

A THESIS
CLASSROOM ONLINE ACTIVITIES IN SPEAKING CLASS IN
PANDEMIC SITUATION AT FOURTH SEMESTER OF
ENGLISH EDUCATION PROGRAM
AT IAIN PAREPARE



By

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ENGLISH EDUCATION PROGRAM
FACULTY TARBIYAH
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE

2022 M / 1443 H

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

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Submitted by:

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

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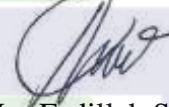
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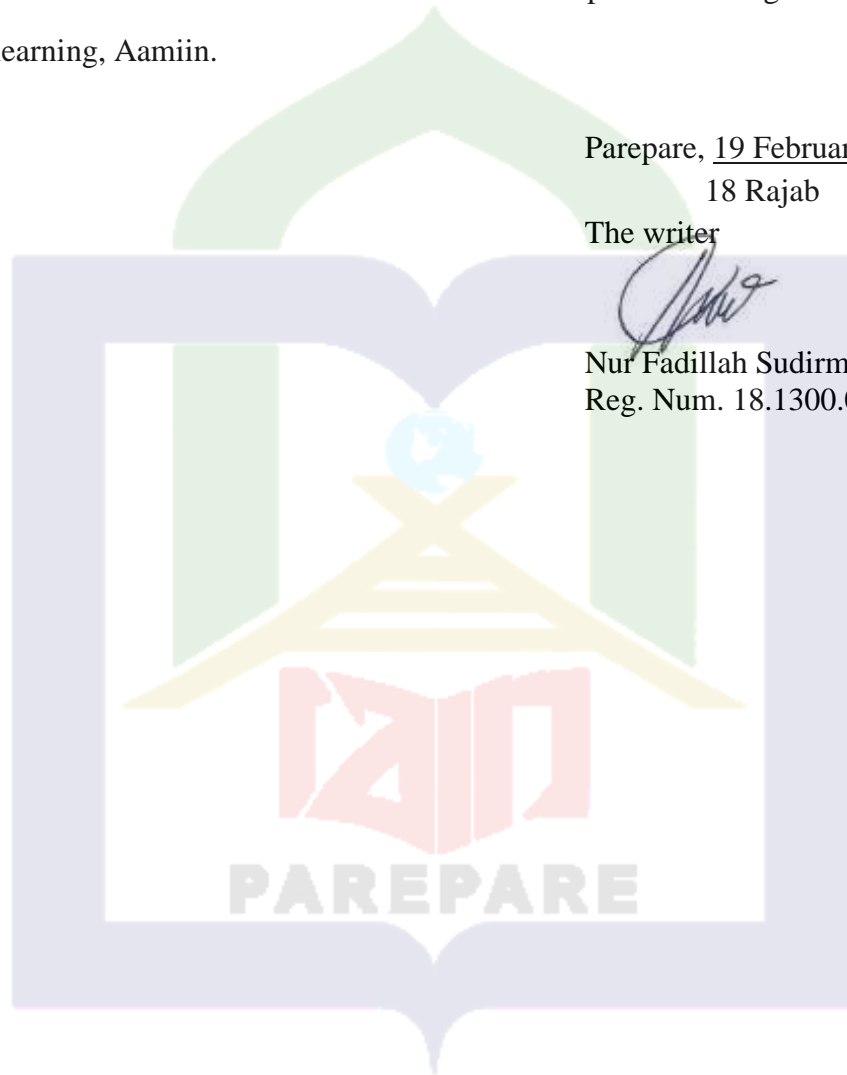
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Stated that herself conducted this skripsi, if it can be proved that it is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Nur Fadillah Sudirman. *Classroom Online Activities in Speaking Class in Pandemic Situation at Fourth Semester of English Education Program at IAIN Parepare.* (Supervised by Abd. Haris Sunubi and Ismail Latif)

Classroom activities proposed implied new roles in the classroom for lecturers and learners. Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. The purpose of this research is to know the Classroom Activities and obstacle those Students Faced in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN.

The results of this study are really beneficial for lecturers and students because they get proper information about students' Obstacle. The sample of this study is 30 by purposive technique. The researcher conducted the research by qualitative design. The data collecting technique by observation and interview. The research conducted in 45 days including of data analysis which followed qualitative approach namely; data display, reducing, and conclusion.

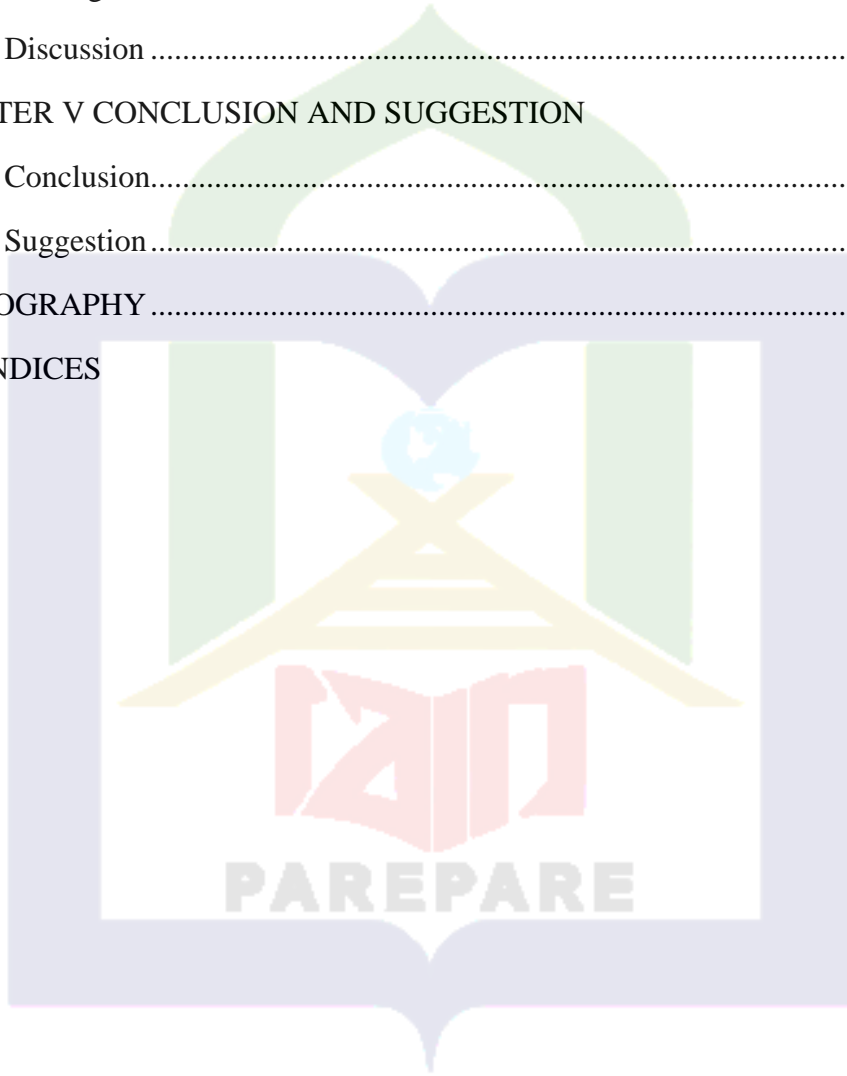
The researcher concludes the research result based on the instrument that: Classroom activities in speaking class during the pandemic at fourth semester of English education of IAIN Parepare, the researcher sums that, the students showed the role as learner autodidact, and lecturer role as guider. The students' obstacle of speaking as performance in classroom about: 1) Technical Obstacle which identified for lack of network access. 2) Lecturer Method which identified the students difficult in understanding the materials delivering by the lecturer among online class, 3) Students Comprehension which identified for less of Vocabulary, those term prove that online class is not effective class for speaking classroom activities either offline class is recommended for better speaking achievement.

Keyword: Classroom Online Activities, Speaking Class, Pandemic Situation

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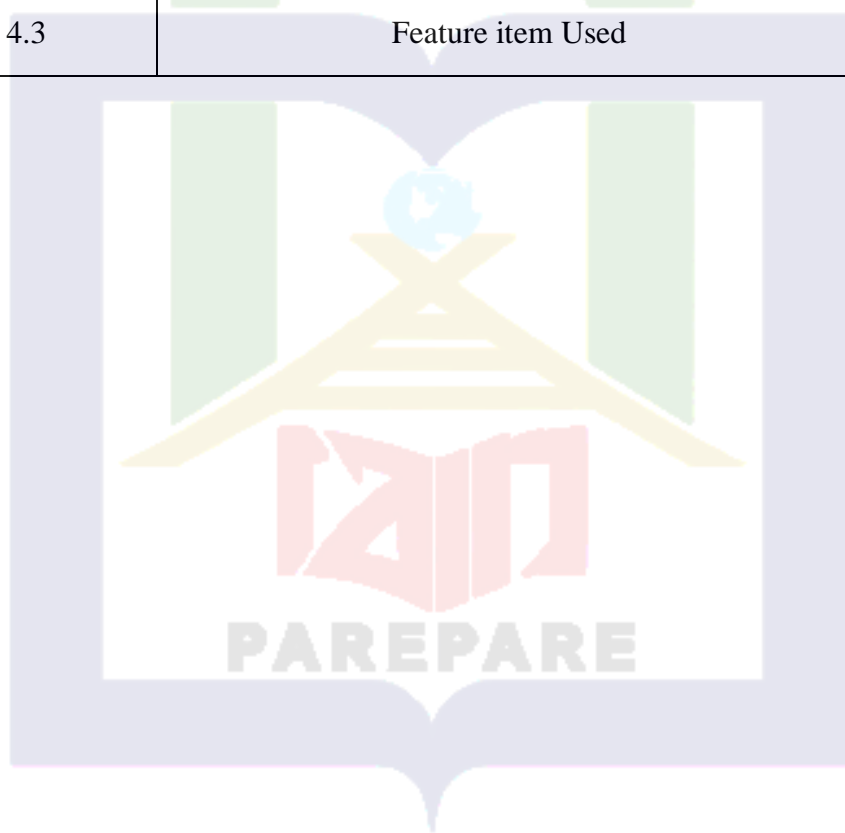
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CHAPTER I INTRODUCTION

A. Background

The education level gets closed since the pandemic of Covid-19 attack the world begin in Wuhan china. This condition forced every sector to be stopped for having face to face interaction. This situation also impact the educational sectors as the main sector of every country, every sector forced them in avoiding face to face meeting. This regulation also support by the government agreement for learning online program until the pandemic show the good sign of getting better. In circumcision, the city of Parepare which also under of governor regulation forced to be followed the ministry of educational regulation for the school might which be able to have a normal teaching and learning process followed the regulation of country.

This regulation forces the lecturers and the students to think more in create the proper approach to fulfill the aim of their teaching plan. Every education systems, the educational officials basically have arranged the syllabus to be applied in a whole year program but most of educators have a shock during this sudden change.

Based on the issue above, the researcher try to explain the implication on teaching speaking during the pandemic which really closed to the teaching activities at class. Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and be able to understand the knowledge. To achieve the purpose of teaching, the lecturer is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the

knowledge. Besides that, the role of the lecturer is also very important to made learning process well.

Teaching English is not easy because each of country has different culture. Based on the situation explained above. So, in order to achieve the aim of the English teaching learning, the lecturers have to find the appropriate techniques that are appropriate with the students' needs and characteristic.

According to law of Indonesian No. 14 (2015) Lecturer is a professional educator when the first of duty is educating, teaching, aiming, coached, assessment and evaluating the young students of education at education formals and explain on subsection. The educators are a professionalism to prepare, planed doing teaching and learning process.¹ Taking a big perception on teaching professional, this occupation should be followed by the lecturer for their improvement quality, the educational scope in the city of parepare specially for the university should be fulfill to face every sudden situation which followed certain regulation.

Moreover, teaching and strategy is two sides which really close in one, a strategy is defined as a set of procedure in learning, thinking, teaching, etc. That is used as a way to achieve a certain goal. Every individual has his or her way to reach the goals that she or he set. It also happens to lecturer. A strategy used by one lecturer might be different with another lecturer. It depends on the needs of their students or the learning objectives that they want to achieve.

As it is known that deciding the teaching strategy should be applied in the class involves a thoughtful design and planning.² In teaching, lecturer is faced with a group

¹Kunandar, *Guru Profesional : Implementasi Kurikulum Tingkat Satuan. Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta : Rajagrafindo Persada. 2017

²Orlich, D.C. *et al*, *Teaching strategies a guide to effective instruction*. Boston: Houghton Mifflin Company. 2010.

of different individuals that come from different backgrounds and the goal of teaching itself is to bring those differences together into the learning. Therefore, lecturer should consider the goals that she wants the students to reach. decision of which approach and method that be used as the basis for using a certain strategy is also important.

The strategy forced to be online during the semester which also the regulation of the university, the students and the lecturer must be ready for facing the new method in their learning activities, the lecturer must be able to operate any item of learning online, several application even prepared by the university for supporting learning activities, this regulation really hard for certain students and lecturer.

It forced again the lecturer for using digital technologies in their applied in classrooms, they encounter serious problem toward all the obstacle durig this learning new method. In short problem, students may not be habit in using any technology for learning goals. It also need more preparation for the students, lecturer, university while the parents also.

Based on the problem above, It also can be seen for the positive role of technology in education. By online regulation learning there are several methods in carrying out the learning process. It can be share information by What Sapp, video call by some application made specifically for teaching and meeting by online like Zoom, or Google meeting while another learning platforms. Some of them also may help the lecturer for developing their materials by using Rumah Belajar, Kahoot, Edmodo, and one of the learning platforms that popular now is Google Classroom.

The strategy and method used at classes really help the students in their achievement, this issue also being related to the English skill which refers to the

speaking skill, It stated that people use speaking for a variety of different purposes. Some people speak, in conversation for distance to make social contact with people, to establish rapport or understanding, or to build social relationships between two people or more.³ This skill also considering by the researcher experiences during the study. Speaking being one of the skill which become the object of this research for identifying the lecturer or lecture in teaching speaking skill at class, while explained clearly in this research proposal at all.

Thornbury states in his book, speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people –like auctioneers or politicians- may produce even more than that.⁴

However, one of the responsibilities a lecturer should concern while teaching the students is to create a communicative environment, instead of worrying about the process of teaching and put no regard on the students' language ability even in pandemic situation. Nevertheless, speaking activities in class sometimes do not work properly as the lecturer wanted it to be. We all believe that speaking is one of the important skills that should be mastered students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants this means that effective speaking also involve a good deal of listening. Speaking take places everywhere and became parts of our daily activities.⁵

³A.KaharuddinBahar, *Transactional Speaking a Guide to Improve Transactional Exchange Skills in English for Group Discussion and Interviews* (Gowa:GunadarmaIlmu, 2014), p.13

⁴Thornbury, Scott. *How to Teach Speaking*, New York: Pearson Education. Limited.2010.

⁵SitiNurbaya, Urai Salam, ZainalArifin, *Improving Students'Speaking Ability Through Role Play,* " *Lecturers' Training and Education Faculty Tanjungpura University*, Vol. 3 no.3 (2015), p.2.

There are so many factors that make the students feel afraid to express English spoken language in class. The teaching learning process should not only happen between students and their lecturer, but also among students. In order to create an environment where the interactions between students may happen, there are so many strategies can be applied.

Consequently, Lecturer's strategies in teaching speaking to the students are really important especially for the certain situation like pandemic covid-19. It is interesting to the researcher to study about these strategies implemented by the lecturer, because it is considered that teaching strategies influence the quality of students' English learning condition and finally the students' ability in English.

Therefore, the lecturer has to be able to create a comfortable and conducive class environment to make the students enjoy the class and learn the material at the same time. As a result, the goal of learning can be achieved. Since students are various in characteristics and background, lecturer need to be careful in choosing the right way to be implemented in order to help the students achieve the learning goal. Therefore, a carefully designed procedure is primary in teaching and learning activities. In other words, lecturer needs a certain strategy to reach a certain goal in teaching and learning.

From the previous studies, the researcher interested to identify the activities in teaching speaking by online among the situation of pandemic. Language is important in communication, English becomes important since it is the international language and many countries use it. It makes English an important that should master and make it one important that everyone should master and make it one important school subject that must be taught.

In this research, the researcher interested in finding the obstacle which conducted from the students during learning online, In learning English speaking, the students often face some problems. The problem frequently found is the lack of motivation to practice the target language in daily conversation. There are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among technique can be applied, moreover in the situation of pandemic, learning process become very difficult because of COVID-19 pandemic nowadays.

The researcher did premilary observing by doing short conversation to several students which identified several obstacle referes to the technical term of the speaking classes which not really effective to be used in this pandemic learning situation. So, it is assumed that, students had very much obstacle during speaking subject at campus by online learning.

Students get many difficulties called an obstacle for technical term which also because of their self-knowledge toward their speaking skill, many obstacles caused off from the technical which impact to the students performing on speaking, another found also from the communication goals between the educators and the students among online class.

Based on the assumptions that explain above, it is extremely important to emphasize that the writer interested in researching and analyzing the classroom online activities in speaking class in pandemic situation at fourth semester of English Education Program at IAIN Parepare.

B. Research Questions

Based on the background of the study above, the research formulates research question as follows:

1. How are the Classroom Activities in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare?
2. What Kind of Obstacle those Students Faced in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare?

C. The Objectives of the Research

The objectives of this research are:

1. To know the Classroom Activities in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.
2. To find out the Obstacle those Students Faced in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.

D. Significance of Research

The significance of the research is theoretically and practically.

1. Students

The result of this research is expected to give more information which really important to be known as students. In order to gets proper technique for learning speaking at class.

2. Lecturers

The lecturer can understand the students' obstacle and needs and know the students' lack of speaking skills, especially in speaking, so that they can

give/use appropriate materials, tasks, methods, technique to teach their students.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching learning.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher have conducted their research on Students' Reading Comprehension . Their findings are consecutively presented below:

1. Hanan in her research which posted on Journal of teaching Humanities (JTH) which tittle " Classroom management in learning speaking class of Primary Schoold of Malang" her research used quantitative design and the sample was chosen by purposive sampling technique. The findings that management of the classroom is still need to be improved based on several indicator which are physical technical, setting classroom, and learning resourches.¹

This research above explained about the manajement which also can be said for the indicator need to be attention from the indicator of classroom setting and other, while this research focused on students and learning activities which refers to the students role and teacher role.

2. Euis Ushatun Hasanah in her research "Classroom interaction in teaching Speaking Skill (A Case Study at The Seventh Year of SMP SMART Akselerasi Akselensia Indonesia-Bogor) the design of her research was descriptive qualitative research. Based on the result of her research, she found that classroom activities is category in nice interaction which followed support each

¹ Hanan," Classroom management in learning speaking class of Primary Schoold of Malang", (Volume 02, 2009. Journal of teaching Humanities (JTH))

other learning to teach speaking has very good effect toward students' speaking skill.²

This research above explained about classroom interaction in teaching speaking, this research correlated to the issue which similarity with the interaction refers to the lecturer role and students role.

3. Honang Hadi Harianto in his research "Analysis of students difficulties in Speaking Skill in applying Small Group Discussion (A Classroom Action Research for the Third Grade Students of Vocational Secondary School Pancasila Salatiga in the Academic Year 2015/2016). The design of his research was classroom action research. Based on the result of his research he found that using small group discussion is able to improve students speaking skill.³

This part of the explanation above purpose to identified either this research be able to be research or not, the correlated between the issue and the variable is very important at all, the researcher identified similarly between three research findings above;

This research similarly in several item namely; the issue which has speaking skill become the main object of the research, in certain research, the author of the previous findings above also explained about the problem and the difficulties which

² Euis Ushatun Hasanah, *Classroom Interaction in Teaching Speaking Skill (A Case Study at The Seventh Year of SMP SMART Akselerasi Akselensia Indonesia-Bogor*. Asiean jurnal of applied: SC.Humphries, 2017.

³ Honang Hadi Harianto, A journal; Accelerated Learning: Analysis of students difficulties in Speaking Skill in applying Small Group Discussion: A Classroom Action Research for the Third . Grade Students. Jakarta: Universitas Islam Negeri Jakarta, Vol. 01, 2016.

really correlated to the obstacle in doing teaching speaking skill at class. Another similarity also comes from the interaction among the students and lecturer at class.

This research differentiation based on the certain object which really focus on the students at Senior school and junior school, another different also comes from the technique used in certain tittle above in previous findings.

B. Some Pertinent Ideas

1. The Concept of Speaking

a. Definition of Speaking

Speaking is talk to someone about something by using your voice to express your opinion openly.⁴ Speaking is the way to express or convey as in speech. To deliver and address, to make known to be capable conversing especially in foreign language.⁵ Speaking is using voice to mention or describe thing in a language or that one person is saying something to the other.⁶ According to Byrnes speaking is a two ways process.⁷ In the process of speaking a person does not only consider the informational content of what they are saying but also try to project own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which engages their attention. Speaking ability is indeed an important aspect in learning a

⁴*Oxford Learners' Pocket Dictionary*, (New York: New Edition Oxford University Press 2003). P.414

⁵Webster, *The New International Webster's Pocket Dictionary of The English Language*, (United States: New Revised Edition: Trident Press International 2002) p.403

⁶As Hornby, *Oxford Advanced Learner's Dictionary* (oxford university press: New York, 1974), p. 1290

⁷Donn Byrne, *Teaching Oral English*, (London: Longman, 1976), p. 8

certain languages. However, speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating.⁸

Speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation either of the phonological system or the grammatical system of the language system of the language or both by using the speech organs. In term of use, however, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body.⁹

From the explanation above the researcher can conclude that speaking is one way to express feeling, ideas and anything that in mind by speaker to the listener and understand to each other by using voice.

b. Elements of Speaking

Speaking is a complex skill requiring the simultaneous use a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

1) Pronunciation

As stated by Hammer, if students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds patterns, the basic units of meaning. At the level of word

⁸Glenn Fulcher, *Testing Second Language Speaking*, (London: Pearson Education Limited, 2003).p.22

⁹Didik Santoso, A journal; Accelerated Learning: An Alternative Approach in Teaching English Speaking Skill, (Jakarta: Universitas Islam Negeri Jakarta, 2006), p. 42

pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

2) Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well and grammar may defined as the way a language manipulates and combines words (or bits of words) in order to form longer unit of meaning.¹⁰

3) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going speaking spontaneously’. When speaking fluently students should be able to get the message across with

¹⁰Penny Ur, Grammar Practice Activities a Practical Guide for Lecturer (New York: Cambridge University Press, 2003), p.4.

whatever resources and abilities they have got, regardless of grammatical and other mistakes.

5) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.¹¹

c. Types of Speaking

Speaking should be taught through communicative activities. Lecturers should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their motivation in learning English. According to Brown, the following are types of classroom speaking performance:

1). Imitative Drills

Learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

2). Intensive

¹¹ NiningHidayanti, “Using Role Play to Improve Students’ Speaking Ability,” (Thesis; Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education.

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

3). Responsive

Good deal of students' speech in the classroom is responsive: short replies to the lecturer – or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

4). Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than responsive speech does.¹²

d. Function of Speaking

People as social beings are in need of interaction from one to another in their daily lives. Interaction among people can be carried out by using language as device of communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. They formulate their utterances with the goal

¹² H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2001). p. 266.

of having their intentions recognized by the interlocutors. In social interaction, speaking seems to be an important component of a language usage which enables people to communicate and get along to each other. Besides, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate their ideas, feeling, thoughts, as well as their wishes to the others.¹³

e. Problems Related to Speaking Activities

There are some problems faced in speaking activities, many problems faced in speaking activities are as follows:

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say a thing in a foreign language in the classroom, or shy of the attention that their speech attracts.

2. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one has only very little time to talk. This

¹³ A. KaharuddinBahar, *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: TrustMedia, 2014), p.1.

problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In number of classes, the learners share the some mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

The problem may also come from the lecturer. She may give a little exercise to develop speaking skill. The students who learn about a new language not learn to speak merely by hearing speech in class. The lecturer would be in the position of controlling a set of strategies that would help the students improve their performance¹⁴

f. Teaching Speaking

One of the skills learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning.

Hughes stated that “Speaking is not a discrete skill.” It cannot stand alone because some complex activities or sub-skills such as vocabulary

¹⁴Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy* . Longman, Ny: Person Education, 1999.

mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation is included.¹⁵

People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

Speaking, according to Bygate in Nunan that speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other's contributions.¹⁶ The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express some ideas or thoughts. In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

Speakers and listeners are interchangeable in their roles. Incommunicative activities, speakers are listeners at the same time because speakers need listeners to listen what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what

¹⁵Hughes, Rebecca.. *Teaching and Researching Speaking*. Harlow: Pearson Education. 2002

¹⁶Nunan, David & Ronald, Carter. *The Cambridge Guide to Teaching English to Speakers of other Languages*. Cambridge: Cambridge University Press. 2001.

they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listens to the speaker and makes a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keeps going on a conversation.

Speaking may be essential for learners. Horwitz stated that speaking is the hallmark of second language learning. Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching.¹⁷ Speaking becomes essential because it is the skills which people can see directly that the learners of a language are succeeding. People may judge that the success of language learning is when the learners can produce the language they are learning. Like what stated that in many contexts, speaking is a skill upon which a person is judged 'at face value'.¹⁸ In other words, people may sometimes make judgment about language competence from speaking skill rather than any other skill. Moreover, one of the main sources of evidence of language competency is the ability to speak the language you are learning. Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language.

The skill of speaking refers to the students' ability to express mind or feeling orally. Many language learners regard speaking skill as the measure of

¹⁷Horwitz, Eliane K. *Becoming A Language Lecturer (A practical Guide to SecondLanguage Learning and Teaching)*. Boston: Pearson Education Inc. 2001.

¹⁸Hughes, Rebecca. *Teaching and Researching Speaking*. (Harlow: Pearson Education. 2002)

knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in term of their accomplishments in spoken communication. They often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Oral skill have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market), thought how best to approach the teaching of oral skills has long been the focus of strategy logical debate. Her and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learner to know certain knowledge or skill, in certain setting of learning and teaching. According to Brown that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁹ Teaching needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve what it is referred to effective teaching.

¹⁹Brown, D. H..*Principles of Language Learning & Teaching*. (4th ed.). (Longman, New York. 2010)

Teaching in educational psychology can be seen as both art and science. Teaching is linked to both science and art.²⁰ In terms of art, skillful, experienced practice contributes to effective teaching. In terms of science, information from psychological research can provide valuable ideas.

There are two main ideas that the researcher wants to emphasize from the statement above, effective teaching and provide valuable ideas. To achieve effective teaching, the lecturer should namely providing skill, experience, knowledge, and certain informations to themselves to be able to guide and facilitate learner.

According to Brown and G.Yule explain that in teaching speaking the lecturer helps their students develop for real life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentence that are appropriate to specific context and to do so using acceptable (that is, comprehensible) pronunciation.²¹

One of the primary concerns of improving speaking English is to involve students consciously in their own learning process as they work to improve their spoken English. The purpose of teaching speaking is to help the students to accomplish four things:

1. To improve self-confident in speaking and listening to English.
2. To improve intelligibility in speaking and listening to speaking English.
3. To improve fluency in speaking English.
4. To improve accuracy in speaking English.

²⁰ Sanjaya, Wina. *Strategi pembelajaran berorientasi standar proses pendidikan*. (Jakarta: Kencana Prenada Media Group. 2017)

²¹ Yule, George dan Brown..*Discourse Analysis*. (Jakarta : Gamedia.2010)

From the explanation from the experts above, the researcher concluded that teaching speaking is the action of facilitating the learning process of the students with various strategies to be able to be said as successful learning.

In teaching speaking, it is then become important to know the characteristic of spoken language that can influence some element of speaking. According to Brown there are some characteristics of spoken language can make oral performance becomes easy or difficult:

1. Clustering, fluent speech is phrasal, not by word. Learner can organize their output both cognitively and physically (in beat groups) through such clustering.
2. Redundancy, the speaker has opportunity to make meaning clear through the redundancy of language. Learners can capitalize of this feature of spoken language.
3. Reduced Forms, contractions, elisions, reduced vowel, etc. All from special problem in teaching speaking English.
4. Performance variables, one of the advantages of spoken language is that a process of thinking as you speak allows you to manifest certain number of performance hesitations, pauses backtracking, and corrections. Learners can actually be taught how to pause and hesitate.
5. Colloquial language, make sure your students are reasonably well acquainted with the words, idioms, and phrases colloquial language and they get practice in producing these forms.

6. Rate of delivery, another salient characteristic of fluency is rate of delivery. One of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and it's intonation patterns convey important messages.
8. Interaction, learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its richest component the creativity of conversational negotiation.

In Teaching speaking is also becomes important to know what exactly the goal of teaching speaking itself. When teaching speaking is meant to be communicative, fluency and accuracy are the most being concerned features.

According to Richard fluency and accuracy are as follow:

1. Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:
 - a. The ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
 - c. The ability to communicate ideas effectively.

2. Accuracy refers to produce grammatically correct sentences but may not include the ability to speak or write fluently. As it is explained above, both fluency and accuracy seems to be contrasted to each other, yet in teaching speaking fluency and accuracy have to be taught at the same time.

Based on the explanation above, the researcher concludes that elements of speaking are consist of both strategies and goals. The strategies are related to the linguistic competence, such as pronunciation, grammar and vocabulary. Meanwhile, the goals of speaking will influence the speaking fluency and accuracy.

g. Strategy in Teaching Speaking

The ability of speaking is the language skill that is seen as the evidence and the hallmark of language teaching and learning. Discussing about speaking ability, the question that may appear is to what extend learners can be judged that they have ability in speaking.

Woods stated that Speaking effectively depends very much on the speakers' ability to interact with an interlocutor. Another statement is stated by Linder that the "Communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in real-life situation. The statements of Woods and Lander, it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly.²²

²² Woods, Caroline. *Teaching and Assessing Skills in Foreign Languages*. (Cambridge: Cambridge University Press. 2005)

In classroom, speaking activities may happen to practice communicative competence. Ur stated some characteristics of a successful speaking activity such as bellow:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with lecturer talk or pauses.
2. Participation is even. Classroom discussion is not dominated by any one talkative participant: all get chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Discussing of strategies in English language teaching, it initially cannot be separated with understanding strategy and approach. According to Richards in language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.²³ Language teaching is sometimes discussed in terms of three related aspects: approach, strategy, and strategy. Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the

²³Richard, J. C., et al.. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Cambridge University. 2012)

strategy), and different strategies make use of different kinds of classroom activity (the strategy).

2. The Concept of Classroom Activities

The type of classroom activities proposed implied new roles in the classroom for lecturers and learners. Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the lecturer for model. They were expected to take on a greater degree of responsibility for their own learning. Lecturers had to assume the role of facilitator or monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the lecturer had to develop a different view of learners' error and of her/his own role in facilitating language learning.²⁴

There were some roles of the lecturer and the students changed in communicative language teaching method.

1. Learner Role

There was same role of the learner. They were: learners were communicators, learners were engaged in negotiating meaning actively and learner were responsible manager of their own learning. That mean in this method, most of the activity in the classroom during the lesson was done by students.

²⁴ Intan Armala, *The Effectiveness of Community Language Learning (Cll) And Communicative Language Teaching (ClT) to Improve the Speaking Skills off The First Grade Students Of Sma N 2 Salatiga In The Academic Year Of 2015/1016*, (Iain Salatiga, 2015). P.40.

2. Lecturer Role

Lecturer in communicative classroom will find themselves taking less and listening more booming active facilitators of their students' learning. That is means that the lecturer sets up the exercise, but because the students' performance is the goal, the lecturer must step back and observe, sometimes acting as referee or monitor.

A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. This was the point of lecturer role of CLT method:

1. The Lecturer is a facilitator of his/her student learning.
2. The lecturer is a manager of classroom activities.
3. The lecturer acts as an advisor and monitors student performance.
4. The lecturer's role is primarily to facillitate communication and only secondarily to correct errors.²⁵

3. The Concept of Speaking Classroom in Online

Speaking is a crucial part of second language learning and teaching. Despite its importance, teaching speaking has been undervalued and English language lecturers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills,

²⁵ Serirahayu, *The Influence of Direct Method and Communicative Language Teaching Method toward Students' Speaking Ability at The Second Grade of SMA Negeri 1 Pancarijang* (STAIN Parepare, 2014) p. 15-16

because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. What is meant by "teaching speaking" is to teach ESL learners to :

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.²⁶

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language lecturers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

4. The Concept of Learning Obstacle

There are many possible obstacles in implementing e-learning, especially for English learning. The implementation of e-learning depends on:

²⁶Nunan, D. *Practical English Language* .(New York: McGraw Hill. 2003)

- a. Students' positive motivation to self-paced study
- b. Students' positive attitudes to technology of computer and internet
- c. The availability of facilities of computers and accessibility to internet
- d. The availability of learning-service support, such as CD room or mass media
- e. The achievable of internet costs for educational importance.²⁷

In addition, the availability of instructor services is also needed that can be

Benefit for helping students when they face difficulties. The implementers are better to use the simple application on its software, especially in the teaching learning process because it would not be focused on how to use the system of technology tools. The educational effectiveness depends on how they are used and for what purpose. She concludes some issues in the use in education:

- a. Enhancing access. It is difficult to quantify the degree to which have helped expand access to basic education since most of the interventions for this purpose have been small-scale and under-reported. In Asia and Africa, assessments of distance learning projects at the junior secondary level using a combination of print, taped, and broadcast technologies have been less conclusive, while at the primary level there is little evidence that models have thrived.
- b. Raising quality. The impact of educational radio and television broadcasts on

²⁷Kannan, R.. *Difficulties in learning English as a second language. ESP World*, 8(5), 1-4.

The quality of basic education remains an under-researched area, but what little research there is suggests that these interventions are as effective as traditional classroom instruction.²⁸

There are 2 important things in achieving an effective teaching learning process by using learning approach; lecturer, and the school managers (administrators).

According to expert, the effective lecturers usually:

- a. use media selectively and appropriately to enliven the teaching process, to Motivate pupils and to achieve positive attitudes to learning;
- b. provide pupils with good opportunities to take responsibility for their own Learning, both in small groups and individually;
- c. identify aspects of coursework where pupils' individual needs can be met More effectively through the appropriate;

Timetabling for learning about Literacy would need to be negotiated within the curriculum and students need to have adequate access to the technologies (mostly computers in labs) to acquire the necessary competence, and opportunity to practice and use the technologies for other purposes.

There needs to be enough equipment and adequately trained lecturers/support to ensure that students actually acquire the skills set out in the curriculum. One of the most critical problems in trying to assess the effectiveness of computers and the internet as transformational tools is that standardized tests cannot capture the kinds of benefits that are expected to be

²⁸ Khan, I. A. Challenges of teaching/learning English and management. Global Journal of Human Social Science Vol. 11, 68-79, 2011

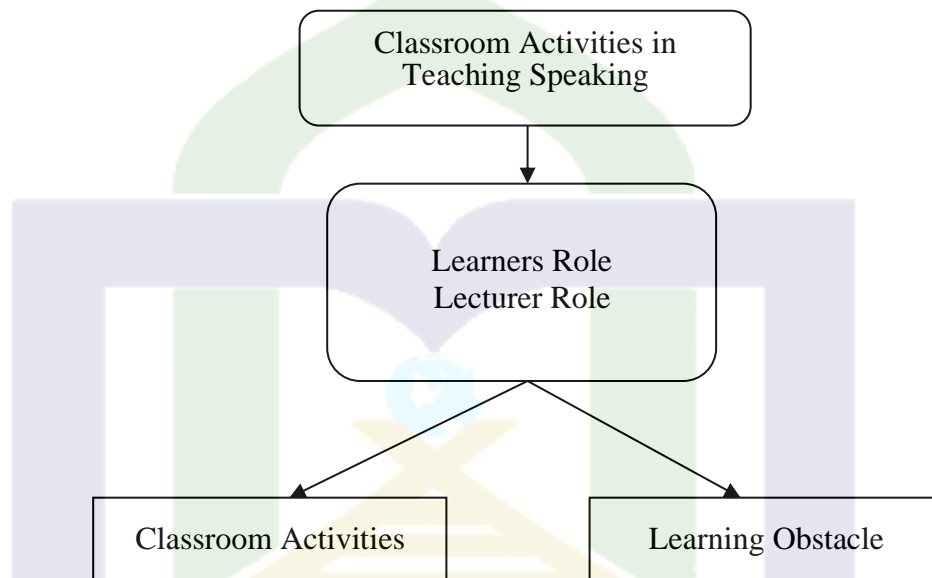
gained in a learner centered environment. Moreover, since technology use is fully integrated into the larger learning system, it is very difficult to isolate the technology variable and determine whether any observed gains are due to technology use or to some other factor or combination of factors.²⁹



²⁹ Songbatumis, AM. *Challenges In Teaching English English Faced By Lecturers at MTsN Taliwang, Indoneisa*. Journal of Foreign Language Teaching and Learning vol.2Qualitative No.2 july 2017. <http://journal.umy.ac.id/index.php/FTL/article/download/3208/2886>

C. Conceptual Framework

The main focus of this research is lecturer's technique in teaching speaking skill. The researchers design the conceptual framework of this research by showing diagram below:



Based on the conceptual framework, the researcher did the research focuses on classroom activities and students obstacle: based on first consideration above the researcher wants to know the classroom activities in teaching English than analyze about the students learning obstacle.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used qualitative design which followed case study approach, it is used in this research by deep investigation of the case as a kind of qualitative research. Qualitative research was descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures that the respondents paint.¹ This design chosen for answering the research question about students' obstacle during learning online at speaking skill.

B. Location and Time

The researcher conducted this research in Tarbiyah Faculty which located in Jl.Amal Bakti No.08 Kota Parepare, South Sulawesi, in this research, the researcher did an interview directly and it took for 45 days including of the analyzing data.

C. Subject of the research

The subject of this research were all students from fourth Semester of English Education Program of IAIN Parepare, The total of the students as shows in table below:

No.	Program	Semester	Number of Students
1	ENGLISH PROGRAM 2019	Fourth	85 Students

In this research, the researcher used purposive technique. The researcher consider in choosing purposive technique because the researcher wants to gain the

¹ Setiadi, Ag, B, *Metode penulisan untuk pengajaran bahasa asing:pendekatan Kuantitatif dan Kualitatif*,(Yogyakarta: Graha Ilmu, 2006)

deep information with the proper subjects that have deep understanding and capabilities, the researcher conducted 10 students each classes from 3 classes, which the total of the sample were 30 students which followed the criteria of the research above.

D. Instrument

1. Observation

Observation is used to collect more data from the respondents. The researcher did some observation towards the classroom activities. This observation is aimed to clarify the valid result of the teaching-learning process at class during speaking materials. The researcher observed every steps of lecturer performing in teaching speaking at class. Observation guide was used to guide the researcher to conduct this observation that was helped for result validity.

2. Interview

This research used also interview as instrument, it is a helpful method to achieve subject's opinions and/or feelings about a certain topics, even or action in a highly personal and detailed level, this instrument used to find out the obstacle those Students Faced in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare. The semi-structured interview used as the researcher consideration that the question might be expanded during the process.

E. Technique of Data Analysis

Qualitative research in many data analysis using analytical model referred to as interactive data analysis method.² It revealed that the activities carried out in the

²Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

analysis of qualitative data in an interactive and takes place continuously until complete, so the data is already saturated.

There are three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification. Those activities were shown in the following picture.

1. Data Collection

This first part is one of the main points in doing a qualitative research. Collecting data simply means to gather all the related and supported info, material of the research. This include: observation, interview record, supporting data, journal and others. Observation is a data collection technique by doing a proper research, taking field notes in systematical terms.

2. Data Analysis

The large amount of data should be analyze with deep and analytic. Due to this condition, before conducting the data analysis, data reduction should be in the first place. This mean, summarizing, dividing the main points, focusing on the important information, find the theme and the pattern. The data that has been summarized analyzed with a clear view of the information. This helped the researcher to find out the lack of the data to complete the research. In analyzing data or reducing the data, the researcher guided by the aim of the research which is the findings.

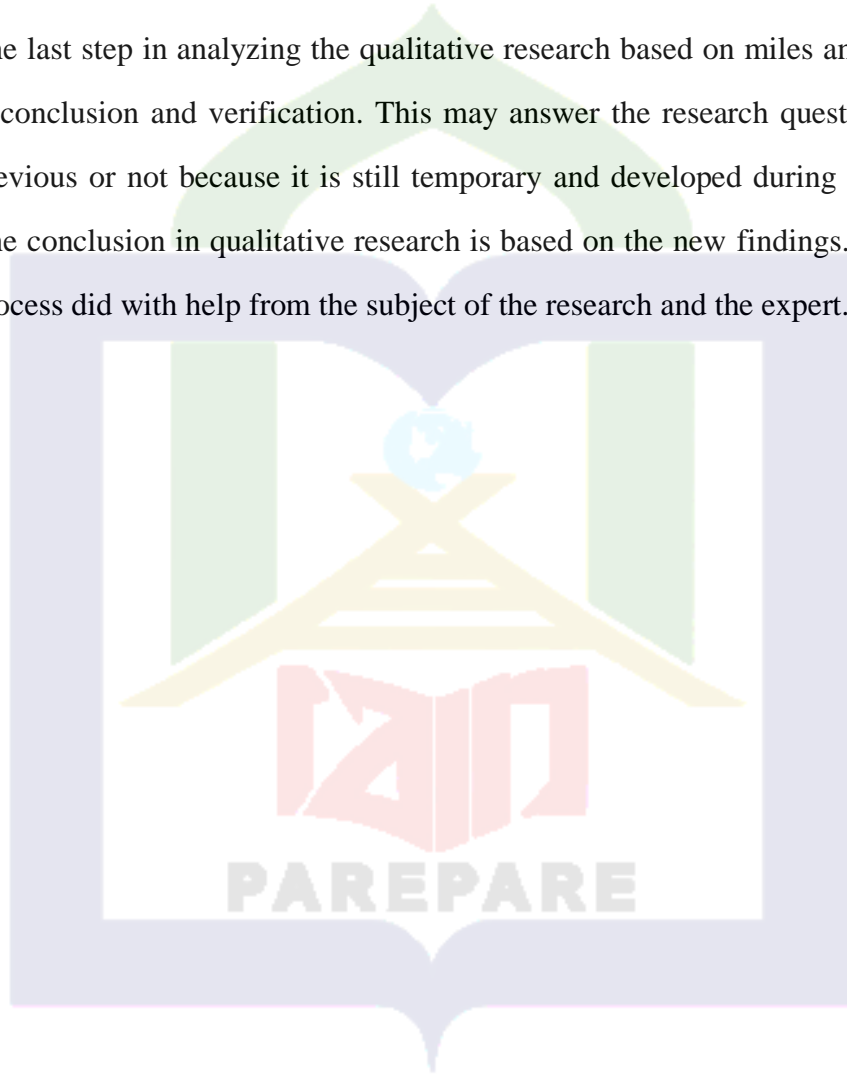
3. Data Display

After conducting the data reduction or data analysis, the next step displayed the data. In qualitative research, displaying the data can be perform in short explanation, chart, connection among the categories, and flowchart. Miles and

Huberman states that the common way to display the data in qualitative research is narration form.

4. Conclusion

The last step in analyzing the qualitative research based on Miles and Huberman is conclusion and verification. This may answer the research question from the previous or not because it is still temporary and developed during the research. The conclusion in qualitative research is based on the new findings. Verification process did with help from the subject of the research and the expert.³



³Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This chapter is the findings of the research which related to the research question, the researcher explained the findings based on research questions. First research question is to find out the classroom activities in speaking class, while second research question is about students obstacle in learning speaking.

1. Classroom Activities in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.

Learning activities is becoming more and more important in an English learning. Success or failure in classroom language learning typically has something, if not absolutely everything, to do with the nature of learning activities that takes place during lessons. Learning activities has an important role to play in developing a learner's ability in that language.

Learning activities become very essential for students and lecturer, moreover, experience and reflection teach more than any manual or lecturer ever could. In learning a speaking skill, we do some practice, see the consequences of that practice, and choose either to continue or to take a new and different practice. It also happens in learning to communicate in English. Learners do some practice to communicate in English. They see the consequences of the communication.

Classroom activities become very important for the lecturer and the students in language learners. The lecturer experiences in language learning influence what and how they teach in the classroom. The students' experiences in language learning also influence what and how they learn the language in the classroom. This study

discusses the Learning activities experiences of the language learners, i.e. lecturer and students. It investigates what the students and the lecturers think of the meaning of learning activities in English learning, how they experience the Learning activities, how they interpret it, and how they actualize themselves through learning activities. It also investigates how classroom learning activities develops the participants' personal development in English learning.

Successful language learner should be able to use the language in meaningful to others. Students are able to understand the other's materials speaking. Students are also able to express their own ideas or opinion. Students' is also able to respond the other's speaking. Language learning is not a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful Learning activities with others in the target language .

Learning activities is the essence of communication. Learning to interact in English means learning to communicate in English. Learning activities becomes an important aspect in language learning because it is what students' do in daily lives. They may talk, challenge, interrupt, or query each other. There is a willingness to cooperate verbally as the part of the Learning activities. In the classroom, both the lecturer and the students should have the willingness to participate in the Learning activities.

The researcher thinks English is one of the adaptive subjects in speaking class. The goal of the English subject is to provide the students the English communication skills in the communication material context needed for their educational program, both orally and written. Communication skill is one of the students' competencies that the students must master in speaking class.

Based on that, it is as their preparation to be able to work effectively and efficiently. It also prepares for further education level based on the educational english programs. English subject provides the students' communication ability in their life as needed in globalization era and provides the students to develop communication ability to higher level. Speaking class graduates, who are prepared for employment, need this ability. The lack of it delay them in various work place competitions.

Researcher thinks that language learning is a process that involves both an individual and context as the main elements. The context is the events and community where the language learner is struggling to achieve communicative goals through the means of the target language. Learners' experience is another aspect that also plays an important role in their language learning.

The observation was done 3 times. The researcher did observation by control the delink application which become the media of the speaking class, the other application used Whatsapp and Google Meet, The frequency of the observation was related to the topic being taught in the class. The researcher observed the classroom activities after they finished the class for previous semester, it means that, the speaking skill taught not in certain activities.

The result of the observation is summarized in the following table:

a. Lecturer Role Activities

Table 4.1 Lecturer Role Activities

Activities	Description
Opening Class	Opening the class while sending attendance list to students

	Guiding students to fill the attendance list
	Lecture explain the purpose of the materials taught
Main Class Activities	Guiding students to access for Edlink application
	Accessed the zoom for materials
	Conducting Video Conferences and explaining specific meeting materials.
	The material taught is as follows::
	<ol style="list-style-type: none"> 1. What is your opinion about working mothers 2. History of television 3. Describe what do you mean about the beauty contest! 4. Exam : What do you know about mobile phone and how to use it 5. Explain about the collage uniform. 6. UTS 7. Smoking 8. Corruption 9. Barring of moslem head cover 10. Mobile phones 11. Age discrimination 12. Micro teaching
Closing Class	Lecturer opens Q &A session
	The lecturer explains the answers to the questions
	The lecturer reminded to complete the attendance list at the beginning.
	Lecturers give assignments to students.
	At the end of the learning session, the lecturer closed the class with greetings.

b. Learner Role Activities

Table 4.2 Learner Role Activities

Activities	Description
Pre Activities	Respond to some of the lecturer's questions
	Listening to the opening explanation from the lecturer
	Fill in the attendance form
	Take notes on the learning objectives explained by the lecturer
While Activities	Access material on zoom app
	Join video conference on google meet
	Listening to the lecturer's explanation comprenece video
Post Activities	Do the assigned task
	Have a Q&A discussion
	Complete the incomplete attendance list
	Closing the class with salaam.

Activities which explained above, were the activities after observing, during all the classroom activities in students Whatsapp and Several application used Activities which explained above, were the activities after observing, during all the classroom activities in students What Sapp and Several application used.

Based on the observation conducted in research location, the researcher did the observation toward the lecturer and students activities during English speaking class, some of the feature used by the lecturer namely mention below:

Table 4.3 The Feature Used By The Lecturer

No	Feature Item Used	Description
1	Materials form	The feature for the lecturer in delivering materials, the leacture

		are able to send their materials even in multi file such; Pdf, word, Ppt form.
2	Assaigning Task	The feature are used for the students in collecting/submit their task.
3	Zoom link Accessed	This feature is used for doing video conferences betwenn lecturer and students in group.
4	Discussion form	This feature is used for discussion which student are able to coment and give any question to the lecturer, which let the students more understand the material delivered during lecturing.

The form of the feature used by the lecturer at class can be more specific explanation in the table above, it can be seen that there are features of the homepage, class, conversation, campus accreditation, and study program accreditation and others. This online learning media can used for school and college level, but online learning media it is more widely used by universities. This online learning media is free of charge. The explanation poin is showed below:

1. Materials form

Edlink has many feature which facilitate the learner and the lecturer in doing proses of learning, the student may get several fitur which also become very essential for the learning, material form become one of the feature which lovely used by the lecturer at speaking class, at the beginning of the class, the lecturer exploit the materials form to submit the material delivered to the students, by uploading the document on this form, the students are able to download the file based on their need on. The materials are available for every kind of soweare which used by the students, the document upload once for every materials delivered every week by the leacture.

2. Assaigning Task

The second feature used by the lecturer was assaigning task, the students may get some homework or task from the lecturer, based on the observasion, several task asked to the students for their improvement in their speaking performance, the assaigning task also very important for the succeeded of the learning process, this feature become the main accrossed the classroom activities, the lecturer may check the students task based on the assaigning form.

The students' task also showed deadline, the deadline may set by the lecturer, which also showed the students who are not submit their task yet, so far the students did not submit their task, the time always run into out of deadline, which can not be submit anymore, the assaigning task automatically setting by the platform itself.

3. Zoom Link Accesed

Another feature is zoom lik accesed which the existence of some of the features above, then lecturer and students can do distance learning efficiently and mobile. In the class features section, lecturers can create a class according to the lesson, making the class can choose a category public or private. After the lecturer has created the class, the lecturer can invite students into that class group by using a class verification code. In the group Classes created by lecturers can provide learning materials in the form of document formats, pdf, video link, or a photo for students to study.

4. Discussion form

The last feature showed based on the observation term was discussion form, this form exploit to be place for the students comment, advise, and suggestion to the lecturer while to the lecturer also, this form is used for the both lecturer and students

for having proper materials delivering.

Based on the explanation above, the researcher showed the feature which used mostly at class, Therefore, the lecturer has to be able to create a comfortable and conducive class environment to make the students enjoy the class and learn the material at the same time. As a result, the goal of learning can be achieved. Since students are various in characteristics and background, lecturer need to be careful in choosing the right way to be implemented in order to help the students achieve the learning goal. Therefore, a carefully designed procedure is primary in teaching and learning activities. In other words, lecturer needs a certain strategy to reach a certain goal in teaching and learning.

Th researcher specifically explain about the specific of the students activities,

2. Students Obstacle Faced in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.

The researcher found the detail information about what the students' obstacle of speaking as performance in classroom presentation was about technical, lecturer method and class situation which all these explained by the respondents after doing interview.

a. Technical Obstacle

The researcher asked several question to the students in identifying their obstacle in learning speaking during online learning, the students respond that:

“Faktor jaringan lebih sering hilang karena pada saat ingin menjelaskan atau berbicara suara hilang menghambat proses belajar, begitupun mendengarkan penejelasan dosen sehingga dosenn harus menjelaskan duakali.”¹

¹ Fauziah, Female, 20 Age *English Education Students*, Interviewed 21 july 2021

Another statement also from students that:

“Terhambat karena koneksi jaringan saat zoom dan juga hp yang selalu ngelag”²

“Faktor jaringan jadi salah satu hambatan bagi saya selama belajar karena dikampung saya susah untuk mengakses.”³

Based on the statement above, it also the speaking materials cannot be delivered easily because of the network problem, the lecturer has to be able to create a comfortable and conducive class environment to make the students enjoy the class and learn the material at the same time. As a result, the goal of learning can be achieved. Since students are various in characteristics and background, lecturer need to be careful in choosing the right way to be implemented in order to help the students achieve the learning goal. Therefore, a carefully designed procedure is primary in teaching and learning activities. In other words, lecturer needs a certain strategy to reach a certain goal in teaching and learning but unfortunately because, the network also influence the students performing. It stated that:

“Karena jaringannya tidak bagus, sehingga saya tidak dapat mengikuti matakuliah speaking”⁴

“Selain factor teknis ketersediaan buku juga menjadi salah satu hambatan belajar selama daring karena untuk mendapatkannya terbilang sulit”.⁵

“Tentu penghambat. Masalah jaringan seringkali saya hadapi, tidak selamanya jaringan yang saya gunakan berjalan lancar. Ada beberapa matakuliah yang sering saya lewatkan karena jaringan tidak mendukung”⁶

² Tami , Female, 20 Age *English education students*, Interviewed 21 July 2021

³ Hilda , Female, 19 Age *English education students*, Interviewed 21 July 2021

⁴ Marlina , Female, 19 Age *English education students*, Interviewed 21 July 2021

⁵ Tami , Female, 20 Age *English education students*, Interviewed 21 July 2021

⁶ Nirmala, Female, 20 Age *English education students*, Interviewed 21 July 2021

“Jaringan biasanya jadi penghambat, karena waktu tertentu jaringan biasanya bermasalah dan mengganggu pembelajaran”⁷

“Tentu, keterbatasan media seperti jaringan dan perangkat digital menjadi penghambat dalam pembelajaran. Dikarenakan kelas yang real-time membutuhkan tunjangan internet yang kuat namun beberapa spot jaringan untuk menompang hal tersebut masih minim dikarenakan wilayah yang jauh dari lingkup karingan, keterbatasan spesifikasi gawai juga mempengaruhi pembelajaran seperti perangkat yang memanas, glitching dan lain-lain.”⁷

Iya, sehingga kadang kadang hilang sendiri sehingga absen tidak hadir, ram hp yang tidak mendukung mendownload aplikasi perkuliahan online dan laptop kadang tidak bisa menginstal aplikasi yang disuruh dosen.⁸

The result of interview about the network become very serious obstacle encountered by the students, mostly students’ stated agree with the network obstacle among their statement in interviewing.

b. Lecturer Method

Another obstacle also comes from lecturer method, the researcher asked several question about the students obstacle, which most of the students stated about lecturer method in their obstacle during learning speaking skill.

The students stated that:

Ada banyak hambatan yang dirasakan, diantaranya yakni kurang reaksi real-time dengan pengajar, keterbatasan media, baik ruang maupun waktu.⁹

Metode dosen dimatakuliah speaking tidak terlalu relevan dalam menunjang pemahaman sepemantauan saya, dosen speaking saya menerapkan lecturing satu arah.¹⁰

The students may get very hard materials because of the lecturer method, the lecturer method of course become very essential for the student in their learning.

⁷ Syakhmalyah, Male, 20 Age *English education students*, Interviewed 21 July 2021

⁸ Tami, Female, 20 Age *English education students*, Interviewed 21 July 2021

⁹ Syakhmalyah, Male, 20 Age *English education students*, Interviewed 21 July 2021

¹⁰ Syakhmalyah, Male, 20 Age *English education students*, Interviewed 21 July 2021

Saya mampu memahami materi speaking yang diberikan oleh dosen, akan tetapi terkadang metode pembelajaran yang diberikan sedikit membosankan. Biasanya dosen akan memilih topic tertentu, kemudian mahasiswa akan diminta untuk menjelaskan mengenai topic tersebut.¹¹

Ketidak sempurnaan dalam menerima materi kak, dan juga dosen hanya memberikan tugas tertulis yang sangat tidak sesuai dengan kebutuhan dalam mata kuliah speaking.¹²

Lecturer technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. Thus,

“Guru memberikan materi menggunakan teknik umum sebenarnya jadi kadang kita tidak mengerti soal materi speaking.”¹³

“Kalau metode yang digunakan bagusnya itu lebih dominant yang berbicara harusnya”¹⁴

Lecturer method and technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the lecturer when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

c. Students Comprehension

The obstacle found for students comprehension referred to the less of vocabularies, the vocabulary is an individual word or a set of words which have specific meaning. Students' obstacle may find because vocabulary is the knowledge

¹¹ Ainun, Female, 20 Age *English education students*, Interviewed 21 July 2021

¹² Rafiharla, Male, 19 Age *English education students*, Interviewed 21 July 2021

¹³ Tami, Female, 20 Age *English education students*, Interviewed 21 July 2021

¹⁴ Hilda, Female, 19 Age *English education students*, Interviewed 22 July 2021

of meanings of words. While in the learning process most of the students cannot talk a lot because they were not mastering vocabulary. Students stated that:

“Hambatan yang saya rasakan adalah kurangnya percaya diri dan juga kurangnya kosakata yang saya miliki.”¹⁵

Hambatan selama belajar speaking itu kurangnya vocabulary.

Many students felt that, poor in vocabulary may cause their obstacle in speaking class. vocabulary is the foundation of that all the component English it was the most important component of English. Because how they can pronounce the words correctly, how they can speak English grammatically and fluently if they have not vocabulary in their mind.¹⁶

“Saya merasa kesulitan memang ini untuk vocabulary selama speaking kelas ini.”¹⁷

The researcher found that they were lack in vocabulary, it would be automatically they were lack in pronunciation, grammar and also fluently of speaking.

“I have a problem in English speaking in vocabulary. I do not get practice English speaking because my vocabulary is limited”¹⁸

From the interview with students, the researcher can make conclusion most of students have problem about vocabulary in English speaking. Vocabulary refers to the words that speakers used when speaker want to talking. So in this case, the students have much vocabulary to get successful communication. For instance when the students talking and then get stuck caused she do not know what words that they should to say, so the point of communication cannot deliver to listener. In conclusion,

¹⁵ Ainun , Female, 20 Age *English education students*, Interviewed 21 July 2021

¹⁶ Fauziah, Female, 20 Age *English education students*, Interviewed 21 July 2021

¹⁷ Hilda, Female, 19 Age *English education students*, Interviewed 22 July 2021

¹⁸ Hilda, Female, 19 Age *English education students*, Interviewed 22 July 2021

in order to get conversation run well, the speaker should must much vocabulary.

B. DISCUSSION

1. Classroom Activities in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.

The researcher did the observation about the classroom interaction in class, classroom activities proposed implied new roles in the classroom for lecturers and learners. Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the lecturer for model. The researcher is going to explain more about the specific result of the data mentioned in findings, the discussion below explained as followed below:

a. Opening Class

The first activities based on the category of the class, opening class is beginning from the attending list spreading by the lecturer to the students at class by whatsapp group, the attending list is completed before the materials beginning, while waiting the students for finishing the attending list, the lecturer than sending the materials on edlink application with PDF form, the materials consisted all the materilas which taught on these meeting.

In the opening class also, the lecturer revises the previous materials in order to remaining the students for previous materials, this role become repetition materials, In this opening class, the lecturer teach speaking which believed a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in collage and success later in

every phase of life. Therefore, it is essential that language lecturers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

The activities among the opening class also for explaining the purpose of the materials taught on that time, the purpose materials become also very important, for the example of the purpose materials is that, the lecturer illustrate the materials for the students real life, in fact, the students must be able to exploit the materials in their life conversation instead.

b. Main Class

The students practiced the task asked by the lecturer, even when the lecturer did not ask them. They participated in the class discussion. It might be influenced by the use of the media (such as, computer and textbook) that was quite interesting for the students. It might also because the number of the students that was not too many in class. They were only 20 students in one meeting. There were enough time and attention given by the lecturer to all students.

The use of English for communication in classroom was very rarely. The lecturer and the students seldom to spoke in English. They spoke mostly in Indonesian. It was only greetings that were always spoken in English. The students very rarely communicate in English to the lecturer and friends. They use Indonesian more often. The lecturer uses Indonesian more in explaining the material. and explaining the material/topic, giving instruction, and asking questions, the lecturers used Indonesian more.

They were very rarely using English. when they used English expression, they

always translated it. This condition reduced the students' chance to become usual in listening English. In one occasion (in observation 4), the lecturer tried to discuss a dialogue and a picture using English without translating it. Actually, the students could understand it. They could answer the lecturer's questions using short English expressions. When the students were given chance to practice, they were good. The students' participation was determined by the class atmosphere that was set up by the lecturer. In relation to the lecturer's understanding about learning activities, the lecturer understood that in learning English, Learning activities was very important.

Learning activities is important in learning a language to be able to interact well; lecturers and students who were active were needed. The lecturers were active in practicing English in classroom and giving interactive activity in class. The students were active in practicing their English ability, by asking questions or expressing their idea/opinion. Both the lecturers and the students were important actors to make an interactive English class.

The students never expressed their own idea/opinion. They were obedient to the lecturer. It seemed that they did not have any other literature. They only relied on the lecturer. The communication between the student and the lecturer was limited on asking about difficult English words. Asking about class activity instruction or material was not found. If the students asked questions to the lecturer, they did it in Indonesian. And, the lecturer also answered it in Indonesian, not in English. They learned English, but they did not learn to use/communicate in English.

One technique to make the students more active that was done by the lecturers was by pointing/calling the students' name one by one in doing class activity or practicing dialogue. The students were rarely found. If the lecturers pointed to one

student to do an activity, he did it. But, if the lecturer gave time for the students, the students were silent. When asking the students, the lecturer usually gave more chance to the students who had understood the material first. The students were regarded as the model for others.

The communication that happened among the students was about asking difficult English and practicing dialogue/activity. The students had difficulty, they asked their friends first before they asked the lecturer. The students' book was only the textbook from collage when they had difficulty in understanding it, they would ask their friends or lecturer. They did not have other books/dictionary to learn. The material in class was very limited from the book. There was no development outside of it.

The role of the lecturer in classroom was very important in the success of the English Learning activities. What happened in class was usually influenced by the lecturer's role. The class activity was determined most by the lecturer. The lecturer should be more often speak in English, so that the students become more usual. The lecturer's role is as a mediator. Students' explains the topic and practices more. The lecturer knows the knowledge, while the students do not.

In fact, the lecturer did teaching process refers to the material which also has different each meetings, the materials which also taught in many different ways.

c. Closing Class

After conducting the opening and main class, the researcher is going to identifying the last step of the closing class, in fact, the lecturer gave some asking and try to stimulate the students to speak up based on the materials on that meeting.

They were expected to take on a greater degree of responsibility for their own

learning. Lecturers had to assume the role of facilitator or monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the lecturer had to develop a different view of learners' error and of her/his own role in facilitating language learning.

The condition of the English class was quite not conducive. The students had good attitude to the lecturer. They paid attention to the lecturer when the lecturer explained the material. They did the activity asked by the lecturer. They also did the activity by practicing dialogue.

They (the students) are quite good in giving attention, some of them are not or noisy. But, they do the activity or practice the dialog, the students learned English both in classroom, the students were not active when they were studying in the online class. The students who are inactive in class and also they are not interested in class. Usually, the students are more active in real class.

The lecturer is the mediator. The students who do not understand the knowledge before it understand it later. The lecturer should be able to motivate the students to be more active. The lecturer should be able to become a model for his student's students.

The students did not know about the knowledge. It was the job of the lecturer to make the students understand. Another important role of the lecturer is as the motivator. Students' gave the students motivation or made a condition so that the students were motivated to study. By having good motivation, the students would learn better. The participation from both the lecturer and the students were needed to make the class goes smoothly and successfully.

2. Students Obstacle Faced in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.

Based on the researchers observation and interview result, the students has the problems in English learning language, especially in English speaking, because there are many causes that influences. There are some problems of students in learning English speaking can be explained below:

a. Technical Obstacle

The students had faced many troubles during their speaking class in pandemic situation, this term really helped the collage in developing their quality as university, this pandemic really helped the lecturer in doing their innovative,

Based on all the explanations of the finding above, it becomes very important for a lecturer to know some basic competencies of speaking material subjects that contain a set of minimum sustainability that must be mastered by students during their English skill. The students really get trouble since the education system changed to be online learning

The role above becomes a foundation of success of all lecturer implementation in the learning process. This should be more important, because the presence of lectures in collage is to guide students into capable students even in many subject. Without good guidance, students have difficulty in dealing with their speaking performing. The lack of speaking performing in pandemic situation, the students causes more to depend on the help of a lecturer. In fact, students sometimes do private learning in developing their speaking. So, however, lectures must needed a time when students must get a lot their speaking guidance.

The learning process is one of the most important proces activities in collage.

The success of the educational process is largely determined by the learning outcomes achieved by students. So in achieve students' learning speaking outcomes as expected, lectures try their hardest in creating the best learning situation. But in reality, there are some students who have difficulty in learning. Here the researcher formulated found that technical obstacle become the students difficulties in facing speaking subject during this pandemic situation specially for the English major semester fourth.

Difficulty in the learning process is a situation that can interfere with the student's speaking learning process, due to the emergence of conflicting responses. Basically, experiencing learning become very important to be attention by the students. It sometimes cause several ham to the students is no concentration in learning. These learning disorders, especially caused by various factors both from the teaching aspect.

The researcher found that, technical obstacle become very essential also the factor of learning at home online, some of the obstacles related to technical certainly provides a limited impact on learners. The researcher then concluded some of the technical aspect points of the defense as follows:

The network becomes one of the most important things in the learning process that uses online systems since the Covid-19 pandemic, every learning that is done requires adequate internal network access so that there is a process of learning between students and lectures, some applications certainly require internet access that must be tried and accessible as much as possible.

Thus, it is possible that learning obstacles are faced by students which causes students to be unable to learn as they should, these difficulties make learners unable

to receive or absorb lessons from lectures, a condition where the competence or achievements achieved are not in accordance with the standard criteria set by the collage.

Based on the above explanation, researchers realized that not all students are able to get the facilities and infrastructure of these learners given the facilities of great network. The existence of learning difficulties cause a situation where students cannot learn with the facilities they have as they should so that they have low learning achievement students who experience technical problems.

Based on the lecture's explanation above, the results achieved by learners are certainly not balanced with the efforts made, slow in collecting learning tasks. The existence of distance learning methods makes students need time to adapt or get used to them so that they are able to deal with new changes that indirectly affect their learning absorption.

b. Lecturer Method

Lecturer method also become very essential, It because, the lecturer method must creating an interesting learning processed is certainly a little difficult in the several aspect of the current Covid pandemic, but these efforts can be done when doing creative learning in several application like zoom or others.

This lecturer method showed several obstacle in comprehending the students peaking skill. It can efficiently provide increased student motivation and can create a pleasant atmosphere for example lectures make interesting media because students feel comfortable and interested in taking lessons if supported by the media that the lecturer prepares.

The lecturer instead not creating a interesting martial is actually not only done

during the offline, but also online can be done, so that students did not focus on the lecture's explanation, in addition, the students did not feel happy on the lesson because it is not supported by a comfortable classroom atmosphere.

Based on the above explanation, learning difficulties in be transparently that creates an efficient and attractive learning ecosystem. It also does not punish students. Punishment is a reward for mistakes made, this is more likely to be negative, this punishment can be a punch, a slap and others that are rude.

The researcher really stimulate the students' learning performing with the ease provided both from the collage and the subject lecturer, the lecturer still very hard in giving the task. This does not give much task to students.

But what a lecturer usually does is give a warning. With this, students not repeat their mistakes so that students looked not feel burdened and get cause encouragement to learn because they are

Researchers also provide explanations related to several aspects that can support the learning process during the Covid-19 pandemic, including the existence materials which are very influential on the faithfulness of this *online* speaking activity.

The role of parents is highly expected in the form of efforts to create an effective learning process in the midst of the Covid-19 pandemic. One way to cause a harmonious relationship then the lecturer is friendly to students. Likewise, after completing teaching and learning activities between lecturer and students greet each other, so it may lead to communication between both, because there is no awkwardness. This is where this harmony may always be there so that students may feel happy and comfortable to follow the lesson.

The responsibility of education actually lies not only in the collage, but also lies with the family and community. Therefore, the role of family in the field of education is very important and decisive to the success of student learning. Things that need to be from the family are: 1) Supervision of students. 2) Energy as a source or volunteer energy to succeed in learning. 3) Funds to meet the needs of collage supplies.

c. Students Comprehension

Students comprehension referred to the problems of students is lack of vocabulary, students cannot practice English with their friends. They memorize the vocabulary that only relate with their lesson at collage. They still haven't a strong a spirit and effort to master English language by self. Based on observation, the students were so difficult to speak by using English even in very simple sentence.

Based on the interview, there are some problems that the researcher found during the interview. The researcher tried to make a conversation in English with some despondences; they were looked so difficult to answered questions by questions. When the researcher tried to ask them about their problem, they answer that they do not knew how to say a word in English that actually they want to say.

Based on interview with several students. It states that generally the students' vocabulary mastering was limited. It means that most of them in low ability in English speaking too. Of course that was not only the duty of themselves but also the big duty for the lecturer; especially their English lecturer how to make them got any kinds of vocabularies as much as possible.

Based on observation the students feel poor in grammar. Almost all of the students were in low mastering in English grammar. Sometimes some people think that in terms of speaking, someone may not think too much about what they going to

say. Actually they have no time to think, and they have to improvise.

But however, they have to be right in English grammar, because if they made a mistake in grammar, their lecturer can say that they were making mistakes. There were some grammatical errors there. It was not a big problem of them in the process of learning English speaking; because their material and their knowledge in grammar would be increase in the next steps of their study in the next level that going to passed by them. But because of grammar is one of the English components, so it was still be a problem. Faced by the students at campus especially for the English education program.

The researcher compare the result of the research and some of the solution which mentioned from the respondent among the result data mentioned on chapter IV, the researcher put believed that, online class little bit difficult to be applied in the speaking classroom activities, this may prove that, mostly students stated their difficulties facing the online class, another explanation also stated that, ofline class is more effective either online class, even in many aspect caused on the comparison term, some aspect also prove that ofline much better and effective learning model, the technical aspect, materials delivering, or students interest in achive the materials teaching with speaking approach.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the result data explained on the previous chapter, this chapter explained the conclusions of the research.

1. Classroom Activities in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.

The researcher concludes that classroom activities in speaking class during the pandemic at fourth semester of English education of IAIN Parepare, it becomes very important for the lecturer and the students in language learners. The lecturer role in speaking learning influence what and how they teach in the classroom. It investigates what the students and the lecturer think to get learning activities in learning, speaking skill. The conclusion showed that speaking classroom activities conducted in fourth semester of English Education Program showed that the students role as *learner autodidact*, and the lecturer role as *guider*. The students and lecturer guided for opening, main and closing class activities, the sums up from those activities are, opening class focusing on explaining the purpose materials, the main activities focused on delivering material sending by edlink and closing activities focusing on repetition materials and evaluation term.

2. Students Obstacle Faced in Speaking Class during the Pandemic at Fourth Semester of English Education Program of IAIN Parepare.

The researcher conclude the detail information about the students' obstacle of speaking as performance in classroom that technical obstacle which identified

for lack of network access, while another obstacle felt of lecturer method which identified the students difficult in understanding the materials delivering by the lecturer among online class and another obstacle of students comprehension which identified for less of Vocabulary, students cannot produce the word in English with really hard for them in comprehension the vocabulary. The students were so difficult to speak by using English even in very simple sentence. The researcher sub some suggestion on the result data that, offline class is more effective assumed and suggested by the students and researcher itself, the offline class is more effective than online class approved from the students obstacle solution.

B. SUGGESTIONS

The result of the research may assumed and offer some suggestions which divided into:

1. The lecturer may create more creative and innovated method in teaching speaking during the online class, some of the students get low motivated in speak and perform in class.
2. The Lecturer should be more active to stimulus the students in learning speaking.

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APPENDICES

Appendix 1 ; Observation Guidelines

Observation Guidelines

Nama Dosen : Drs. Amzah Selle, M.Pd.
 Materi Ajar : Interactive Speaking
 Pertemuan Ke : 12,13,14

Durasi	Aktivitas		Teaching AIDS	Rujukan Observasi
	Dosen	Mahasiswa		
08.07	Membuka kelas dengan mengirimkan daftar hadir mahasiswa.	Mengisi daftar hadir	Menggunakan media Whatsapp	Pre Activity While Activity Post Activity
8.15	Membuka class room online dengan memberikan : 1. kontrak kuliah, 2. materi what is speaking? 3. what is your opinion about working mothers 4. history of television 5. describe what do you mean about beauty contest! 6. Exam : What do you know about mobile phone and how to	Bergabung didalam classroom online	Aplikasi zoom	

	<p>use it</p> <p>7. Explain about collage uniform.</p> <p>8. UTS</p> <p>9. Smoking</p> <p>10. Corruption</p> <p>11. Barring of moslem head covering</p> <p>12. Mobile phone</p> <p>13. Age discrimination</p> <p>14. Micro teaching</p> <p>15. UAS</p>			
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Appendix 2: Interview Transcript

Nama Mahasiswa_Student 01 marlina pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Ya kak, sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Kurang mengerti materi yang diajarkan karena speaking butuh praktek bukan hanya sekedar materi
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Karena jaringannya tidak bagus, sehingga saya tidak dapat mengikuti matakuliah speaking
4	Does lecture method become one of your obstacles? If it Yes, Can you explain clearly about lecture method which caused of your obstacle?	Iya, kalau metode yang digunakan dosen dalam mengajar tidak menarik, maka saya tidak antusias ikut belajar
5	Do notyou understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Tergantung, kalau membosankan caranya kak, kayak masuk saja kasi tugas nda menjelaskan kadan ndd saya mengerti kalau begitu kak.
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Itu kak, kurangnya praktik dari materi yang diberikan , jadi kayak materinya dimengerti pada saat dijelaskan saja.
7	Do you have another factor except techniq and method? Like Family and financial?	Tidak adaaji kak.
8	What is the solution can you offer to overcome the obstacle?	Solusinya yaitu dosen mampu membagi waktu pelajaran, setengah untuk dosen menjelaskan setengah

		lagi untuk mahasiswa agar speakingnya juga bisa meningkat
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Student 02 tami 19 pbi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya kak
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Terhambat karena koneksi jaringan saat zoom dan juga hp yang selalu ngelag
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Iya, sehingga kadang kadang hilang sendiri sehingga absen tidak hadir, ram hp yang tidak mendukung mendownload aplikasi perkuliahan online dan laptop kadang tidak bisa menginstal aplikasi yang disuruhhkan dosen.
4	Does lecture method become one of your obstacles? If it Yes, Can you explain clearly about lecture method which caused of your obstacle?	Ya, ada beberapa yang tidak dipahami
5	Do not you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	metode diskusi digrup wa atau zoom kurang efektif karena beberapa mahasiswa hanya menyimak sehingga tidak paham dengan materi tersebut
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	grammatical error selama speaking dan missprounounciation saat disuruh speaking saat presentasi di zoom paham materi tersebut

7	Do you have another factor except techniq and method? Like Family and financial?	Tidak ada
8	What is the solution can you offer to overcome the obstacle?	Dosen harus mengubah metode nya agar mahasiswa lebih aktif dalam pembelajaran online dan semuanya

Student 03 fauziah pbi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iye sudah kak
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Hambatan selama belajar speaking itu kurangnya vocabulary
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Factor jaringan lebih sering hilang karena pada saat ingin menjelaskan atau berbicara suara hilang menghambat proses belajar, begitupun mendengarkan penjelasan dosen sehingga dosen harus menjelaskan duakali
4	Does lecture method become one of your obstacles?	Iyye kak, itu salah satunya
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Metode dosen sangat tidak mendukung perkembangan speaking saya, metode yang mengajarnya gambling hanya memberi tugas
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan terbesar selama belajar speaking secara online yaitu metode dosen itu sendiri
7	Do you have another factor except techniq and method? Like Family and financial?	Tidak ada
8	What is the solution can you offer to overcome the obstacle?	Solusi untuk hambatan lebih meningkatkan metode belajar, menggunakan fasilitas

		yang mendukung untuk meningkatkan skill mahasiswa agar berbicara lebih, membuka ruang diskusi bukan hanya menulis.
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Student 05 hilda pbi 3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Sudah kak
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Hambatannya lebih kurang interaksi sama semua mahasiswa , jadi proses praktek speakingnya kurang optimal
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Factor jaringan jadi salah satu hambatan bagi saya selama belajar karena dikampung saya susah untuk mengakses
4	Does lecture method become one of your obstacles?	Yang cara belajarnya hanya melalui wa saja . karena ini kelas speaking tapi kadang tugasnya kebanyakan menulis
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Saya tidak bisa memahami materi jika hanya melalui pesan wa saja. Zoom jarang dilaksanakan sehingga kelas menjadi tidak efektif
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan terbesarnya karena dilaksanakan secara daring maka prosesnya komunikasi yang terjalin antar sesama mahasiswa relative sedikit jadi praktek speakingnya agak kurang

7	Do you have another factor except techniq and method? Like Family and financial?	Selain factor teknis ketersediaan buku juga menjadi salah satu hambatan belajar selama daring karena untuk mendapatkannya terbilang sulit.
8	What is the solution can you offer to overcome the obstacle?	Kalau bisa kuliah daring bisa diselengi dengan kuliah tatap muka meskipun hanya sepekan untuk bisa mengoptimalkan proses belajar mengajar.

Student 06 nirmala pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya, sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Ada beberapa hambatan, terutama karena sistem online, pembelajaran terasa kurang efektif. Apalagi kurang praktik, padahal sepengetahuan saya pembelajara speaking akan lebih efektif jika kita lebih sering praktik daripada materi terus menerus apalagi secara online.
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Tentu penghambat. Masalah jaringan seringkali saya hadapi, tidak selamanya jaringan yang saya gunakan berjalan lancar. Ada beberapa matakuliah yang sering saya lewatkan karena jaringan tidak mendukung.
4	Does lecture method become one of your obstacles?	tidak kak

5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Tidak samasekali
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Kadang ada tugas yang tidak saya mengerti tapi diharuskan selesai yang diberikan oleh dosen
7	Do you have another factor except techniq and method? Like Family and financial?	Tidak ada
8	What is the solution can you offer to overcome the obstacle?	Harus selalu belajar lebih giat dan tidak malu bertanya kepada siapapun agar pembelajarannya bisa dimengerti dengan mudah

Student 07 tiara pbi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya, sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Kurang banyak latihan jadi masih jauh dari lancar
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Jaringan biasanya jadi penghambat, karena waktu tertentu jaringan biasanya bermasalah dan mengganggu pembelajaran
4	Does lecture method become one of your obstacles?	Iya, karena dosen lebih sering memberi materi disbanding dengan latihan
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Jadi biasanya kita Cuma diberi tugas dan materi yang dipelajari sendiri tanpa penjelasan dan kurangnya latihan speaking
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Kurangnya practice dikarenakan tidak face to face

7	Do you have another factor except techniq and method? Like Family and financial?	Iya, kekurangan uang beli kuota
8	What is the solution can you offer to overcome the obstacle?	Klo dari saya kak, tidak masalah online atau offlinenya. Lebih ke materi yang diberikan dosen harus lebih menarik minat dan betul-betul meningkatkan pengetahuan siswa

Student 08 Sakmalyah bachtiar pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Ya, saya mengambil salah satu kelas speaking di semester 4
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Ada banyak hambatan yang dirasakan, diantaranya yakni kurang reaksi real-time dengan pengajar, keterbatasan media, baik ruang maupun waktu
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Tentu, keterbatasan media seperti jaringan dan perangkat digital menjadi penghambat dalam pembelajaran. Dikarenakan kelas yang real-time membutuhkan tunjangan internet yang kuat namun beberapa spot jaringan untuk menompang hal tersebut masih minim dikarenakan wilayah yang jauh dari lingkup karingan, keterbatasan spesifikasi gawai juga mempengaruhi pembelajaran seperti perangkat yang memanas, glitching dan lain-lain.

4	Does lecture method become one of your obstacles?	Ya beberapa metode dosen menghambat pembelajaran, seperti lecturing yang menurut saya sangat tidak relevan
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Metode dosen dimatakuliah speaking tidak terlalu relevan dalam menunjang pemahaman sepemantauan saya, dosen speaking saya menerapkan lecturing satu arah
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan saya yakni keterbatasan gawai dan kelas pengajaran
7	Do you have another factor except techniq and method? Like Family and financial?	Factor audiensi, yang mengakibatkan kurangnya informasi materi yang actual
	What is the solution can you offer to overcome the obstacle?	Saran saya yakni, pihak kampus dapat menata sistem pemilihan kelas dalam semester berjalan, dengan kelompok yang digilir untuk menimbulkan variasi mahasiswa, menyarankan dosen untuk memakai metode ajar yang lebih efisien, serta menggunakan platform ajar yang lebih halus agar cocok untuk semua kalangan

Student 09 ainun pbi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Hambatan yang saya rasakan adalah kurangnya percaya diri dan juga kurangnya kosakata yang saya miliki
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Jaringan merupakan salah satu hambatan bagi saya untuk melaksanakan pembelajaran, karena saya tinggal didesa yang jaringan kurang bagus untuk melaksanakan pembelajaran secara online
4	Does lecture method become one of your obstacles?	Iya, terkadang hal itu juga terjadi
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Saya mampu memahami materi speaking yang diberikan oleh dosen, akan tetapi terkadang metode pembelajaran yang diberikan sedikit membosankan. Biasanya dosen akan memilih topic tertentu, kemudian mahasiswa akan diminta untuk menjelaskan mengenai topic tersebut
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan terbesar saya adalah jaringan yang tidak menentu didesa tempat saya tinggal
7	Do you have another factor except techniq and method? Like Family and financial?	Tidak ada

8	What is the solution can you offer to overcome the obstacle?	Yang pertama, harus tinggal ditempat yang jaringannya bagus, dan harus bangun semangat yang lebih lagi untuk mencapai pembelajaran yang maksimal
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Student 10 Rafi pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iye kak sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Ketidak sempurnaan dalam menerima materi kak, dan juga dosen hanya memberikan tugas tertulis yang sangat tidak sesuai dengan kebutuhan dalam mata kuliah speaking
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Factor jaringan termasuk salah satu penghambat, disaat dosen memberikan tugas dan tenggat waktu atau deadline yang teramat singkat mengakibatkan kadang ada tugas yang lambat dikumpulkan, tapi jika berbicara mengenai perangkat yang digunakan sepertinya tidakada hambatan samasekali
4	Does lecture method become one of your obstacles?	Bisa dibilang iya, dikarenakan dosen terkadang hanya memberikan tugas tertulis yang tidak sesuai dengan matakuliah speaking itu sendiri

5	<p>Don't you understand speaking materials because the technique and method does not supported?</p> <p>Can you explain me the lecture method?</p>	<p>Untuk pemahaman mengenai materi itu sendiri bisa dibilang paham, namun karena metode yang digunakannya lah yang menjadi permasalahan. Mengenai metodenya itu sendiri ialah kita terlalu banyak mengerjakan tugas tertulis yang jauh sekali dari speaking itu sendiri</p>
6	<p>Can you describe the biggest obstacle factor that you fell so much during classroom activities?</p>	<p>Tidak bisa disebut hambatan terbesar, namun ada banyak hambatan yang digunakan dapat menjadi hambatan yang besar yaitu diantaranya jaringan, cara mengajar dosen, kondisi lingkungan yang kurang kondusif dan lain sebagainya.</p>
7	<p>Do you have another factor except techniq and method? Like Family and financial?</p>	<p>Sepertinya tidak ada, orang tua saya sendiri mengerti jika melihat saya sedang dalam kondisi online</p>
8	<p>What is the solution can you offer to overcome the obstacle?</p>	<p>Menurut saya, ada baiknya proses pembelajaran speaking dilakukan melalui voice chat ataupun telpon suara yang dimana terkadang tidak memerlukan jaringan internet, namun kembali lagi kedosen itu sendiri</p>

Student 12 Suci Amaliyah pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Kurangnya praktek secara langsung
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Iya, karena biasa jaringan tidak mendukung
4	Does lecture method become one of your obstacles?	Sebagian
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Karena metodenya seperti hanya memberikan tugas dan hanya langsung dijawab jadi tidak ada pengaplikasian secara langsung
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Kalau hambatan yang saya rasakan ke metode mengajar dosen dan kadangkadang jaringan tidak mendukung
7	Do you have another factor except techniq and method? Like Family and financial?	Alhamdulillah tidak ada
8	What is the solution can you offer to overcome the obstacle?	Bisa mengadakan speaking sendiri-sendiri di apk zoom supaya ada pengaplikasian

Student 13 yuyun wulandari pbi1

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Hambatannya karena jaringan kurang mendukung sehingga masih banyak yang kurang dimengerti
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Iya, efek kurang maksimalnya jaringan sangat berdampak pada kehadiran dan nilai
4	Does lecture method become one of your obstacles?	Menurut saya metode dosen sudah cukup baik
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Ya saya merasa kurang mampu dalam pemahaman materi speaking online dikarenakan metode yang diterapkan kurang detail.
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan terbesarnya mulai dari tidak mendukungnya jaringan, pembeli kuota dan penjelasan inti materi kurang detail
7	Do you have another factor except techniq and method? Like Family and financial?	Tidak ada
8	What is the solution can you offer to overcome the obstacle?	Saya berharap agar dosen dapat memahami kondisi dan keadaan yang sedang dialami oleh mahasiswa tinggal perkotaan, banyak juga yang tinggal dipedalaman

Student 13 yusril ihza bpi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Saya merasa kurang efektif Karena tidak adanya interaksi secara langsung, soal kendala pada pembelajaran daring seperti jaringan sehingga komunikasi bisa terganggu
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Ya terkadang, jika cuaca buruk jaringan biasanya juga teroearuh, namun soal device seperti hp/laptop tidak ada masalah bagi saya
4	Does lecture method become one of your obstacles?	Iya karena tidak semua dosen mampu menggunakan aplikasi atau media pembelajaran dengan baik ada beberapa oknum yang biasanya Cuma mengupload pdf/soal tanpa penjelasan lebih lanjut padahal materinya adalah suatu yang asing
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Saat semester 4 dosen yang mengajar speking hanya mengapload 1 tema untuk kami jelaskan secara tulisan atau tertulis . cukup mengherankan.
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan terbesarnya adalah factor lingkungan, menurut saya dalam pembelajaran speaking factor lingkungan itu penting agar mahasiswa terbiasa untuk speaking dalam bahasa inggris

7	Do you have another factor except techniq and method? Like Family and financial?	Sejauh ini belum ada
8	What is the solution can you offer to overcome the obstacle?	Menurut saya untuk pembelajaran speaking sebaiknya dilakukan secara offline, atau palingg tidak dilakukan dalam video conference sesuai dengan judul matakuliah yakni speaking atau berbicara

Student 14 risma pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Waktu yang terbatas ketika zoom
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Tidak
4	Does lecture method become one of your obstacles?	Iya
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Metode dosen jarang yang menjelaskan ketika belajar online hanya zoom beberapa kali dan pertemuan offline 2 kali. Jadi saya kurang bisa mengerti materi speaking
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Kurangnya waktu ketika zoom
7	Do you have another factor except techniq and method? Like Family and financial?	Factor kuota/pulsa
8	What is the solution can you offer to overcome the obstacle?	Memperpanjang waktu ketika zoom dan bukan hanya memberi tugas

		tapi dosen juga harus menjelaskan materi
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Student 15 fatur

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya sudah pernah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Jaringan yang terkadang tidak stabil
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Terkadang jaringan membuat koneksi buruk sehingga penerima materi tidak maksimal
4	Does lecture method become one of your obstacles?	Ya
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Terkadang dosen memberikan tugas yang tidak melatih speaking kita karena materi yang harusnya disampaikan menggunakan lisan malah dikirim dan dikerjakan melalui tulisan atau text ketikan
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Seperti jawaban sebelumnya jaringan atau koneksi buruk yang menjadi hambatan saya
7	Do you have another factor except techniq and method? Like Family and financial?	Keuangan terkadang membuat saya merasa terbebani karena kuota belajar yang harus dibeli 2 minggu sekali karena pemakaian apk zoom saat belajar online
8	What is the solution can you offer to overcome the obstacle?	Untuk metode pembelajaran harusnya sesuai dengan apa yang

		harus dilakukan seperti speaking yang menggunakan lisan serta bantuan kuota bisadialurkan secara tepat waktu
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Student kदारuddin pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Sangat sulit untuk mempraktekkan speaking kita didepan dosen dan jarang mendapatkan koreksi dari dosen mengenai speaking saya
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Factor jaringan adalah penghambat bagi saya, selama pembelajaran speaking online saya sering tidak ikut zoom atau lambat mengerjakan tugas karena jaringan tidak mendukung dikampung saya
4	Does lecture method become one of your obstacles?	Iya, karena banyak materi yang diberikan tidak memfokuskan kita ke speaking tapi lebih ke writing
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Iyaa dosen tersebut mengajar hanya dengan memberikan teks bacaan kemudian mahasiswa menjelaskan materi tersebut dengan cara menulis
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan terbesar saya adalah jaringan yang tidak mendukung di daerah saya Menyebabkan saya sering terlambat mengikuti perkuliahan

7	Do you have another factor except techniq and method? Like Family and financial?	Yaa. Salah satunya keuangan , kadang saya kehabisan uang untuk membeli kuota
8	What is the solution can you offer to overcome the obstacle?	Solusi ya ng saya tawaekan adalah mencari jaringan yang bagus serta harus irit uang untuk membeli kuota

Student 16 ismardianti pbi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya sudah kak
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Hambatannya terkendala sama jaringan kak, biasaya kalau praktek speaking orang susah apalagi melalui zoom kalau jaringanny ajelek suaranya putusputus kak tidak jelas didengar
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Kalau masalah hp trtidak terlalu menghambat , yang sangat menghambat itu jaringan kak, karena yang diatas tadi kalau harus praktek speaking lewat zoom susah, karena kadang putus suaranya kak
4	Does lecture method become one of your obstacles?	Menurut saya pribadi metode dosen tidakpernah menjdi penghambat dalam speaking karena jika kita terkendala dizoom kita bisa menggunakan voice note di wa jadi kita bisa free talk disana dan mempraktekkan speking kita

5	<p>Don't you understand speaking materials because the technique and method does not supported?</p> <p>Can you explain me the lecture method?</p>	<p>Bagi saya, saya mampu memahaminya karena metodenya itu kita diberikan beberapa kosakata kemudian kita disuruh merekam suara kita menggunakan voice note dengan menyebutkan katakara tersebut, setelah itu jika ada kesalahan, dosen akan memperbaikinya dan juga kita diberikan sebuah artikel tentang tatacara speaking yang baik dalam menyampaikan speech</p>
6	<p>Can you describe the biggest obstacle factor that you fell so much during classroom activities?</p>	<p>Hambatan paling besar saya masih dimasalah jaringan. Dan juga kuota yang dimana kalau zoom menguras banyak data</p>
7	<p>Do you have another factor except techniq and method? Like Family and financial?</p>	<p>Kalau keuangan pasti ada kak, karena uang untuk membeli paketan meningkat yang biasa beli paketan 1 kali sebulan meningkat jadi 2 kali atau terkadang sampai 3 kali</p>
8	<p>What is the solution can you offer to overcome the obstacle?</p>	<p>Solusinya , ya kalau bisa sesekali diadakan kegiatan offlinr untuk mrnilai kemampuan speaking agar praktek speaking juga lebih maksimal, karena interaksinya face to face dan juga kalau bisa, seperti tadi jika terkendala di zoom bisa digunakann wa sebagai media juga untuk praktek speaking</p>

Student 17 teguh wahyudi pbi3

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Ya sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Secara teori Alhamdulillah tidak ada hambatan tapi secara prakteknya sangat sangat kurang
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Ya, terutama jaringan karena jaringan kadang bagus kadang juga hilang, terutama untuk temanteman yang berada dipelosok sangat susah mengakses jaringan internet
4	Does lecture method become one of your obstacles?	Menurut saya dosen tidak memperngaruhi pemahamn dalam materi yang diberikan tapi keadaan daring sangat susah memahami materi yang diberikan karena I nteraksi dosen dan mahasiswa sangat kurang
5	Don't you understand speaking materials because the technique and method does not supported? Can you explain me the lecture method?	Iya, karena metode yang digunakan beberapa dosen terutama dalam pemblekaran speaking hanya sebatas menjelaskan saja tidak realisasi dari teori yang diberikan

6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Hambatan terbesar saya selama pembelajaran speaking secara online yaitu kurang praktek dan kurang interaksi
7	Do you have another factor except techniq and method? Like Family and financial?	Saya rasa untuk factor lain tidak ada, hanya pada jaringan saja
8	What is the solution can you offer to overcome the obstacle?	Kuliah offline supaya tercipta interaksi antar pengajar dan peserta didiknya

Student 18 muadz amjad pbi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya sudah
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Saya merasa speaking harus dipelajari melalui tatap muka, supaya kita juga dapat melihat mimic/ ekspresi mereka ketika speaking
3	Does technical factor become one of your obstacles during speaking subject? If it Yes, Can you explain clearly about your technical obstacle?	Iya, biasanya karena jaringan yang lambat dan hp yang panas karena digunakan terlalu lama dan juga radiasi dari gawai sangat berpengaruh terhadap kesehatan apalagi mata
4	Does lecture method become one of your obstacles?	Iya, biasanya apa yang dibicarakan dosen kadang saya tidak mengerti dan juga kadang dosen

		mengalami hambatan pada jaringan internet mereka
5	<p>Don't you understand speaking materials because the technique and method does not supported?</p> <p>Can you explain me the lecture method?</p>	<p>Bagi saya sebenarnya metode mereka sangat baik apalagi ketika dosen memberi contoh dengan memperagakan cara speakingnya dan cara menyebutkan kata-katanya tersebut dengan baik dan lancar. namun bagus jika speaking diajar melalui tatap muka biar lebih jelas lagi</p>
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	Tidak ada, hanya hambatan tadi soal jaringan dan radiasi handphone
7	Do you have another factor except techniq and method? Like Family and financial?	Bagi saya tidak ada karena saya menggunakan wifi dirumah dan keluarga juga mengerti jika saya punya kuliah online
8	What is the solution can you offer to overcome the obstacle?	Sebelum memulai kuliah sebaiknya kita memberitahu kepada orangtua agar tidak mengganggu ketika belajar. Dan mempersiapkan diri yang artinya makan dan mandi sebelum memulai belajar agar nyaman

Student 19 nurul ilmi

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya, saya sudah mempelajari matakuliah speaking secara online
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Hambatan yang saya rasakan selama belajar speaking secara online itu jaringan internet yang lambat, sulit untuk interaktif kadang gangguan dirumah
3	<p>Does technical factor become one of your obstacles during speaking subject?</p> <p>If it Yes, Can you explain clearly about your technical obstacle?</p>	<p>Iya karena jaringan internet yang lambat. Padahal, pembelajaran secara online membutuhkan jaringan internet yang cukup kuat mengingat media yang digunakan berupa zoom, google meet, dan aplikasi lainnya untuk menghadiri video conference harus membutuhkan jaringan internet yang kuat agar proses pembelajaran tetap lancar dan tidak terkendala video yang tiba-tiba berhenti atau suara yang putus putus</p> <p>Hambatan laptop yaitu kesulitan mengakses internet atau hp yang tidak</p>

		memadai
4	Does lecture method become one of your obstacles?	Iya
5	<p>Don't you understand speaking materials because the technique and method does not supported?</p> <p>Can you explain me the lecture method?</p>	<p>Mampu karena medose mengajar deosen mudahh dipahami karena, memiliki kemampuan komunikasi yang baik dan jless dan memiliki gaya belajar yang mudah dipahami mahasiswa</p>
6	Can you describe the biggest obstacle factor that you fell so much during classroom activities?	<p>Hambatan terbesar yang saya rasakan selama belajar online adalah keterbatasan sarana prasarana seperti laptop, kesulitan jaringan internet dan keterbatasan kuota internet</p>
7	Do you have another factor except techniq and method? Like Family and financial?	Tidak ada
8	What is the solution can you offer to overcome the obstacle?	<p>Solusi saya untuk mengatasi hambatan tetap focus belajar online walaupun ada kendala sedikit, aktif saat pelajaran itu saja kak</p>

Student 20 nurhajiah pbi2

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iya
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Sayaa terkadang tidak mengerti apa yang dijelaskan oleh dosen

		disebabkan oleh jaringan internet yang tidak baik. Serta saya masih minim dalam pelajaran speaking
3	<p>Does technical factor become one of your obstacles during speaking subject?</p> <p>If it Yes, Can you explain clearly about your technical obstacle?</p>	<p>Yaitu dari factor laptop terkadang kalaau ada tugas yang dikasih oleh dosen terkadang laptop saya tdk mendukung alias error serta hape yang terkadang jika dipake terlalu lama akan terasa panas dan mati sendiri alias heng2</p>
4	<p>Does lecture method become one of your obstacles?</p>	Tidak
5	<p>Don't you understand speaking materials because the technique and method does not supported?</p> <p>Can you explain me the lecture method?</p>	<p>Tidak. Melainkan factor internet yang digunakan. Jadi susah mengerti karena terkadang ketika dosen menjelaskan maka jaringan akan mputus</p>
6	<p>Can you describe the biggest obstacle factor that you fell so much during classroom activities?</p>	<p>Iya, salah satu hambttan yang besar adalah kuliah secara online membuat saya kurang mengerti pelajaran speaking adalah salah satunya jaringan internet</p>
7	<p>Do you have another factor except techniq and method? Like Family and financial?</p>	<p>Iya, masalahnya bukan dari keuangan atau orang tua masalahnya adalah dari hp dan laptop terkadang</p>

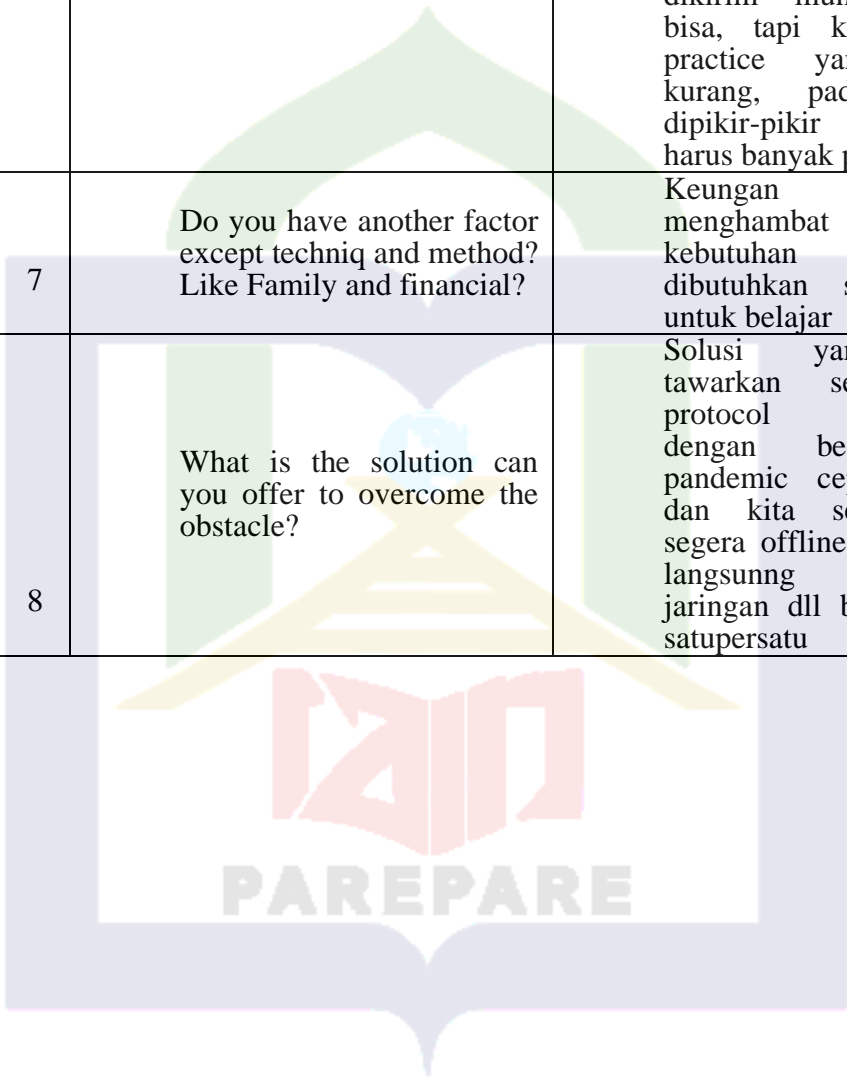
		tidak mendukung jadi kita terasa kewalaahan tentang itu
8	What is the solution can you offer to overcome the obstacle?	Soolusinya adalah mencari tempat yng bagus jaringannya dan meminjak hp dan lp untuk mendukung kegiatan belajar online.

Student 21 Inayah

No	Pertanyaan	Jawaban
1	Have you studied Speaking subject by Online?	Iye sudah kak
2	What are the obstacle you encountered when learning speaking online at pandemic situation?	Hambatan yang saya rasakan selama mengikuti pembelajaran online, yang paling utama adalah pada koneksi ketika jaringan tidak mendukung otomatis saya akan ketinggalan pelajaran, koneksi yang lancar saja biasanya kurang saya pahami. Kedua ,belajar speaking secara online sangat kekurangan practice, dosen hanya memberikan tugas mengemukakan pendapat tapi tidak diungkapkan melalui speaking melainkan hanya disetor di kolom tugas delink. Ketiga, belajar online juga menimbulkan banyak gangguan dari lingkungan sekitar, intinya to kak offline lebih baik
3	Does technical factor become one of your obstacles during speaking subject?	Iya, diantara factor tehnis yang disebutkan diatas, yang berpengaruh paling besar adalah jaringan,

	<p>If it Yes, Can you explain clearly about your technical obstacle?</p>	<p>seperti jawaban saya pada pertanyaan sebelumnya ketidak stabilan jaringan akan membuat saya ketinggalan pelajaran, bukan hanya itu bisa saja tugas saya lambat disubmit dan mengakibatkan dampak negative bagi nilai akhir saya nanti, meskipun saya sudah berusaha mengerjakan tugas dengan sebaikbaiknya kemampuan saya, akan tetapi jaringan tidak mendukung padahal deadline sudah hampir habis, itu akan berakhir tidak bagus untuk saya. Beruntung kalau dosen mau mengerti dan menerima jawaban terlambat tanpa mengurangi penilaian</p>
4	<p>Does lecture method become one of your obstacles?</p>	<p>Ya, bagi saya metode dosen sangat berpengaruh bagi pemahaman mahasiswa dan semangat mahasiswa</p>
5	<p>Don't you understand speaking materials because the technique and method does not supported?</p> <p>Can you explain me the lecture method?</p>	<p>Kalau dikatakan tidak mampu tidak juga, hanya saja terkadang metode yang tidak mendukung mengundang rasa jenuh Metode yang saya maksud itu seperti dosen masuk hanya memberi tugas tanpa menjelaskan sedikit saja sekurangnya poin besar dari tugas tersebut, hal tersebut kadang membuat saya merasa kita kuliah hanya dapat soal search google, kirim, selesai.</p>
6	<p>Can you describe the biggest obstacle factor that you fell so much during</p>	<p>Hambatan terbesar saya adalah mental untuk berbicara, mengungkapkan</p>

	classroom activities?	speaking saya karena yaa selama belajar speaking secara online di semester 4 saya hanya diberi tugas menanggapi suatu topic menurut pendapat saya, kalau hanya diketik terus dikirim mungkin saya bisa, tapi kalau untuk practice yang masih kurang, padahal jika dipikir-pikir speaking harus banyak practice
7	Do you have another factor except techniq and method? Like Family and financial?	Keungan lumayan menghambat karena kebutuhan kuota dibutuhkan setiap hari untuk belajar
8	What is the solution can you offer to overcome the obstacle?	Solusi yang saya tawarkan selalu ikut protocol kesehatan dengan benar agar pandemic cepat berlalu dan kita semua bisa segera offline dan secara langsung hambatan jaringan dll bisa teratasi satupersatu



Appendix 3: Documentation





Appendix 4 : Recommendation Letter from IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Soroang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1564/In.39.5.1/PP.00.9/06/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nur Fadillah Sudirman
Tempat/Tgl. Lahir : Pallabessi, 28 Juli 2000
NIM : 18.1300.045
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VI (Enam)
Alamat : Pallabessie, Kec. Lotang Salo, Kec. Suppa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"Classroom Online Activities In Speaking Class In Pandemic Situation At Fourth Semester Of English Program Education At IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 22 Juni 2021



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 5 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

SRN IP0000465



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Tirorejo Nomor 28 Telp (0421) 23394 Ploccode (0421) 27719 Kode Pos 91111, Email : dpm@pmpid.pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 467/IP/DPM-PTSP/7/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Pemberitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA: NAMA: UNIVERSITAS/ LEMBAGA: Jurusan: ALAMAT: UNTUK:	<p>: NUR FADILLAH SUDIRMAN : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE : PENDIDIKAN BAHASA INGGRIS : PALLABESSI KC. SUPPA, KAB. PINRANG : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :</p>
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JUDUL PENELITIAN : **CLASSROOM ONLINE ACTIVITIES IN SPEAKING CLASS IN PANDEMIC SITUATION AT FOURTH SEMESTER OF ENGLISH PROGRAM EDUCATION AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **06 Juli 2021 s.d 06 Agustus 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sexual ketertuan perundang - undangan

Dikeluarkan di: Parepare
 Pada Tanggal : 07 Juli 2021

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ANDI RUSIA, SH.MH
 Pangkat : Pembina Utama Muda, (IV/c)
 NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

1. UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

2. Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan aset bukti hukum yang sah

3. Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSE**

4. Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPPTSP Kota Parepare (sisa QRCode)



Batas Sertifikasi Elektronik



Appendix 6 : Letter of Research Completing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

**SURAT KETERANGAN TELAH MENELITI
NOMOR : B.021/In.39.5.1/PP.00.9/01/2021**

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. II/ IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan
dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Nur Fadillah Sudirman
NIM : 18.1300.045
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Pallabessi, Kec. Suppa, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juli 2021 sampai dengan bulan Agustus 2021, dengan judul penelitian "Classroom Online Activities In Speaking Class In Pandemic Situation At Fourth Semester Of English Program Education At IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 04 Januari 2022

Wakil Dekan I,



CURRICULUM VITAE



Nur Fadillah Sudiman, her short name is Dilla, the writer was born on July 28th 2000 in Pallabessi, Suppa, Pinrang, south Sulawesi. She is the first Child from two childrens in her family, her younger sister is Nur Fitriah and her father's name is Sudirman than her mother's name is Yuriah, She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2007-2012 at SDN 101 Garessi, and graduated on 2012, while at the same year she study in SMPN 1 Suppa and then continued her study in SMA Negeri 10 Pinrang and graduated on 2018. The writer did her Kuliah Pengabdian Masyarakat at Desa Lotang Salo Kabupaten Pinrang on 2021 while did the Practickum Teaching (PPL) at Mts At-Thahariyah DDI Palladang. The writer study at Tarbiyah Faculty of IAIN Parepare and completed her final study with the tittle of thesis of *“Classroom Online Activities in Speaking Class in Pandemic Situation at Fourth Semester of English Education Program at IAIN Parepare.”*