjoy attending the class and a result such a student will have sufficient confidence to speak among his/her classmates. A teacher who is keen on helping the students is also portrayed as an effective teacher. "yes, the lecturer really helped me in this study. because lecturers often mingle with their students and don't just give assignments." (Naufal). This study extends previous research finding stati²⁵ that emotional support from teachers protect students' academic engagement (Gasser et.al., (2018) and tea⁶ers' support their positive academic emotion (Lei et.al., 2018). Another characteristic of an effective teacher is the one who is discipline to teach on time as according to the course online, as can be seen from this student's quoted statement that "the lecturer who are fun, teach on time, and teach according to the material." (Mika)

The other indicator of an effective teacher of teaching speaking through online mode is speaking in English as a model for his/her students. This further brings students about having good role model which can be imitated. This even motivates students to be more diligent in increasing their vocabulary number as clearly reflected in the student's quoted statement: "With the lecture using English, I will be more diligent in finding the meaning of the words the

lecturer uses (increased vocabulary.” (Mayda). Moreover, to be able to provide students with simple and clear explanation is also found as the other indicator of an effective teacher of online speaking. “yes, the lecturer delivered the material with the word "which is easy to understand but sometimes too fast in speaking / conveying, so sometimes I take a long time to understand what is being said.” (Adinda). Simple means right to the point and using words which are familiar among students. Meanwhile clear means in line with the pace of speaking.

In addition, an effective teacher to teach speaking via synchronous learning is identified by not to give the students a lot of assignment which can further lead them to encounter another workload and demotivate them as explicitly stated in the student’s quoted statement: “lecturers who explain the material simply and clearly to reduce the cost of online learning and who do not share a lot of assignments.” (Ryco). Furthermore, teachers who appreciate students’ works is also perceived as being effective. Their attention during learning activities and appreciation towards the students’ works trigger them to enjoy the class. Students’ joy is meaningful to lead them getting actively involved in the classroom, so that they can release from shyness to practice speaking during the online speaking practices. This finding is clearly seen in the following quoted student’s statement.

“Mom always pays attention to us during meetings, and always appreciates whatever our answers are even though sometimes our answers are not completely correct, that’s what makes me feel not to be burdened by this course, and I really like this course.”
(Erika)

In conclusion, this study found that teachers who teach Speaking through online learning is portrait as being effective for some criteria, namely, the ones who care and help students who encounter problem during the learning process, give good model by using English during the instructional process, avoid giving the students a lot of assignment, and appreciate students’ works.

D. Conclusion and Suggestion

This study reveals four important points. First, online learning platform employed during Covid 19 pandemic is as the right choice for teaching skills of English language. Thus, teaching speaking is also done through this way by using various kinds of online learning media and application. This study ferrets out that Google Meet is the most helpful media for teaching and learning speaking. This media is not only effective but also economical because this is a freely used by those connected to internet. Second, the dream of having further studies in an English-speaking country like Australia and that of being actively involved in an international community are of challenges that motivate the EFL students to improve their speaking. So, they are motivated to make their best during online speaking class. However, there are some challenges that inhibit to actively engaged in their online learning Speaking, for example less social contact, feeling insecure, and internet connection problems. Third, this study also digs out the benefits of attending Online speaking class, namely they can recognize some expressions used for their daily interaction, increase the number of vocabularies, improve skills of speaking in English, get more confident to speak in English, and be able to learn accent and pronunciation in English. Forth, effective teachers who teach Speaking through online teaching is portrayed as caring and helpful and a good model of speaking in English during the instruction. They are also identified by providing students with simple and clear explanation, not giving a lot of assignment, and appreciating students’ works.

In a nutshell, online teaching speaking is considered beneficial to improve the students’ speaking skills if it is carried out by using online media and online learning application mostly

familiar for either students or teachers. It is then followed by giving clear materials and equipped with sufficient explanation, classroom discussion, and speaking practice. Teachers should be caring, helpful, and appreciate students' work in addition to provide them with clear and solid material with effective explanation. This research result is pedagogically implemented to improve students' skills of speaking through online learning. However, since this survey was done in a small scope of population, further study is suggested to continue carrying out a survey to a wider scope of population to reveal a more complex and comprehensive portrait of effective online teaching speaking which is meaningful to improve students' skills of speaking in English.

REFERENCES

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *The Qualitative Report*, 23(1), 129-145.
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*.
- Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. *Sage open*, 7(2), 2158244017691077.
- Al-Sobhi, B. M. S., & Preece, A. S. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1-11.
- Alzebaree, Y., & Zebari, I. (2021). What makes an effective EFL teacher: High school students' perceptions. *The Asian ESP Journal*. 169-183
- Baron, R. (2020). Students' Perception on Online Application in Speaking Skill e-Learning. *VELES Voices of English Language Education Society*, 4(2), 213-221.
- Bremner, N. (2019). What makes an effective English language teacher? The life histories of 13 Mexican university students. *English Language Teaching*, 13(1), 163-179.
- Bsharat, T. R., & Barahmeh, M. Y. (2020). The Influence of Applying Educational Active Drama in Enhancing Speaking Skills in Teaching-Learning English Language: A Theoretical Response. *Technium Soc. Sci. J.*, 14, 10.
- Burden, P. R., & Byrd, D. M. (1999). *Methods for Effective Teaching: Meeting the Needs of all Students*. Eighth Ed. New York: Pearson Education. Inc.
- Cambridge Dictionary (n.d.). Lens. In *Dictionary.Cambridge.org*. Retrieved November 26, 2022, from <https://dictionary.cambridge.org/dictionary/english/lens>
- Caniato, M., Marzi, A., & Gasparella, A. (2021). How much COVID-19 face protections influence speech intelligibility in classrooms? *Applied Acoustics*, 178, 108051.
- DEWAELE, J. M., Magdalena, A. F., & Saito, K. (2019). The effect of perception of teacher characteristics on Spanish EFL learners' anxiety and enjoyment. *The Modern Language Journal*, 103(2), 412-427.
- Ding, J. (2021). Exploring Effective Teacher-Student Interpersonal Interaction Strategies in English as a Foreign Language Listening and Speaking Class. *Frontiers in Psychology*, 4374. <https://doi.org/10.3389/fpsyg.2021.765496>.
- Fakhrudin, A. (2018). Using Google Meet in teaching speaking. *Journal of English Language Learning (JELL)*, 2(2), 43-46.
- Fitriani, Y., Bandung, M., & Kadri, M. K. (2020). Students' Perspective of Online Learning on Speaking Class during Covid-19 Pandemic. *Humanitatis: Journal of Language and Literature*, 7(1), 1-12.

- Gaol, R. L., & Sitepu, A. (2020). The Influence of Used Good-Based Learning Media on the Value of Character Education and Student's Motivation to Study. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(4), 1696-1703.
- Gasser, L., Grütter, J., Buholzer, A., & Wettstein, A. (2018). Emotionally supportive classroom interactions and students' perceptions of their teachers as caring and just. *Learning and Instruction*, 54, 82-92. <https://doi.org/10.1016/j.learninstruc.2017.08.003>
- González-Lloret, M. (2020). Collaborative tasks for online language teaching. *Foreign Language Annals*, 53(2), 260-269. <https://doi.org/10.1111/flan.12466>
- Hasibuan, S. (2019). Development of Child Worksheets Based on the Story as Subtheme "My Body" to Improve Students' Speaking Abilities at Al-Ikhlas Early Childhood Education and Development (ECED) Medan Amplas. *Budapest International Research in Linguistics and Education Sciences (BirLE)*, P.539-546.
- Hismanoglu, M. (2019). A study on the qualities of effective EFL teachers from the perspectives of preparatory program Turkish EFL students. *International Journal of Curriculum and Instruction*, 11(1), 101-124.
- Hussain, S. (2017). Teaching speaking skills in communication classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3), 14-21.
- Jabir, I. T., Rohana, R., & Pada, A. (2021). The Effect Of Use Powtoo Learning Media To Student Learning Motivation On 3rd Grade On Indonesia Subjects At Islamic Elementary School Athirah 1 Makassar. *International Journal of Elementary School Teacher*, 1(1), 56-66.
- Kara, E., Ayaz, A. D., & Dündar, T. (2017). Challenges in EFL speaking classes in Turkish context. *European Journal of Language and Literature*, 3(2), 66-74.
- Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research*, 8(5), 863.
- Kuning, D. S. (2019). Technology in teaching speaking skill. *Journal of English Education, Literature and Linguistics*, 2(1), 50-59.
- Lei, H., Cui, Y., & Chiu, M. M. (2018). The relationship between teacher support and students' academic emotions: A meta-analysis. *Frontiers in psychology*, 8, 2288. <https://doi.org/10.3389/fpsyg.2017.02288>
- Leong, L. M., & Ahmadi, S. M. (2017). An Analysis Of Factors Influencing Learners' english Speaking Skill. *International Journal of Research in English Education*, pp: 34-41
- Lim, F. P. (2017). An analysis of synchronous and asynchronous communication tools in e-learning. *Advanced Science and Technology Letters*, 143(46), 230-234. <http://dx.doi.org/10.14257/astl.2017.143.46>
- Mahoney, J., & Hall, C. A. (2020). Exploring online learning through synchronous and asynchronous instructional methods. In *Exploring online learning through synchronous and asynchronous instructional methods* (pp. 52-76). IGI Global.
- Megat Abdul Rahim, P. R., Idris, S. L., Abdul Rahman, Z. I., Ya Shaq, M. S., & Nasir, N. F. (2021). Approaching listening and speaking skills using online to facilitate interactive learning from students' perspectives. *Asian Journal of University Education (AJUE)*, 7(2), 203-214.
- Mohammed, G. M. S. (2021). Speaking skills in online learning: An investigation of the strategies used by EFL learners at the University of Bisha. *Asian EFL Journal*, 28(2.3), 120-134.
- Nair, V., & Md Yunus, M. (2022). Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19. *Sustainability*, 14(15), 9215.
- Namaziandost, E., & Nasri, M. (2019). A meticulous look at Long's (1981) interaction hypothesis: does it have any effect on speaking skill. *Journal of Applied Linguistics and Language Research*, 6(2), 218-230.

- Peterson, A. T., Beymer, P. N., & Putnam, R. T. (2018). Synchronous and asynchronous discussions: Effects on cooperation, belonging, and affect. *Online Learning*, 22(4), 7-25.
- Pratiwi, D. L. R. B. I. (2019, November). INSTAGRAM VIDEO: THE MEDIA TO IMPROVE ENGLISH SPEAKING COMPETENCE. In *ELTiC CONFERENCE* (Vol. 4, No. 1).
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53-60.
- Rakhmanina, L., & Kusumaningrum, D. (2017). The Effectiveness Of Video Blogging In Teaching Speaking Viewed From Students' learning Motivation. Proceedings of ISELT FBS Universitas Negeri Padang, 5, 27-34.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL*, 15(3), 618.
- Riadil, I. G. (2020). A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill. *International Journal of Education, Language, and Religion*, 2(1), 31-38.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good Efl Teacher: Indonesian Efl Students Perspectives. *Jurnal Nalar Pendidikan*, 9(1), 52-59.
- Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. *Journal of foreign language teaching and learning*, 2(2), 54-67.
- Sun, Z., Lin, C. H., You, J., Shen, H. J., Qi, S., & Luo, L. (2017). Improving the English-speaking skills of young learners through mobile social networking. *Computer assisted language learning*, 30(3-4), 304-324.
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50-55.
- Tarajová, R., & Metruk, R. (2020). Characteristics of an effective EFL teacher: Perspectives of Slovak EFL students and teachers. *European Journal of Education Studies*, 7(12), 319-331
- Wajdi, M., & Amir, N. (2021). Improving Students' Motivation and Learning Outcomes Using Edmodo Learning Media Assisted with Meeting Room Media on The Circulation System Materials. *IJORER: International Journal of Recent Educational Research*, 2(4), 392-401.
- Yuniarti, N. E., Mulyadi, D., & Ifadah, M. (2019). The Effectiveness of Edmodo and Schoology in Teaching Speaking. *English Focus: Journal of English Language Education*, 3(1), 11-20. DOI: 10.24905/efj.v3i1.60

5347 Ernalfanti The EFL Learners Lens on Online teaching

ORIGINALITY REPORT

19%

SIMILARITY INDEX

17%

INTERNET SOURCES

3%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1	docs.google.com Internet Source	3%
2	asiatefl2022.um.ac.id Internet Source	3%
3	www.researchgate.net Internet Source	2%
4	www.acielj.com Internet Source	1%
5	archives.univ-biskra.dz Internet Source	1%
6	oapub.org Internet Source	1%
7	www.igi-global.com Internet Source	<1%
8	bircu-journal.com Internet Source	<1%
9	ijcrt.org Internet Source	<1%

10	www.bodhijournals.com Internet Source	<1 %
11	repository.unbari.ac.id Internet Source	<1 %
12	Submitted to International Education Services Student Paper	<1 %
13	investigacioneducativa.epn.edu.ec Internet Source	<1 %
14	Submitted to Lebanese International University Student Paper	<1 %
15	journal.unilak.ac.id Internet Source	<1 %
16	Marta González - Lloret. "Collaborative tasks for online language teaching", Foreign Language Annals, 2020 Publication	<1 %
17	Submitted to Southern Cross University Student Paper	<1 %
18	Submitted to Western Governors University Student Paper	<1 %
19	euacademic.org Internet Source	<1 %
20	Submitted to CSU, San Marcos Student Paper	<1 %

21

journal.unismuh.ac.id

Internet Source

<1 %

22

Chandra Leon Haider, Nina Suess, Anne Hauswald, Hyojin Park, Nathan Weisz. "Face masks impair reconstruction of acoustic speech features and higher-level segmentational features in the presence of a distractor speaker", Cold Spring Harbor Laboratory, 2021

Publication

<1 %

23

Submitted to UIN Sunan Gunung Djati Bandung

Student Paper

<1 %

24

Mutakhirani Mustafa, Natalia Manuhutu, Fransiska Densiana Luruk. "IMPROVING THE IMPLEMENTATION OF GOOGLE MEET TO IMPROVE THE ASPECT AND THE COMPONENT OF SPEAKING SKILL ON THE STUDENTS FROM NON ENGLISH SPEAKING BACKGROUND", Datokarama English Education Journal, 2021

Publication

<1 %

25

Shuyin Wang, Xu Li, Jiamei Lu, Meiqi Yu. "Perceived teacher empathy and teenagers' positive academic emotions: The mediating effect of interpersonal emotion regulation", School Psychology International, 2022

Publication

<1 %

26 Submitted to Universidad Nacional Abierta y a Distancia, UNAD,UNAD <1 %
Student Paper

27 Submitted to Pathfinder Enterprises <1 %
Student Paper

28 awej.org <1 %
Internet Source

29 www.coursehero.com <1 %
Internet Source

Exclude quotes Off

Exclude matches < 10 words

Exclude bibliography On