CHAPTER I

INTRODUCTION

This chapter exposures discussion that underlie this study. It stands of background of the study, scope of the study, research question, purpose of the study, significant of the study, and definition of key terms.

1.1 Background of the Study

Teacher's role have been discussed for several decades (Harmer, 2007; Gujjar & Naoreen, 2009; Mahini, Forushan & Haghani, 2012; Spahiu & Spahiu, 2013; Xhemajli, 2016; Ibrahim, 2016; Rindu &Ariyanti 2017; Archana & Rani, 2017; Kazi & Aziz, 2019 and Makovec 2018). Teacher's role is crucial in language learning especially for student's effective learning. The importance of a teacher's role is to develop effective learning, academic motivation, interest, attitude, and behavior of students (Kazi & Aziz, 2019). For students effective learning, the teacher is one of the actors in the classroom who plays some important roles in maintaining the classroom activities (Kurniawati, 2013).

Some roles of teachers also has important role in ELT classes and it provides and maintains a good quality of education (Leu, 2005).Humaerah (2008); Marrylessor, Barasa, and Omulando (2014); Koran (2015) and Naibaho (2019) argued that the role of teacher include facilitator, motivator, organizer, participant purpose to create enjoyable condition and reduce strained atmosphere in the classroom. Not only that, these role also apply to guides the student in the right

direction and guide them to be able to understand or know something. Moreover, Humaerah (2008) stated that the controller, resource, tutor, observer, guide, planner, and manager, and director included the role of the teacher during the classroom interaction to provide the perfection for students' speaking learning. Based on Koran (2015), in the ELT field are mostly roles can teachers play which are assessor, prompter, monitor, model, etc to create a learning environment where learners not only learn the aspects of language and use it but also get exposure to the target language as much as possible to be able to use it naturally and fluently.

In speaking class, the role of the teacher is needed to help students in overcome their communication obstacles and motivate them to actively participate in speaking activities (Koran, 2015). Besides, Harmer (2001) added that the significant of teacher's role is to help students be able to speak English well and improve their language skills in speaking activities. Teachers can apply many roles to make students speak well (Harmer, 2001&Brown, 2001). The teacher's role in speaking include planner (Scrivener, 1994), organizer (Koran, 2015), prompter, participant, controller and assessor (Harden & Crosby, 2000; Harmer, 2001; Kusuma, 2013and Rindu, 2017).

In this pandemic era, teacher applies the role through online class by zoom application. According to Queiroz (2020), the effectiveness of teacher on online learning more than only technical knowledge but also reflective and innovative attitude that prioritizes the learning process focused on the students that make successful learning. Moloney (2013) argued that teacher's communication as the

role of teacher seems to be the salient factor and as the necessary building block for the construction of effective online language learning practice.

For doing the best role, teacher needs a response of students. Teacher has to know whether the role applied is good for students or not. It is mean, important to know students perception (Nursanti, 2016). Demuth, (2013) said that with knowing student's perception, we can know what student's need, what deficiencies student's have, and their views toward the teachers have done. Perception is crucial for people because it provides the useful opinion for the world therefore the people be able to interact effectively in environment (Blake & Sekular, 2006).

For students' learning process, perception play important role because opinions or responses of students are at the center of every learning process (Sinaga, 2018). By perception, students give their own opinion about something that they get from teaching and learning process, therefore teacher can prepare and provide their teaching material and strategies based on students' needed (Wahyundari, 2010). Based 7on this advantages, the researcher attempts to investigate deeply about how students' perception on teacher's role in zoom speaking class which aims to know students need or the lack of zoom speaking, therefore it can be a reference to make future learning process become better.

1.2 Scope of the Study

This study focuses on student's perception on the teacher's role in teaching speaking by zoom in class. The teacher apply the roles when teaching in zoom

online application. In this study, the researcher focuses on teacher's role in develop students' speaking ability through zoom application.

1.2 Research Questions

How student's perception toward teacher's roles in teaching speaking through zoom?

1.4 Purpose of the Study

The purpose of this research is to investigate student's perception toward teacher's roles in teaching speaking through zoom.

## 1.5 Significance of the Study

The study about the student's perception on the teacher's role in zoom speaking class is hoped can be useful for lecturers, students, and the researcher. For the teachers, this study is expected can be used as a reflection and guide to playing appropriate roles in teaching speaking. Whereas, for students, this study contains information and solutions relating to speaking skills and its problem that students can apply for improving their speaking skills. Otherwise, this study is highly noteworthy for the writer to figure out being a good English teacher in the future.

1.6 Definitionof Key Terms

Speaking is a complex skill which is set up by the ability to cooperate with other components to take place in real-time, in good planning and preparation (Thornbury, 2006). The researcher defines speaking as a skill which can help learners to share their ideas with various expression and activity communicatively.

Teacher's role is the different kinds of behavior that the teacher behaves in different ways at different stages of the lesson (Mary, 2005). What is meant by the teacher's roles here is determined by what the teacher does or plays as long as the class progress. The roles are included the teacher's way to keep the learning going, to direct the learning process appropriate to its aim and function, and to create a situation for particular learning activity.

Student's perception is how students' thought to response about what they have done or about what they learned. Perception is a way of response or assessment of individuals in interpreting the impressions of their senses to give meaning to their environment. Perception not only happening at one time, but can also occur in the past, present and future. Each individual has their own perceptions which are grouped into such as visual, auditive, motorical, tactile and mixed perception.
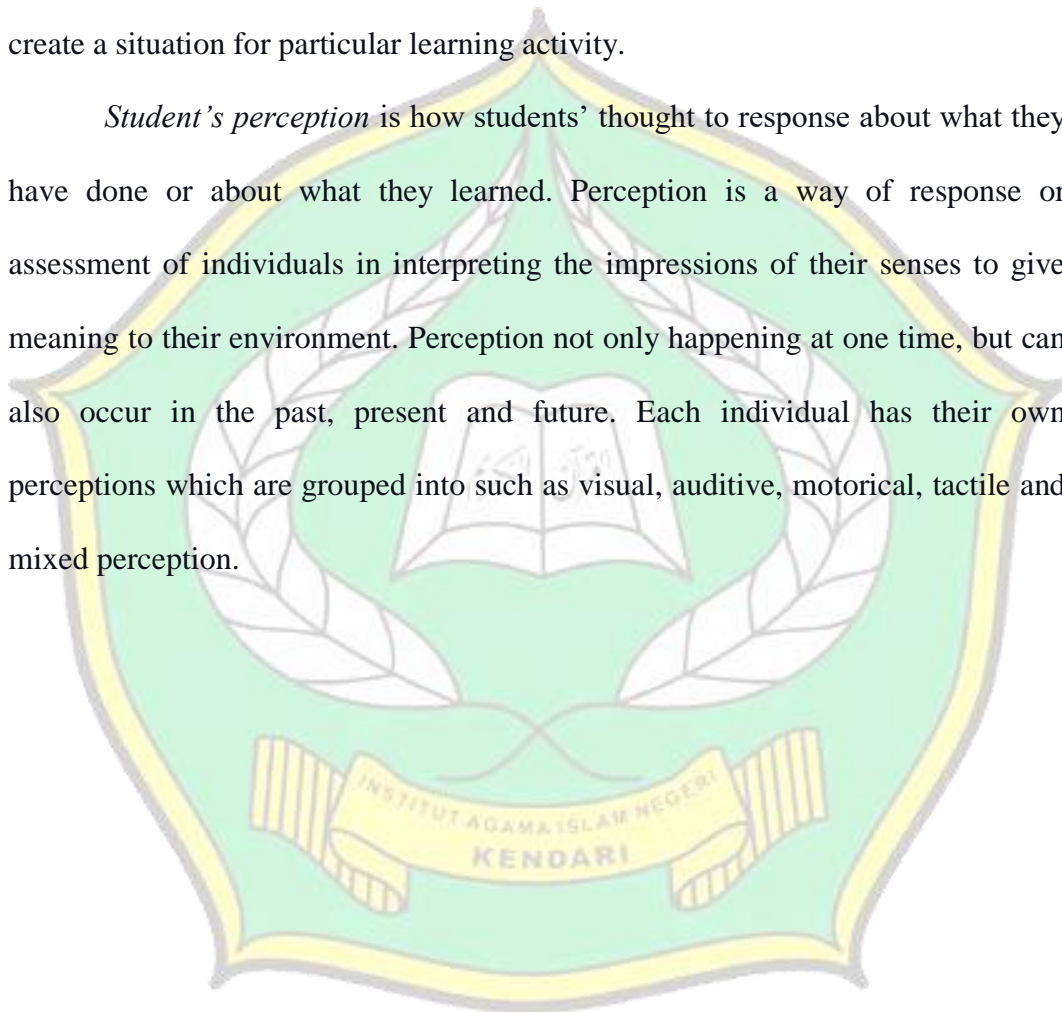
CHAPTER II

REVIEW OF THE LITERATURE

This section contains some actual supportive theories used as references that relate to this study and previous studies dealing with EFL student's perception on the teacher's roles in zoom speaking class. The content as follows: student's perception, teacher's roles, speaking ability, zoom application, and review of related previous study.

2.1 Student's Perception on teacher's role in speaking

Definition of perception is give a meaning toward what is happening around us and involves experiences that refer to the past and future or what people will do continuously (Bradley, 2002). Perception is a person's thought or measurement of something that has been learned, for example the use of a method, whether they agree or not about the use of the method (Hong, 2003). Hong also explained a person's attitude toward the use of something they learn can be measured by what they think about the method or what they learn. Perception can differ from person to person because it is a person's point of view concerning something they have experienced. It is the process of organizing, identifying, and interpreting sensory information. Through perception, people are able to recognize and understand different types of phenomena in the world. It is possible for people to perceive an object differently; they can perceive it positively or negatively.

Perception is a cognitive impression that is formed from the reality which then affects someone's actions and behavior of an object (Akande, 2009). Besides, Jarvis (2015) stated that perception is put in and analyze the information. Perception refers to how an individual experiences a stimulus through their sensory receptors. It is not always the same thing that is experienced consciously as what is experienced visually, auditory, or tactically Pamungkas & Adi (2020). (Fegasanti & Priyatmojo, 2020) further asserted that perception is part of the human brain and appears to be a view of the phenomenon. Many factors play a role in this process, including emotions, needs, motivation, education background, and experience. Walgito (2010) defined perception as the process that occurs before sensing, or the process of receiving information through a person's sense organs.

According to Zainura (2005), perception is someone's experience about objects, events that are obtained by collecting the information and decoding the messages. The experience here can be defined as one's opinion about objects or events that he or she has passed. While collecting the information by his or her sensory, their minds start to interpret the messages given. As the result, they can have an opinion whether that is good or not. In addition, Unumeri (2009) defines perception as an act of being aware of one's environment through physical sensation, which denotes an individual's ability to understand.

Slameto (2010) & Susanti (2015) said that, perception is the process of senses sight, listener, touch, taste and smell to receive the information and then entry it into the human brain. Ridwan (2017) claimed that perception is people's

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activity in giving impression, judgment, opinion, feeling, and interpretation toward something based on information displayed from other sources. As Adiwinata (2017) opinions, perception is a process where they take in sensory information from environment and use the information in order to interact with the environment.

In terms of student's learning, Shidu (2003) claimed that perceptions is students' response toward something that happened in learning process class in the form of suggestions or arguments for teacher or classmate to improve their learning process. According by Adipranata (2009), perception always related with students' belief and concept about knowledge as a stimulus from environment. Students' perceptions are how students give cognitive impressions of what they have experienced or seen, heard and touched in the school environment include the learning process (Susanti, 2015). Student's perception is how students' response about what teachers have done or about what they learned from the teacher in classroom (Nugrahaeni, 2018). Whereas, Schmidt (2002), in Longman dictionary of language teaching and Applied Linguistics, perception is the recognition and understanding of events, object, and stimuli through the use of sense (sight, hearing, touch, etc).

In case teacher's role in speaking class, student's perception is what they are see, hear, or understand about their teacher in teaching speaking. To make perception, the students will analyze and then understand how the teacher of speaking take the role in the class (Budiman & Apriani (2019). If the students have a good perception about teacher's role in teaching speaking, it will affect

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their communicative ability, students also will be interested in speaking lesson and they will show good behaviors in speaking class.

However, based on Adipranata (2009), the perception of every person is not same, it's because people percept the object based on their own feeling and experiences in the past. It is supported by Budiman & Apriani (2019) who pointed out that perception has two forms which are positive and negative. Positive perception is subject receive the object that viewed because it appropriate with the personal suit. Then, negative perception is the situation where subject perceives the object viewed because it does not correspond with subject's personal.

In other hand, perception also classified by Budiman & Apriani (2019) into three types. First, visual perception that is gained by seeing because it is form of visual information and stimuli from outside. Second, auditory perception is perception gained from hearing the information. And the last is speech perception, that is perception which deal with the spoken language, where the perception is expressed by verbal ability. Through perception, people are able to recognize and understand different types of phenomena in the world. It is for people to perceive an object differently; they can perceive it positively or negatively (Mumtaza, 2022).

In study Cakrawati (2017) & Maclellan, E and R. Soden, R (2007) the student's perception needed for a teacher to determine and choose online learning application media that help achieve student learning targets. Perceptions, both positive and negative, are influenced by the application of a learning media. The good choosing application can affect their positive perceptions in maintaining or

even increasing students' learning enthusiasm. Educators must be aware of students' perceptions of the application of one of the learning components since the results of these perceptions serve as reflection material for educators to update their media, techniques, assessments, and other learning components choices. By Mismara (2014), perception is the process of extracting information that makes the individual recognize their surroundings.

Lele (2019) defines perception as people recognition and interpretation of sensory information. Perception also includes how people respond the information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with the environment. Perception allows people to take the sensory information in and make it into something meaningful. Schunk (2014) asserts that perception is the process of impressive input according to peripheral surroundings which are stimulated by the sensory system. *Briefly*, perception is the systematic stages of how humans obtain, organize, and comprehend the information which is acquired from the myriad events in the world. Humans perceive the world through their sensory systems such as their visual, auditory, smell, touch, and tastes. After the information reached the five senses, the human brain works to assemble and arrange the information to make it sense.

2.2 Teacher's Role

The term "role" is a word that shows the function of teachers and students during the lesson (Kusuma 2013). Hedge (2000) explains the role is the part that

teacher and student have to takes in the learning process. The importance of a teacher's role is to develop effective learning, academic motivation, interest, attitude, and behavior of students in classroom activities (Kazi & Aziz, 2019)& Kurniawati, 2013). In ELT class, teachers have to play various roles according to the skills and needs of the learners (Koran, 2015). The role of the teacher is different depending on the state of the class, the skill of learning, and the conditions of the students.

Teacher's role in teaching especially teaching English is in fact more than just teaching. As education changing from time to time, teachers are demanded to be more flexible in teaching. For instance, if students of elementary school start learn English, teacher has to adapt with students condition. In order to succeed, teacher should try to perform various roles to match with students' condition. Teacher can perform many roles to support students in learning activities. For example when some students are demotivated, teacher can become their motivator. There are many kinds of teacher's roles proposed by experts. One suggests teacher's role is based on students' level of English knowledge. Others define roles according to what work teacher must do for achieving learning goals. Therefore, teachers can pick whatever role they see match with main goal is to help students to learn.

Teacher and students are not in separate. They are unity because of teaching and learning process will not run effectively and efficiently without teacher and otherwise. So, it is ultimate for the teacher to apply the role for their teaching in order to create a good teaching and learning process. Role is one step

of way by which the teachers are helped to make the students easy to understand the subject (Kamal, 2019). Good teacher is a person who plays well all roles or put himself on appropriate function either in the class or outside classroom. A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education (Zeiger, 2017).

Teacher's is known for its role to educate students in certain area of knowledge. Teacher is easily recognized as the person who the job is to stand in front of class, and explain things on a board. In fact, teaching is not as simple as teaching, it involves many other roles to do to become a good teacher. In order to be that good teacher, teaching should involve other roles such as the guide, facilitator, counselor, and model in the learning activity. Therefore, teacher's role is not just as the educator.

Humaerah (2008) stated that the role of teacher are controller, resource, tutor, observer, guide, planner, and manager, and director. Wasito (2017) also explained that teacher in the classroom also have a role as controller. As a controller, teacher expects things will go smoothly, everything run as planned, and targets seem to be reached. But sometimes things can go wrong such as when there is learning method that doesn't function as desired or learning activity that doesn't match. It may create some disaster throughout the learning process, here

teacher will become the classroom controller. Teacher must ensure everything is prepared and then to make it run successfully. Teacher will control learning activity, including classroom grouping, time allotment between activities until the availability of learning material.

Furthermore, Koran (2015) also add the roles of teacher are motivator, organizer, participant. Moreover, Humaerah (2008); Marrylessor, Barasa & Omulando (2014); and Koran (2015) argued that one of the role of the teacher is facilitator. Based on Koran (2015), in the ELT field are mostly the roles can teachers play are assessor, prompter, monitor, model, etc. Not only that, many experts who illustrate the roles of teachers, such as teachers as manufactures, teachers as doctors, teachers as gardeners, teachers as actors, and others (Brown, 2001). Harmer (2007) confirms a teacher is like a gardener because they plant the seed and watch them grow. Students as the seed, need a teacher that takes very good care of the seed.

In speaking class, teachers have a significant role to improve student's speaking ability. Teacher also need to play several different roles to makes students speak well (Harmer, 2001). The teacher's responsibilities include planner, manager, facilitator, counselor, and diagnostician are the roles of the teacher by Spahiu & Spahiu (2013). Rianingsih(2015) added, as a planner teacher prepare the speaking activities that will be applied, choose materials and tasks for lessons, prepare tasks and exercises to match the levels of learners, and also adapt texts and make lesson plan. Scrivener (1994) also mentioned as a planner, the use

of structuring talk, talk-talk loop, and open question can help a teacher prepares speaking lessons better.

During speaking activities, organizer is one of the most important roles for the success students' learning. In terms of teacher's role as organizer, a teacher should know what kind of activity to use at first or what to do after that (Koran, 2015). Harmer (2001) clarified, the teacher as organizer should do various activities include giving the students information and telling them how they are going to do the activities. In addition, Ur (1996) emphasized that teacher as a organizer can promote activities like the use of group/pair works, make a careful choice of topic and task to stimulate interests, and make students speak the target language no matter what. (Koran, 2015). Stated by Ibrahim (2016) in speaking classroom management, organizer is a role where teacher have to attend to instructions given. If the the teacher's instructions are not clear, students will not pay attention to the teacher's explanation during teaching learning process.

Furthermore, Harmer (2001) added prompter, assessor and participant as the important roles that teachers can play to make the students speak fluently. Teacher's role as a prompter is gives the help and supports to the students by offering suggestions. Meanwhile, as assessor, teacher has a role for perfecting student's speaking skills (Harden & Crosby, 2000). The teacher as an assessor also have the roles in offering feedback and correction, and grading them in various ways. In addition, as a participant. This is role where the teacher uses communicative language to talk with students and participate in student's activity.

The last role is the teacher as a controller, that purpose to diminishes the student's mistake and controls the student's behavior during learning activity in the classroom (Kusuma, 2013& Rindu, 2017). The teacher should intervenes in some way, have to decides to stop the activity, and also have to suggests the solution when activity is not going smoothly or there is a problem during discussion activity.

2.3 Speaking Ability

2.3.1 Speaking

In our daily life, we speak more than we write. Thornbury (2006) asserted that speaking is so much part of daily that we take it for granted. Howarth (2001) and Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions.Speaking is an activity that involves 2 or more people in which the participants are both the listeners and the speakers have to act what they listen (Brown, 2004). Rianingsih (2015) states that speaking is a productive skill because people produce language by speak. Efrizal (2012) expressed that speaking is of great significance for the people who speak everywhere and every day. Speaking is the way of communicating ideas and messages orally.

Another definition of speaking is described by Arifin (2017) as an interactive process in which shared information is used to generate an understanding of the information that occurs in the place. Speaking encompasses more than only expressing how to generate specific aspects of language, such as

pronunciation, vocabulary, and syntax. It demonstrates how people comprehend when, why, where, and how to use voice as a speaking action.

Last, Brown and Abeywickrama (2019) clarified speaking as a productive ability that examines directly and objectively; nevertheless, these observations are always influenced by the accuracy and efficacy of students' listening ability. In short, speaking is one of the English major skills that occur between two or more people to convey and respond to information or notions with the detailed characteristics of pronunciation, vocabulary, and syntax.

According to Leong and Ahmadi (2017), speaking is one of the most important skills to be developed and enhanced as a means of effective communication. Speaking skill is regarded as one of the most difficult aspects of language learning. Similarly, Al-Roud (2016) asserts that speaking is the most important skill in the language to build communication between people effectively. Opinion from Derakhshan (2016) said that among four skills (listening, reading, speaking, and writing) speaking becomes an important part of communication.

2.3.2 Component of Speaking

Rahayu (2015), states that four aspects have great influence in speaking skill, they are vocabulary, grammar, fluency, and pronunciation. Vocabulary is one of the most important aspects that support speaking activity. It deals with the right and appropriate words (Hormailis, 2003). Besides vocabulary, grammar also is a component of speaking. Grammar is the rule that we put meaning and part of words of a language to communicate comprehensible messages. If the grammar

can be understood, communication in speaking will runs smoothly. Therefore, speakers must be aware of the grammar used in speaking.

Fluency is one of the components of speaking. Fluency is an important ability to reproduce words orally. Hormailis (2003) states that fluency is the quality or condition of being fluent. It is the skill to use the language spontaneously and confidently. The last component in speaking is pronunciation. Pronunciation, is the basic component in teaching and learning a spoken language. By pronunciation, the students know the differences between written and spoken language. Pronunciation is also avoiding the students' errors to produce sound.

2.3.3 Element of Speaking

Harmer (2003) claimed that there are two-element of speaking, they are language features and mental/social processing. The first element is language features, is the language element necessary for spoken production. Language features, necessary for spoken production involves, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language.

1. Connected speech

   Effective English speakers need to be able not only to produce the individual phonemes of English. (as in saying I would have gone) but also to use a fluent 'connected speech (as in I'd 've gone).

2. Expressive devices

Every English speakers change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

3. Lexis and grammar

In spontaneous speech is marked by the use of number of common lexical phrase, especially in the performance of certain language function.

4. Negotiation Language

Effective speaking benefits from the negotiator language use to seek clarification and to show the structure of what students are saying.

The second element is the ability to process information on the spot that means mental/social processing. Mental/social processing is the knowledge of language skill. It depends to the process of language skill. Whilst, in processing the skill it needs as following: language processing, interacting with others, and information processing.

1. Language Processing

Effective speakers need to be able to process language in their own heads and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey, the meanings, that are intended.

2. Interacting with others

Most speaking activities involve interaction with or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow other to do so.

3. Information Processing

The speakers also need to be able to process the information that delivers to the listener.

2.3.4 Kind of Speaking

According to Zainollah (2012), at the challenge of effective speaking there are many kinds of speaking that the students should know , those are:

1. Speaking Accurately

Speaking accurately is speaking which using words that convey the meaning precisely. It means that when students speak accurately, they want their partner can interpret their words correctly and understand the meaning what students want to convey exactly. If the listener cannot understand what the students mean, it seems that their speaking is fools.

2. Speaking Clearly

Speaking clearly is the way the students use spoken language clearly, without ambiguous and confusing language. In speaking clearly, they also need a

large of vocabulary. The more they have a large vocabulary, the more choices they have from which to select the word, which want to deliver.

3. Speaking Vividly

Vivid language it means a language that is full of life-vigorous, bright, and intense. While, speaking vividly is the way the students splively, can make their listener interest with their information, and they can remember the students message. Usually, speaking vividly is one of strategy that is used by the speaker in speaking public with some stressing in their speech or others.

4. Speaking Appropriately

Students must have been appropriate speaking when they do communication with other people, because through this way students can use the language to the needs, interests, knowledge, and attitude of their listener. It means that students should know how to use 5 W and 1 H (what, whom, where, when, why, and how) in our communication. It can avoid from miscommunication with other, when the speaker uses question or uses statement.

2.3.5 Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Ricard (2008) there are three functions of speaking, they are: talks as interaction, talk as transaction,

and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches

1) Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

2) Talk as performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language

3) Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. Hadijah (2014) found that the student's reason in facing the problems on English speaking was not only having limited knowledge on the components of speaking skills that include pronunciation, grammar, vocabulary, fluency, and comprehension, but also they have own personal reasons, such as shy

to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems.

2.3.6 Problem in L2 Speaking

To get speak English well, most of the students have problems learning English speaking. Hadijah (2014) found that the student's reason in facing the problems on English speaking was not only having limited knowledge on the components of speaking skills that include pronunciation, grammar, vocabulary, fluency, and comprehension, but also they have own personal reasons, such as shy to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems.

The main problems of learners are two areas; knowledge factors and skills factors (Thornburry, 2005). Knowledge factor includes a lack of vocabulary that becomes the most problem found in most language learners (Swary, 2014). Limitedness of vocabulary is very disturbing learners in speaking English. Without words they are impossible to speak and to convey something to others (Sayuri, 2016). In addition, skill factors include self-confidence. Students tend to have fears in front of larger groups or lack of self-confidence because the culture of people laugh at someone if they make a mistake is the one of student's problem (Swary, 2014). Kusuma (2013) claimed that some students sensed shy or not confident to speak because they were unusual to speak in the public or felt uncomfortable toward the teacher. These cases were considered obstacles in the process of learning speaking.

Besides knowledge and skills factors of student's problem in speaking ability, Thornbury (2005) stated that a lack of practice is also the big factor which influences the speaking failure. These factors also can affect the lack of confidence when the learners speak. Commonly, students who have low confidence, they will tend to be a hearer. Besides students, the problem also comes from the teacher. Base on Kusuma (2013), the teachers also rarely provided feedback if students had a mistake when they spoke and infrequently gave motivation to students. Besides, they as well as could not create an enjoyable condition in the classroom. They frequently impressed the strained atmosphere in the classroom.

To solve the problem, the teacher's role is needed. Brown (2001) argued that the teacher's job is to provide warm atmospheres to elicit students to speak. Besides, the frequent practice can overcome these problems because with practice we can be familiar with the vocabulary and grammar rules, and it influential for student's speaking ability (Sayuri, 2016). In conclusion, try to use English every day in class, and or outside the classroom. This can stimulate someone behavior to always use English as habitual even daily conversation. Keep in touch with someone who likes English too, because they have much more attention than to those who don't. Create a small group to train English speaking, whether in class or outside the class. Learning by doing is really important in learning to speak English. Sharing information through the group, make small conversation, and check others error. This also can give extra additional vocabulary to the persons. While about problems in someone dialect, the solution is train the pronunciation

to be better. Find some videos, music, or authentic conversations in English. See or hear, then practice the sounds that have heard in the source.

Furthermore there are a number of resources and activities available to get round these common speaking problems. Ur (1991:130) also gives the solution, the several activities that can help reducing speaking problems:

a. Group work

Group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

b. Easy language

Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre- taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language.

c. Interesting topic

Choosing a topic according to the interests of the class ensures student motivation. If the material and task instructions are presented clearly and enthusiastically students will be more likely to meet the challenge set for them.

d. Clear guidelines

Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

e. English monitors

A monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English. A lack of classroom management and discipline will encourage students, who do not feel that there is resistance to their mother tongue, to easily revert back to it as soon as they have problems expressing themselves.

2.4 Online learning (Zoom)

A. Zoom

The Covid-19 pandemic period has caused various problems in human life, ranging from economic, social, and to name a few. Not only that, education has been also affected in critical conditions from primary school to university levels, and all of the education sectors continue to operate at home (Adedoyin & Soykan, 2020). Therefore, online learning needed to change the way of teach and learn from face to face in the classroom became a virtual meeting by using digital platforms. Students have to study from home with online educational applications or social media that usually said as online learning.

According to Bagata (2020), online learning technology is essential in teaching-learning. The use of online platforms in teaching and learning has become urgent because students are familiar with gadget. Information can be found using electronic devices connected to the internet (Davies & Eynon, 2018). Cakrawati (2017) states that when a teacher or lecturer employs technology in English teaching and learning, it successfully stimulates students' attention and excitement without any limited time, location, or other factors.

Online learning is a set of learning activities in a subject delivered through a network providing access and exchange of knowledge (Atmojo & Nugroho, 2020). Online learning not only applied for the elementary until higher education, online learning also not only applies for normal students but also applied for students with special needs (Hamid, 2020). There are many factors potentially influencing online learning effectiveness, such as media characteristics, learning context, technology, and learner characteristics (Ermawati, 2020). In online learning, teacher have to emphasizes the student's attitudes, interpretation, evaluation, assessment, happiness, and success (Sun, 2014).

There are several aplication that used in online learning such as Google Meet, Google Classroom, Whatsapp, Schoology and Zoom (Sari, Pramesti &Kusuma, 2020). However, the most frequently used digital platforms in this study is Zoom. Zoom is a service that provides meetings and webinars, so teachers and students can still share content and sharing their conference even online vidio. Zoom is an application made by billionaire Eric Yuan, which was

established in April 2011. Besides the application, Zoom can also be accessed via the website, both for Mac OS, Windows, Linux, iOS, and Android. Zoom is a communication application using video. The application can be used on a variety of mobile devices, desktops, to telephones and space systems.

Research by Khotimah (2022) cunducted, most teachers and students in Indonesia use Zoom Meeting for learning. Zoom Meeting is an application that combines video conferencing, chatting, online meeting, and mobile collaboration with several exciting features such as one-on-one meetings, group video conferences, and screen sharing. Zoom Meeting more flexible and easier because the students or the teacher presented the material easily, saw their friends and teacher virtually, and could ask and answer directly. Zoom Meetings in the classroom can assist both students and teachers in developing and expanding their knowledge with successful learning experience (Andriani, 2020). Zoom Meeting has a positive impact because it is a medium for discussion that includes students, particularly in group assignments, regardless of location or time.

B. The benefits and effect off Zoom for students

The impact of COVID-19 is that many students need a basic understanding of speaking, including how to pronounce words correctly, talk fluently, and other factors. Therefore, teachers can use the Zoom application to teach English, especially teaching speaking. Zoom application is a software (platform) created by Eric Yuan that functions as a communication medium in written, spoken, and video that offers several useful and low cost and user-

friendly features that suit your needs (Hrincirik, 2018). Zoom includes an automatic activity recording feature that may be used to create activity documents that can be accessed or played back later if needed.

Zoom offers various advantages over other applications, one of which is that it has the ability to bridge space, time, and students' flexibility time in their learning process. Based on Hamid (2020), Zoom is the leader in modern business video communication with a reliable, user-friendly cloud platform for video and audio conferencing, working together, chatting, and webinars across mobile devices, desktops, telephones, and room systems. (Destianingsih & Satria, 2020) also confirms that the effective tool that can be utilized in explaining the subject and as the virtual tool to replace face to face meeting is the Zoom application.

The study by Putry & Suryaman (2020) showed that the use of Zoom Meeting for online learning in teaching English speaking skills has positive and negative impacts. Zoom Meeting applications make them understand some speaking class learning materials easily. In addition, teachers who constantly interact with students using English make students more active in improving their speaking skills. The features available in the Zoom application can facilitate the various needs of students' speaking subject demands.

The Zoom application has several features, such as audio, audiovisual, and video conferencing (private and group), and many more, where these features can encourage students' enthusiasm and fighting spirit in meeting the expected competency targets in speaking courses (Vurdien, 2019 & Pazsylk, 2015). The

video conferencing feature (private and group) enables professors to communicate directly with students and monitor important evaluation aspects of speaking courses, such as word choice, pronunciation accuracy, grammar, comprehension, fluency, and intonation accuracy (Menggo, 2021).

According to Baron (2020), students and teachers have unique opportunity to conduct learning processes in speaking without any limitations. It also makes it easier for teachers to assess their students' speaking performance, and it can provide students with feedback from their peers about their performance in speaking class. Wargadinata (2020) argued that student can practice speaking skills and become comfort to speak.

Research by Khotimah (2022) explained that, students can utilized her self-confidence as well in online learning and Zoom speaking class. Students always tried to respond and answer the teacher using English. Students showed their good self-confidence in speaking, and there was no problem with their learning speaking using Zoom Meeting. Not only that, using Zoom Meeting brought some benefits, especially for their effort in learning speaking. The most mentioned benefits were gaining self-confidence, improving speaking skills, and becoming more active in practicing speaking. Furthermore, most students prefer Zoom Meeting for online learning because many features support their learning and teaching process. It was in line with Kang & Duong (2021) that using Zoom Meeting for media in learning becomes flexible and enjoyable. Zoom Meeting was their favorite platform rather than the other platform.

Putri (2021) explained, some people choose to use the zoom application as a medium to hold a video conference because there are some zoom advantages that other applications don't have and here are some of the advantages of zoom. The first is the resulting video is HD quality. When conducting a video conference using zoom, the video shown will be clear making it easier for participants to hold meetings. The second is supports safe mode feature. This feature helps users to stay safe when using zoom in certain circumstances. The third, zoom easily invite friends / other participants. Simply by sharing a link or Meeting ID, participants will be directly connected to the video conference just by clicking the link without even having an account.

The fourth, supports all platforms this zoom application supports many platforms such as; Android, iOS, Windows and many more making it easier for users to connect with each other. The fifth, providing cloud services. This application supports this cloud storage and every video that is watched will be saved in the cloud of each user. The next is share photos, videos and files directly. In addition to high-quality video, the zoom application also makes it easy for each user to share photos, videos and files directly even when a video conference is in progress. And the last is, guaranteed security services. Zoom uses an en-to-end encryption security service that guarantees the security of its user data.

Putry also indicated that the students speaking ability using the Zoom application has increased although only slightly but still has a good effect in improving the students' speaking ability. Based on Paszylk (2015) in her research

which also uses the Video Conferencing application as a learning tool, especially in speaking skills. This research can be said to be successful, seen from the positive comments given by students to this research. Research is an international project involving foreign students who have the same study focus as the students being taught. And this is one of the supporting elements in the success of this research. Thanks to direct communication with foreign students, the increase in student confidence in speaking is much better

The use of Zoom as a media to improve learning, especially in English learning is quite good to improve students' English skills, especially in speaking skills. Not only that, the use of Zoom is also very helpful for students to connect with people who are far away, such as students living in remote areas and foreign students who are far away in different countries. Zoom is an alternative that is quite widely used to hold a learning meeting even though students and teachers are in different locations, especially in the middle of COVID-19 academics such as which requires learning to be done online.

Not only for students, zoom also have a positive impact for teachers. Teachers find it greatly helped by the Zoom technology because English teachers can use the break room to group students in pairs, threes or in groups of whatever size they want. It's a great way to encourage pair or group work and allow medical students to work independently.

According to Naserly (2020), when the announcement of online learning using the zoom application, students were quite enthusiastic in welcoming it and

the majority of students chose zoom as an online learning tool among existing applications. Zoom is a video conference service that has practical capabilities in presenting an online meeting atmosphere. This paid application can be accessed for free with a maximum user capacity of 100 people and a conference duration limit of around 40 minutes. In online teaching that has been conducted during one meeting, many researchers experience the convenience of using the zoom application. This application is equipped with the Sharing Screen feature which is able to facilitate the needs of teachers in presenting teaching materials like meetings yface to face in conventional classrooms to students.

C. The disadvantages of Zoom

There are many advantages and disadvantages with Zoom Meeting for students online learning. Most of the students found it helpful to have the Zoom Meeting application in online classes during the COVID-19 pandemic. They enjoy using Zoom Meeting. However, more than half of students agree that using Zoom Meetings is boring and makes them even lazier to study (Putri & Suryaman, 2022). This happened because of the COVID-19 pandemic that had lasted for more than one year, and they still couldn't study together with their friends. The ineffectiveness of online group discussions makes them even more unsure that using Zoom Meetings can improve their speaking skills. They prefer to study in groups directly so that the results of the assignments given are of higher quality.

In research by Menggo (2021) stated that the online learning applications, including Zoom, are merely media in conveying knowledge that cannot be

avoided from their advantages and disadvantages. It is realized that any learning application media used during the COVID-19 Pandemic cannot be separated from its advantages and disadvantages (Ahmadi, 2018 & Yulistyanti, Farkhatin, and Mustari, 2021). From Menggo, there is a negative statement with a positive meaning, referring to the respondents' difficulty operating a number of Zoom application features while participating in the speaking course. The Zoom application also has an effect on psychological factors, including the respondents' anxiety, an initiative value and the ability to operate several features of the Zoom application, students have low initiative value in upgrading speaking achievement. This result confirms that the student's lack of initiative is one of the challenges in online learning. The second factor that becomes problematic in online learning is the stability of the internet connection. The problem of instability in internet access is a barrier factor in online learning.

Another obstacle to online learning is the financial aspect. Finances are required to purchase internet data packages necessary for downloading and participating in various video conferences during the learning process.

2.5 Previous Relevant Study

Study about teacher's role in speaking class has been conducted by some researchers over the world. In conducting the research, researchers investigate different classroom circumstances whether in offline or online classroom. In present study, the researcher conducted this study in online classroom due to covid-19 pandemic. Online language learning has steadily increased in popularity

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over the last decade with the growth of the internet and the proliferation of computers at home and in educational settings (Hubbard & Levy, 2006). Related to this study, it also found in Harms, Niederhauser, Davis, Roblyer, and Gilbert (2006) that in online classroom, teacher has a role as a facilitator that might help students to develop their responsibilities for self-directions and learnear autoomy; and course consoler who advises students about their courses. Compton (2009) also added teacher role in online learning as a tutor stakeholder that have a responsibilities to interact on a one to one basis with the students and to provide individualized instruction.

Moreover, Koran (2015) also showed the significance of teacher's role that can help students' in learn speaking. Another role of teacher is to give direction, explain activities, and check students' understanding in using the target language (Yanfen & Yuqin, 2010). Furthermore, related to students' perception in this study, Budiman and Apriani (2019) said that students' perception on teacher's role can improve speaking ability. Finally, all of those related studies with this present study.

CHAPTER III

METHODOLOGY

This chapter presents a methodology that is conducted in this study. It consists of research design, setting and context, participants, data collection and procedure, and also data analysis.

3.1 Research Design

This study employed a qualitative design. Seliger & Shohamy (1989), Kusuma (2013), and Punch (2013) described that qualitative design is a type of research that collects and works with non-numerical to interpret meaning from the data, it was usually linguistic units in oral or written forms. Based on Alhaysony's (2012) who claimed that qualitative research is a form of emphasizing to describe the method of people interpret and make sense of their experiences to comprehend the social reality of individuals.

The descriptive design used to describe the perception of EFL students on teacher's roles in zoom speaking class at the second semester English education students of IAIN Kendari. The descriptive design also used to identify the roles that were performed by the teacher in teaching speaking II and how those roles enhancing student's speaking ability in class.

3.2 Setting and Context

This study was conducted in the third semester of the academic year of 2020/2021. They were majoring in English Education Department at IAIN Kendari which consisted of 20 students including 4 males and 16 females. They

only learned two times in a week by online classroom or via zoom application. Topic that they learned was about advance public speaking. Topic that they learned was about advance public speaking, favorite actress, gaps, critical review, and sometimes students join online webinar with Tom. For learning techniques during the daily learning process, the lecturer usually gave questions and students would do percentages to answer the question. Whereas for the mid and final test process, it was done through questions that would be given by lecturers and students must directly answered like the interview model. In addition, for all task collection processes, it was done through the Schoology application.

3.3 Participant

The participant of this study consisted of 20 students including 4 male students and 16 female students. All students are 18 to 19 years old. From all those participants, 5 of them have been interview. They are a native speaker of Indonesia and speak only Indonesian or their language at home. English is only their foreign language. These 5 participant have selected based on their ability or students who have not difficulties in speaking class because it makes them easy to read the questionnaire and list of interview. To know their ability in speaking skills, the researcher asked the lecture about that. This selection named a purposive sampling (Kusuma, 2013). Etikan, Musa, & Alkassim (2016) stated that the purposive sampling used in research of education program, and would include students who have low achievement and students who excellent in the program.

3.4 Instrumentation

This study employed questionnaire and interview. Questionnaire was an instrument where the students mark or choose the responses provided that indicate their respons and perception toward the role of teacher that have been apply in classroom (Ary, Lucy & Asghar, 2002; Adipranata, 2009). The questionnaire contained 15 questions adapted from Fajriah, Gani, and Samad (2019), Naibaho (2019) and Budiman and Apriani, (2019). They were divided into six part which are planner, organizer, prompter, assessor, participant, and controller and then developed into 15 questions. This instrument used to determine how the student's perception on EFL students toward teacher's role in zoom speaking class. The questionnaire were in google form and distribute through WhatsApp to all participation and also provided as an appendix 2 at the end of this paper.

The researcher used close-response questionnaire because this instrument more focus on student's perception and participant have answered and express based on their opinion (Nugrahaeni, 2018).The researcher prepared the questionnaire in getting the needed data and use Likert scale of questionnaire as the answer choices that provided to student's choose (Budiman &Apriani, 2019). Stated by Nazara (2011), before use to collect the data, the questionnaire have to test to some students to see wether the word of the question is clear and reasonable.

The second instrument is interview. This research use semi-structured interview. Based on previous research of Ermawaty (2020), because of covid 19 pandemic, non face to face in this interview was used where researcher used

WhatsApp application that provide recorder voice. In interview, the researcher asked 5 questions about how student's opinion toward the roles that teacher apply in classroom.The researcher have interviewed five students to verify the result of questionnaire, and the result of interview used in completing the data about student's perception. Interview provided information that cannot obtained through questionnaire. Sinaga (2018) said that, the guideline of interview made based on the questionnaire that still quantitative dimension. So, interview used to deepen and clarify the student's perception and opinion that collected through questionnaire. Ary, Lucy, Jacobs & Asghar (2002) andRyan, Coughlan, Cronin & (2009) explains that to gather the data on student's opinion, behaviors, experiences, beliefs, and feelings about the situation on their own words, the researcher can use interview. The guideline of interview display in appendix 3.

3.5 Data Collection

This study used two data collection that are questionnaire and semi-structured interviews. The first, based on (Nugrahaeni, 2018) by giving students questionnaire, the researcher will obtained the real data about their perception. The researcher sent student the link of questionnaire in the google form through WhatsApp and required them to click it so that the questionnaire available to answer. Students chose one of five answer items of the question which are *strongly agree, agree, disagree and strongly disagree*.The researcher translated it into Indonesian to help participant answer the questionnaire easily quant then questionnaire presented through google form. The respondent's answer would

automatically sent to researcher's email after they have finished the process. After getting the data, the researcher analyzed it.

The next data collection applied in this study is interview. The interview guideline is used to help the researcher to get information about the perception of students on teacher role in zoom speaking class. The interview was done by voice note WhatsApp where researcher's questions and student's answer send to WhatsApp group that researcher made. The interview question consisted of 5 question. The first step of the interview was researcher determined 5 participant. Then, the researcher asked the questions of the interview. The last step, the researcher transcribed voice note data from the interview session to analyzed.The results of the interviews were in the form of an interview transcript (Kurniawati 2013). Make the transcript of the interview can make the researcher is easy to analyze.

3.6 Data Analysis

The data of this research derived from questionnaire would displayed in descriptive statistical by using percentage formula, whereas the data of interview would displayed in descriptive forms. This process analyzing the data adopted from the research of Adipranata (2009) and Fajriah, Gani, & Samad, (2019). In first step, analysis in descriptive statistics that are used aimed to simplify the data (Kaur, Stoitzfus & Yellapu, 2018). According to Fikri (2018) in this step, the result of questionnaires analyzed using percentage formula. The formula was used to calculate student's answer from questionnaire. Then, the researcher tabulated it

in a table. As a result, the final step was analyzed descriptively by make a conclusion.

The formula of percentage is :

P = x *100%*

Where :

P   = Percentage   N   = Total number of student

F   = frequency   100%   = Constant Value

Whereas, by Burns (1999) analysis data from interview there are five stages they are coding the data, comparing the data, building interpretation, and reporting the outcomes. In first step, all data that was obtained over the research process is assembled by the researcher. The data are the entire of transcript interview or students' answers from interview. Utami, (2014) said that the researcher assembled the data such as field note, interview transcripts, and so on and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted.

The second is coding the data. In this step, students' answer from interview that has assembled was classified through coding process. It aimed to classify students' opinion about teacher's role. Coding in qualitative research enables researchers to identify, organize, and build theory. The roles of open, axial, and selective coding are critical to achieving the research goals of a study, as they provide opportunities for researchers to immerse themselves in the data. Each stage of the coding process progressively integrates the emergent themes

acquired during data collection and continually refines the themes culminating in theory development and the creation of meaning. A key data organizing structure in qualitative research is coding. "A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldafia, 2009).

In other hand, William & Moser (2019) stated that Coding in qualitative research is comprised of processes that enable collected data to be assembled, categorized, and thematically sorted, providing an organized platform for the construction of meaning. While qualitative research orientations differ theoretically and operationally relative to managing collected data, each employs a method for organizing it through coding data. Coding methods employ processes that reveal themes embedded in the data, in turn suggesting thematic directionality toward categorizing data through which meaning can be negotiated, codified, and presented. Coding is a key structural operation in qualitative research, enabling data analysis and successive steps to serve the purpose of the study.

The third steps of analysis data is about comparing the data. At this stage, the data which was compared was the data from data coding of each draft. Then, the researcher built interpretations. Interpretation in research enabled the researcher to come back to the data several times to pose questions, considered the connections, and developed explanations of the bigger picture underpinning the

research (Burns, 1999). As a result, the final step was reporting the outcomes. In this stage, the researcher composed the findings from data analysis into the report form or presenting the result of research for others.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

The findings of the study consists of two parts and are presented below. The first is the result of questionnaire and the second is the result of interview. In this finding shows that participants view the teacher's role in online speaking class by using Zoom as a planner, organizer, prompter, assessor, participant, and controller. The following will discuss in detail each finding of the questionnaire.

4.1.1.1 Teacher as a Planner in Zoom-mediated Speaking Class

The results of the data on the questionnaire in part as a planner shows that almost all participants agree that teacher chooses interesting material and also prepares appropriate task and exercise for students. The following the details from the result:
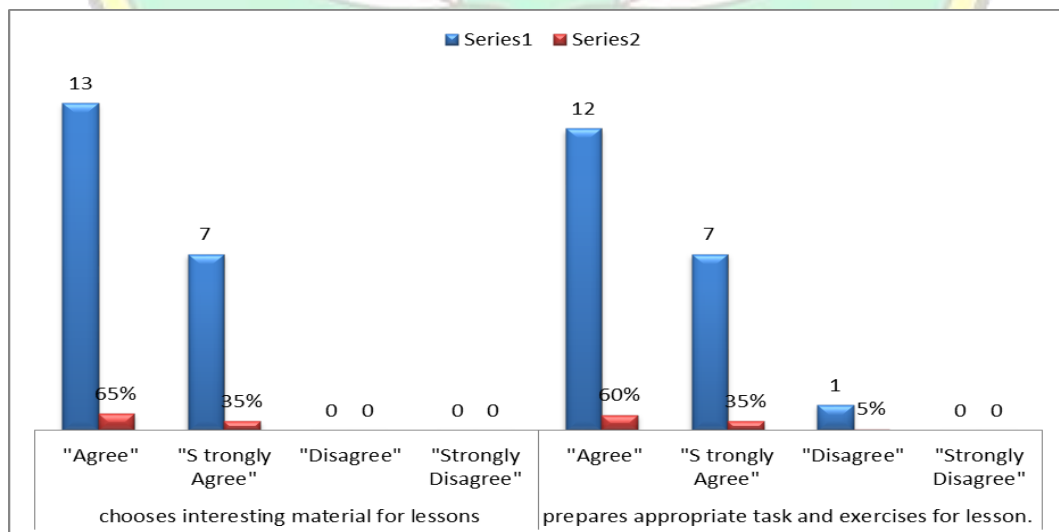

Figure 4.1 Teacher's role as planner

In conclusion, in this aspect, participant mostly agree that teacher apply the role as a planner in prepares appropriate task and exercise and chooses interesting material for students through zoom application. Even some students strongly agree on this and there is only 1 person who disagree. While, the interview revealed that teacher's role through Zoom helps students to get a good material in learn. Participant claimed that as a planner, teachers prepares a task and exercise for students in form a journal for each week, and students think it can improve students speaking through Zoom.

> R5 :"In my opinion, the role of teacher in speaking is very effective, it because the lecturer gives a good material. We were given a journal to read in a week and the next week we will be interviewed about what we managed to get from the journal. By reading the journal also I can increase my vocabulary."

From the statement above, it can be seen that the teacher's role through Zoom is efficient and effective for learning speaking during the covid-19 pandemic.

4.1.1.2 Teacher as a Organizer in Zoom-mediated Speaking Class

The results of the data on the questionnaire in part as a organizer shows that almost all participants agree that teacher explains the kind of activity and material that will used, gives instruction for activity that will doing, and applies some interesting activity for speaking activity.In below the details from the result:
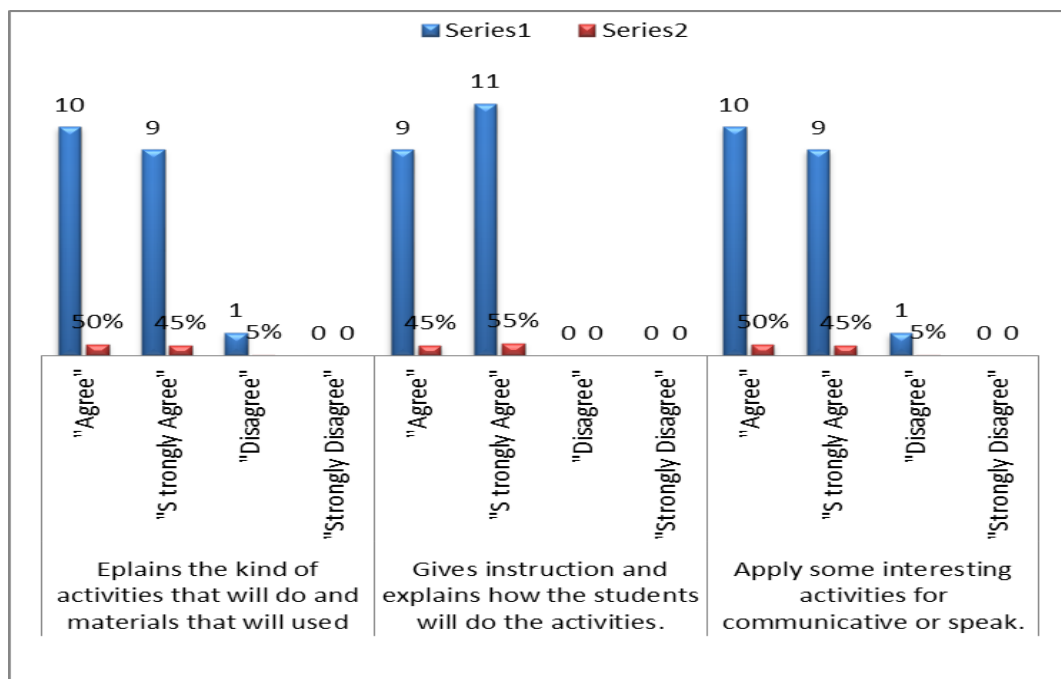
Figure 4.2 Teacher's role as organizer

From table above, teacher's role as organizer applies three activities related the teacher's strategy in teach and from it shows that almost all students agree toward each role that apply in classroom. In fact, half of them chose really agree and only 1 student from all the participants who disagree on each roles. The result of interview, the teacher's way in bring material for students can help them in increasing their ability and participate in learning.

R5 :"I think that the role of teachers can improve my ability, this happens because the way the teacher brings material will affect my interest toward the class". So, more interesting the lecturer brings material I will more interested reveal what I think or participate to answers questions from lecturer. In addition, the lecturer also has a role to trigger their students to speak. So, when in classroom the lecturer always gives us direction to always speak so we are also passionate and will be challenged to continue to express our thinking."

The above opinion showed that the teacher's strategy in gives material in learning is the way to improve students' speaking by Zoom application.

Participant can feel the effectiveness of the teacher's role, especially in the learning speaking process.

4.1.1.3 Teacher as a Prompter in Zoom-mediated Speaking Class

The results of the data on the questionnaire in part as a prompter shows that almost all participants agree that teacher uses English in zoom speaking class, translate students' language and provides enough time for practice. In below the details from the result:
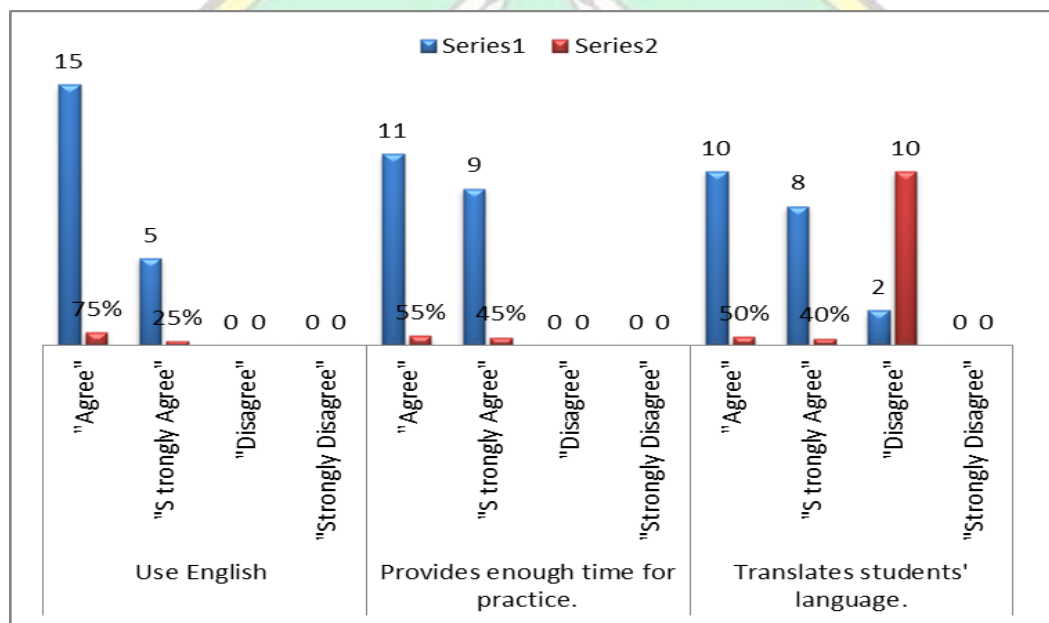

Figure 4.3 Teacher's role as prompter

The result of teacher's role as a prompter is more students who agree than disagree. It concluded that the teacher still runs the role as a prompter that helps students in speaking class. This result also reported from interview of some students, as follow as:

R2 :"My opinion about teacher's role in speaking is online learning is same as face to face which we are given the opportunity to speak. Teacher's role also can increase my speaking, because the

lecturer gives us time to speak whether speak about material or about outside the material."

R3   :"In increasing our speaking skills, it can be because the teacher also gives us the opportunity to speak and the time is still same."

The above opinion showed that the role of teacher as prompter in give them time to speak can improve students' speaking by Zoom application.Participant can feel the effectiveness of the teacher's role, especially in the learning speaking process.

4.1.1.4 Teacher as a Assessor in Zoom-mediated Speaking Class

The data from the questionnaire in role as a assessor shows that all participants agree that teacher teacher provides a feedback of students' practice in speaking. In below the details from the result:
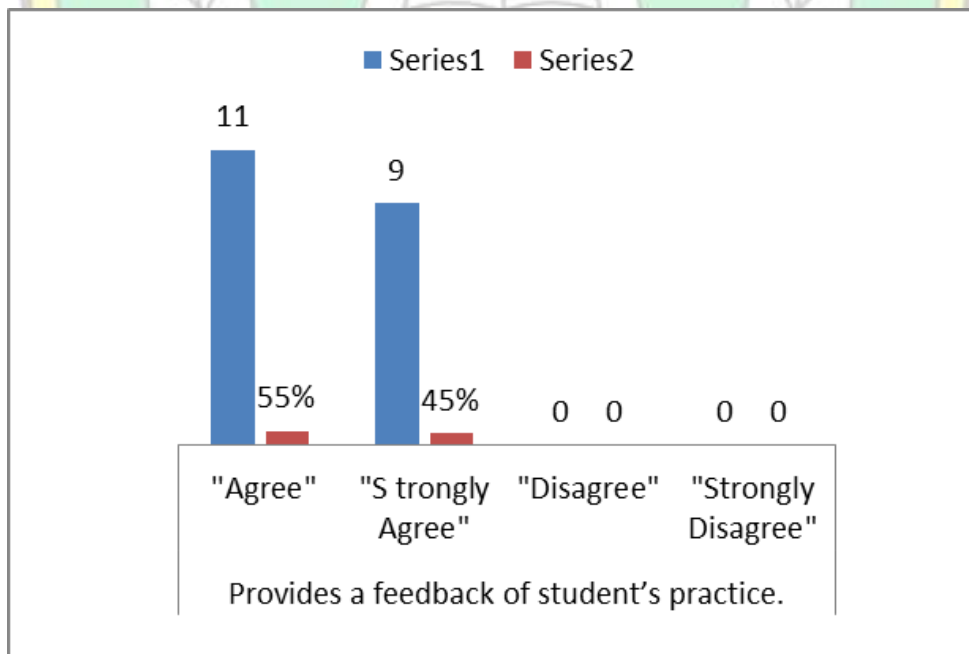

Figure 4.4 Teacher's role as assessor

Teacher in provides a feedback on student's practice through zoom application, it can be seen that all of the students agree and nothing students who disagree for this statement.While, the interview revealed that teacher's role through Zoom helps students to reduce their mistake in learn speaking. It shows by statement of some students in bellow.

R3 :"In my opinion the role applied by the teacher in the speaking class is very helpful and supporting us to increase speaking skills because the role given like a feedback after speaking greatly helps me to increase my confidence."

R5 :"The feedback provided by the lecturer is not feedback that drops our enthusiasm but actually triggers our desire to continue speak in class because there are no bad comments even though we make a mistake but the lecturer still give us motivation."

R2 :"The lecturer give feedback that it's very helpful to know our error when speak so we can practice again and our speaking abilities is increase."

R4 :"For me, the role of teacher through Zoom can improve the ability to speak if there are support and motivation from the teacher to be able to speak better."

The above opinion showed that the participant feel teacher as a assessor helps them to get motivation, correction and encouragement in learning speaking process. It means teachers' role in giving feedback actually can improve students' speaking.

4.1.1.5 Teacher as a Participant in Zoom-mediated Speaking Class

The data from the questionnaire in role as a participant shows that almost all participants agree that teacher answer students' question and join in students' discussion activity to give a topic. In below the details from the result:
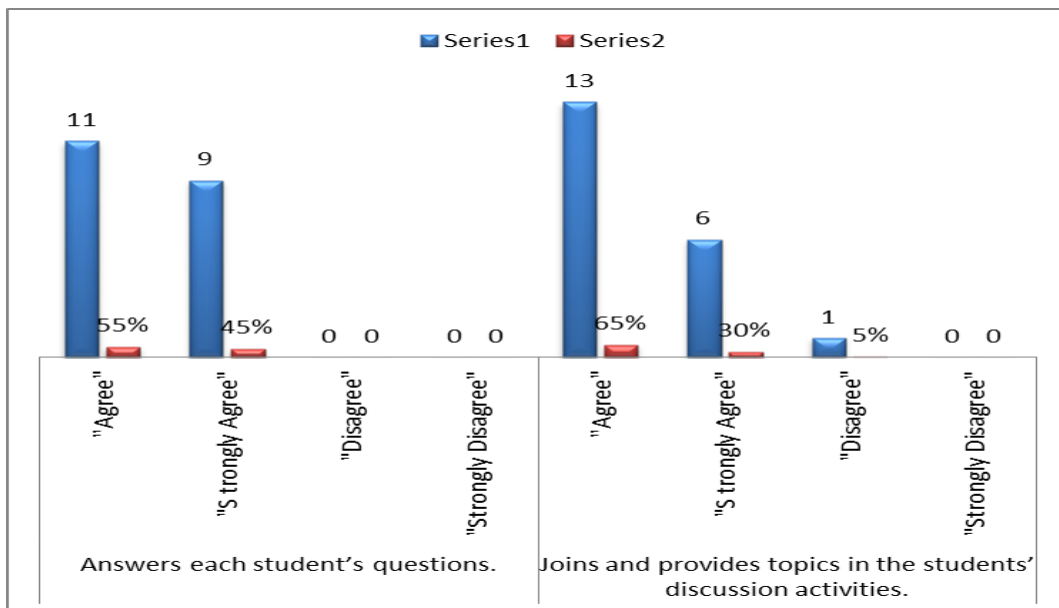
Figure 4.5 Teacher's role as participant

In this aspect, the researcher concludes that, the teacher plays this role as a participant in zoom speaking class for enhancing students speaking ability. It proven by almost all of students agree to the role applied by teacher and only one student who disagree for this role. This can be also seen in the following students' opinion and prefer in learning speaking because the teacher participate from interview.

R2 :"When face to face, we are more discussion and students more active than lecturer."
"I will choose to learn by face to face because I think students are more active when face to face where students can discuss with friends or lecturer."

From student's explanation above, the teacher's as a participant is truly participate in student's speaking discussion. It can be concluded that the teacher's role through Zoom is very effective for the student's speaking during the covid-19 pandemic.

4.1.1.6 Teacher as a Controller in Zoom-mediated Speaking Class

The last results of the data on the questionnaire and interview in part as a controller shows that almost all participants agree that teacher controls students' bad behavior, diminishes students' mistake, prevents and stops the activity when there is problem in the discussion activity in zoom speaking class and also gives solution of the problem. The following the details from the result:
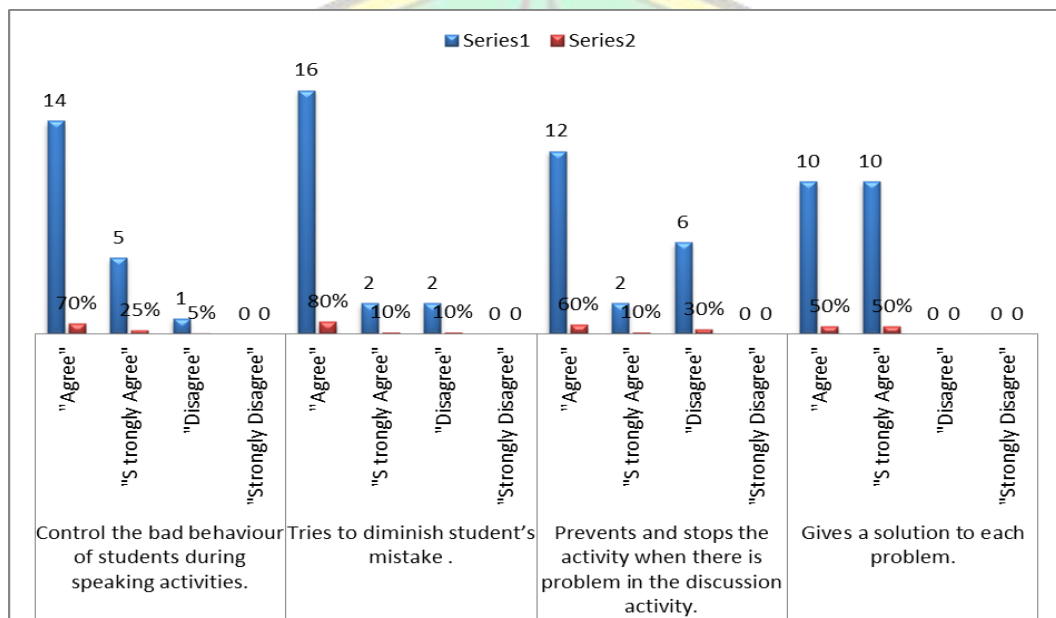

Figure 4.6 Teacher's role as controller

From the data above, it can be concluded that "agree" as the most prefer answer from the students for teacher's role as a controller.It means, almost all student agree with the statements and it can be interpreted that there is no problem in speaking activity when teacher plays the role as a controller. The result of interview also supported the result above. From interview shows that in learning speaking through Zoom students have some problems and display as follows.

R1 :"The obstacle I experience is less understanding what the lecturer said."

R3   :"When the lecturer speak or ask a question, sometimes I can't digest and hear it clearly so it can't connect. The second may be about my self confidence."

R4   :"I become a doubt to speak."

R5   :"In my opinion when I want to speak in class, I often comes worries that what I will convey will not be conveyed to the lecturer. Secondly, the problem is not confident especially when the camera of all my friends and my lecturer is active I will be nervous to speak because I will feel that everyone in the Zoom will pay attention to me when it triggers me to stay silent and not speak."

From the problem above, teacher as a controller can gives solution of the students' difficult or problem in learning speaking. It also proves the role of teachers will further reduce the problem.

All the above explanations prove that the teacher's entire role is effective in enhancing student' speaking, although it more effective in classroom than through Zoom. This is supported by students' prefer in learning through face to face than through Zoom as follows.

R1   :"Of course I will choose offline class or face to face because I think it's more effective. "

R2   :"If I told to choose, I will choose to study by face to face. "

R3   :"Of course I will prefer face to face."

R4   :"Of course I will choose to study in classroom."

R5   :"Of course I prefer learning speaking in the classroom."

Based on the results of this study toward the implementation teacher's role in speaking class, the research revealed that the application of teacher's role is very helpful for the students to develop their ability in speaking.

4.2 Discussion

This part presents the discussion from the research findings. The result of questionnaire, interview, and some experts expressed similar data and supported

each other. This study described students' perception toward teacher's role in zoom speaking class. Based on the use of zoom application to apply teacher's role, in the finding revealed that it gives a positive response to the students. Most of students agree if the teacher's role is effective way to develop students' speaking skill. The result of this study indicated similar results with the studies done by (Budiman & Apriani, 2019) and (Hamid, 2020) in which the teacher's role through zoom application can improve students' speaking ability. Putri & Suryaman (2022) also stated that the impact of COVID-19 is that many students need a basic understanding of speaking, including how to pronounce words correctly, talk fluently, and other factors. Therefore, teachers can use the Zoom Meeting application to teach English, especially teaching speaking to get the student's need.

In speaking context, this findings in line with Shodik (2020) and Risma (2021) that Zoom brings a worthwhile effect on developing students' activeness and motivations in improving speaking ability hence the students have their eloquent contact towards Zoom. Bawanti and Arifani (2021) stated that Zoom is an efficient virtual classroom to rise students' confidence, fluency, and vocabulary to speak English in the class. Also, Zoom creates effective communication between teachers and students or students and students. Furthermore, Shodik (2020) discovered students have great motivation and strenuous audacity to learn to speak in the class immediately. Shortly, this first finding has proven that Zoom gives myriad advantages to activate students' positive attitudes in improving

speaking ability, such as they are more active and confident to express their notions towards speaking in English in the class.

Besides, Bawanti and Arifani's study also discovered that Zoom has a positive impact to improve students' speaking skills, such as the student can remember the courses easily and gain a lot of vocabulary. Shodik also revealed that Zoom develops students' speaking ability impressively hence their understanding skill level and vocabulary has been sharpened well. In conclusion, it uncovered that students' perceptions were impressive in the context of speaking competence of the utilization of Zoom videoconferencing. Besides Zoom improving speaking competence, it also developed students' vocabulary building and grammar.

This study also similar with Khotimah (2022). From her study, positive perceptions were generally mentioned from the students. The students thought learning speaking using Zoom meeting was fun and flexible. Most of the students said they enjoyed the online learning done by Zoom Meeting. Zoom Meeting was also an excellent platform because it was easy to operate, and all of Zoom Meeting's features were useful for supporting learning speaking. Furthermore, most students said Zoom Meeting was still to be used in future learning but needs little improvement in some features.

The researcher also revealed that the students helped in speaking context with some teacher's role which are planner, organizer, prompter, assessor, participant, and controller. It can be seen from the students reaction on the

questionnaire result. It also relates with Shapiu (2003) research who argued that the purpose of the first teacher's role as a planner is makes a successful speaking learning process for students by a well and careful planning for the lessons. Not only that, Kurniawati (2013) & Paul (2003) claimed that organizer is one of the most important of teacher's roles to support speaking skill of students because during speaking activities the teacher makes student are involved and also make the activities is managed. Harmer (2001) also reported that the teacher who apply the role as prompter, it means the teacher have given the right amount of motivation and encouragement so that the students' need of speaking is completed.

Moreover, in this research the majority of students agree that teachers' role as assessor helps them to study speaking effectively. In line with Aicha (2016) who reported that effective feedback helps students to maximize their potential, raise their strength and improvement, support their weakness and also helps and motivates on their knowledge, skills and behaviors during learning speaking process.

Besides, previous study from Koran (2015) which become the reference explains that teacher's role as participant appears to be a good way to help students in understand learners' difficulties face during speaking, make sure that students' participate and are involved in the task.

And the last role is controller, students feel that with this role that teacher apply during zoom speaking class can help students in case developing speaking ability. This statement supported by Sikder (2016) who claimed the teacher who

democratic and let the students participate in decision makings rather and also controlling the class is the effective way in help students to develop speaking ability. Not only that, Ur (1996) also emphasized that the teacher as a controller in solve speaking problems can make student reduce the mistake and showing the speaking skill through zoom application.While, in students perception by interview show more detail about their responses toward teacher's role through zoom application. All students said that the use of zoom application is efficient and effective for learning speaking during the covid-19 pandemic and it can develop their speaking.

It similar with the result from Hamid (2020) who said that the zoom application is efficient application for speaking skill because it helps students to improve learning understanding, making it easier in submit tasks, raising awareness of the use of technology in learning, providing interaction and facilities, and presenting materials with various features that make it more interesting to display teaching materials. Based on research by Khotimah (2022) the students also perceived that using Zoom Meeting brought some benefits, especially for their effort in learning speaking. The most mentioned benefits were gaining self-confidence, improving speaking skills, and becoming more active in practicing speaking.

It is in line with Menggo (2021) stated that Zoom Meeting stimulated the student to practice speaking during the class. Subsequently, based on the students' answers, Zoom Meeting as media for online learning effectively help them improve their speaking skill. It can be seen from students' responses that they are

becoming more active in answering and responding when the teacher asks a question or explains the material. Other results include self-confidence, language ability, and courage to speak in public.

In other hand, although in this study explains the teacher's role through zoom can help students in develop their speaking, but there also the difficulty in using it that make the different between learn by zoom application and learn face to face in classroom so that students prefer to learn face to face in classroom than online class through zoom application. The researcher of Serhan (2020) as supported research who explained that the difficulty in learning by zoom application is lack of self-confidence, not focused, difficult to do the interaction, and communication is slow down between teacher and students, and also get poor quality of education, interaction and feedback from the teacher. Baron (2020) also founded the limitation from the use of zoom application is limited access time due to students using the free access.

Beside it, the different between learn by zoom application and face to face in classroom by Serhan is the interaction and teacher's feedback is not same as in person, and also the quality of education that students get is not same. Wang (2018) also argued that students' participation and interaction through zoom is slow and low than face to face in classroom. Because these reasons, students prefer to learn in classroom than through zoom application. This agrees with the conclusion in Roy (2020) study where students preferred to go back to the face to face. Doggett (2007) reported similar findings that the majority of students

indicated that they would have been more comfortable in a traditional classroom setting.

Not only that, Khotimah (2022) added the students had many challenges while they used Zoom Meeting to learn speaking. All the students mentioned they have challenges related to technical issues, including media devices, internet access, and networks. The students have challenges such as lack of technology especially using many platforms during the pandemic. It was in line with Alia (2022) the students assumed that. Zoom Meeting was expensive because it had limited time, which was 40 minutes, so they had to pay more if they wanted unlimited time. In addition, the students got challenges from the internet quota or networks. The students did not feel comfortable spending more quota in this situation because some complained that they did not have enough internet quota.

Because the difficult and different of zoom application, learn in classroom by face to face is the majority option of the students for their effective learning speaking. This result similar with the research by Dias, Lopes, and Teles (2020) who argued that the real place to learn and teach, is the classroom. The same environment with in classroom cannot be reproduced in the zoom class or any other virtual class. The interactions in the classroom are superior in quality and quantity in comparison to zoom classes. Its mean the virtual classes will not replace the classroom teaching although the COVID-19 pandemic is over.

CHAPTER V

CONCLUSION

5.1 Conclusion

The purpose of the current study is to investigate and describe the students' perception toward teacher's role in zoom speaking class in the third semester of the academic year of 2020/2021. The data were collected through questionnaire and interview has taken after the learning process. The researcher asked student to answer the questionnaire in google form and the interview through their social media or WhatsApp.

This study reveals that the role of teacher's that apply in speaking class through zoom application can help students to improve their speaking ability. There are advantages that students sense regarding this issue such as Zoom has an impressive impact to sharpen students' activeness and confidence. Students also felt comfortable learning with Zoom which has several features such as a whiteboard, share screen, chat column, and raise hand which is created as same as the face-to-face classroom. Lastly, another benefit is Zoom is flexible, thus students can learn anytime and anywhere.

In the pandemic, through zoom application teacher still do the best their teaching method and strategy. But, students also feel it not same with in learn in the classroom by face to face. Although through zoom application, it can also help their speaking ability, but students still choose to learn through face to face. It is because there are some elements that become barriers to online learning during

the COVID-19 Pandemic such as internet connection stability, finances, and student's lack of initiative. It means, students feel learn in classroom more effective than through zoom application.

5.2 Limitation of the study

In doing this research, the researcher has several limitations that need to be acknowledged. First, the researcher did not use student's reflection and just used a questionnaire that had an answer agree and disagree. So, the researcher cannot gain more information related to students' perception through zoom application. Second, the researcher do the interview only through WhatsApp application, so it makes the data obtained incomplete or perfect as expected. Researcher had difficulty to get the information when students are not online and should waiting until students online so that it will inhibit the process of data collection.

The last, the researcher had not any recorded photos or videos that show the researcher doing the data collection activities. That's because researchers only conduct research through online media or google form and voice note chat via WhatsApp. Thus, these limitations can become a foundation for further research work to achieve stronger result related to the students' perception on teacher's role through zoom application.

5.3 Recommendations

The findings of this study have a number of important recommendations for future research, teacher and also students who doing the research by investigating students' perception on teacher's role in zoom speaking class.The

researcher also hope that this research will benefit for educational institutions, lecturers, teachers, students and researcher. For further research, the researcher hope it will be better if the researcher use students' reflection for gathering complete data. Not only that, the researcher is expected to provide the recorded video and photos as a proof that teacher do the research.

The, researchers also suggest that the teachers must use several methods and teaching strategies in the class to make students more active, not afraid, and feel interested to speak in speaking class through zoom application. Not only that, this research is expected to be a reference for better research in the future. The Last, for future researchers is hoped can understand because this research still has disadvantages.

5.4 Pedagogical Implications

The evidence from this study implies that teacher's role through zoom application in speaking class is effective in improving students' speaking ability. Although students prefer to learn in the classroom as an effective study place, but the role of the teacher through zoom application can also help the student in learning speaking. By the teacher's role in the pandemic, students do the teaching and learning activities such as previous offline class. The teacher still provides a strategy and teaching method that builds the spirit of students in learning, still provides interesting materials and tasks, and also still provides feedback to correct errors made by students.

From the role that the teacher applies, students can still interact each other with teachers and friends even though they do not meet directly. Not only that, students still get a chance to speak and release their ideas, get the motivation and support from the teacher, and also get a comfortable atmosphere of the jokes provided by the lecturer. In addition, the role of teacher through zoom application is very useful in the present condition where the Covid-19 spread throughout the world, so that online learning will reduce the spread of the virus.
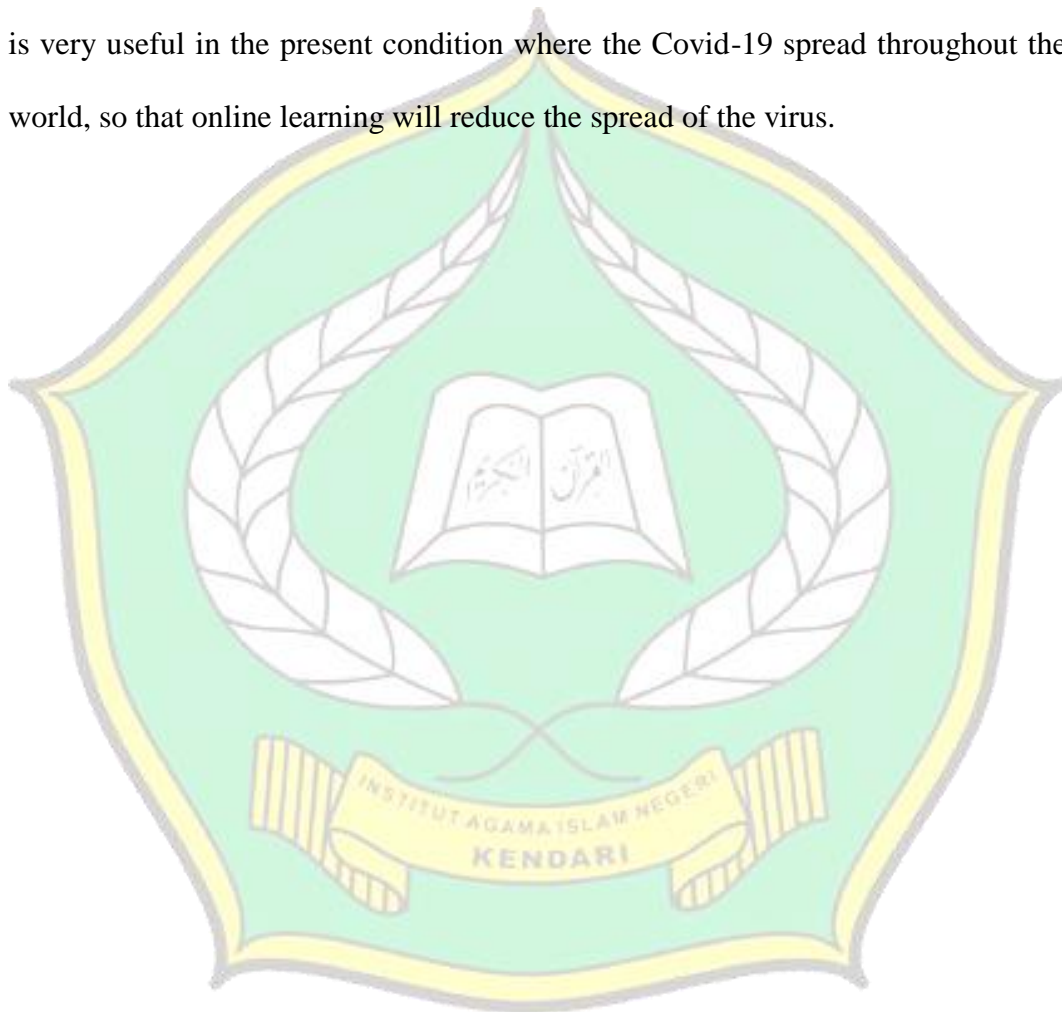
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APPENDIX 1
BLUE PRINT QUESTIONNAIRE

The following is item questionnaire. This item questionnaire is developed become six indicators which are planner, organizer, prompter, assessor, participant, and controller . Where planner can be seen in item 1&2, organizer in item 3, 4, & 5, prompter in item 6, 7, 8, & 9, assessor in item 10, participant in item 11& 12, and controller can be seenin item 13, 14 & 15. Those all students' responses are categorized as opinion cause only contains agree and disagree's answers. Although perception is define as impression, judgment, opinion, feeling, and interpretation toward something based on information displayed from other sources (Ridwan, 2017), but students perception in this research does not contain all of those kinds, except opinion; cause the participants did not explain about their thought, but only answer the questionnaire that provide choice answer such as strongly agree, agree, disagree, and strongly disagree. This blue print item questionnaire adapted from Fajriah, Gani, & Samad (2019), Naibaho (2019) andBudiman & Apriani (2019).
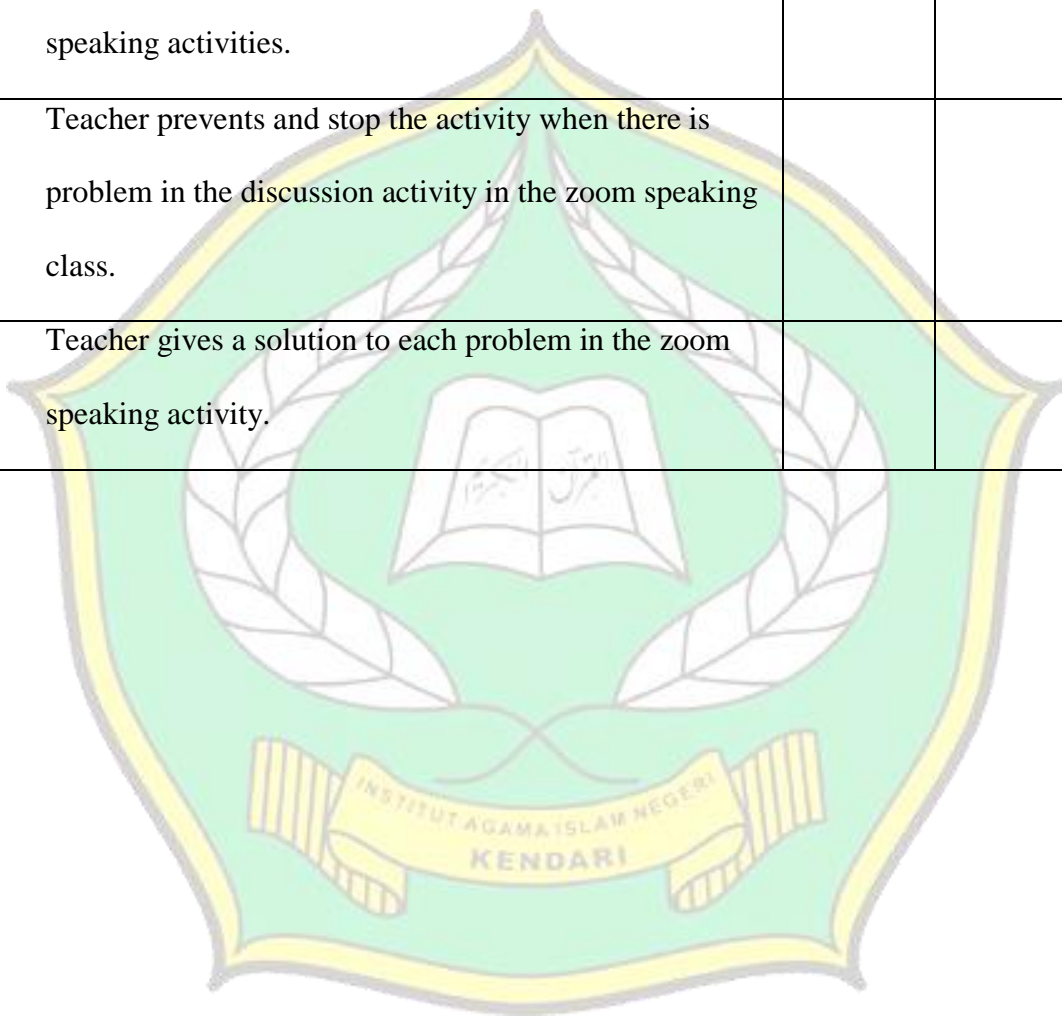
APPENDIX 2

Questionnaire

NO	THE ROLE OF TEACHER	ACTIVITIES/ITEM	Strongly agree	Agree	Disagree	Strongly disagree
1.	Planner	Teacher chooses interesting material for lessons in zoom speaking class.				
		Through zoom aplication, teacher prepare appropriate task and exercises for lesson.				
2.	Organizer	Teacher explains in zoom aplication the kind of activities that will do and materials that will used in speaking class.				
		Through zoom aplication, teacher gives instruction and explain how the students will do the activities.				

		Through zoom aplication, teacher apply some interesting activites, such as : a. Small group discussion b. Story telling c. Game d. Picture e. Video f. Song				
3.	Protrmpter	Teacher use English in zoom speaking class.				
		In zoom speaking activities, teacher provide enaugh time for practice.				
		Teacher always translates the mother tongue that students mention in zoom speaking activities.				
		Trough zoom aplication, the teacher always gives motivaton to be more active in participating in				

| No.		Statement				
		speaking activities.				
4.	Assessor	Through zoom aplication, the teacher creates a comfortable classroom atmosphere.				
		Through zoom aplication, teacher providing a feedback of student's practice.				
		Teacher explains and correct the students' mistakes during speaking practice through zoom aplication.				
5.	Participant	Teacher answers each student's questions about speaking lesson through zoom aplication.				
		Through zoom aplication, the teacher joins or is present ass a bridge that provides topics in the students' discussion or pair work activities.				
6.	Controller	Teacher controll the bad behaviour of students in the class duirng zoom speaking activities.				

		Teachers tries to diminish student's mistake in zoom speaking activities.				
		Teacher prevents and stop the activity when there is problem in the discussion activity in the zoom speaking class.				
		Teacher gives a solution to each problem in the zoom speaking activity.				

APPENDIX 3

Interview questions

1. How your opinion about the role that teacher apply in zoom speaking class? Explain!

2. Do you think through zoom aplication, the roles of teacher can improve your speaking ability? Why?

3. What your difficulty or problem in practice or learning speaking through zoom aplication?

4. What the difference do you feel when learning speaking in classroom and through zoom aplication? Explain!

5. If you can choose, do you prefer to learning speaking in classroom or zoom online class?
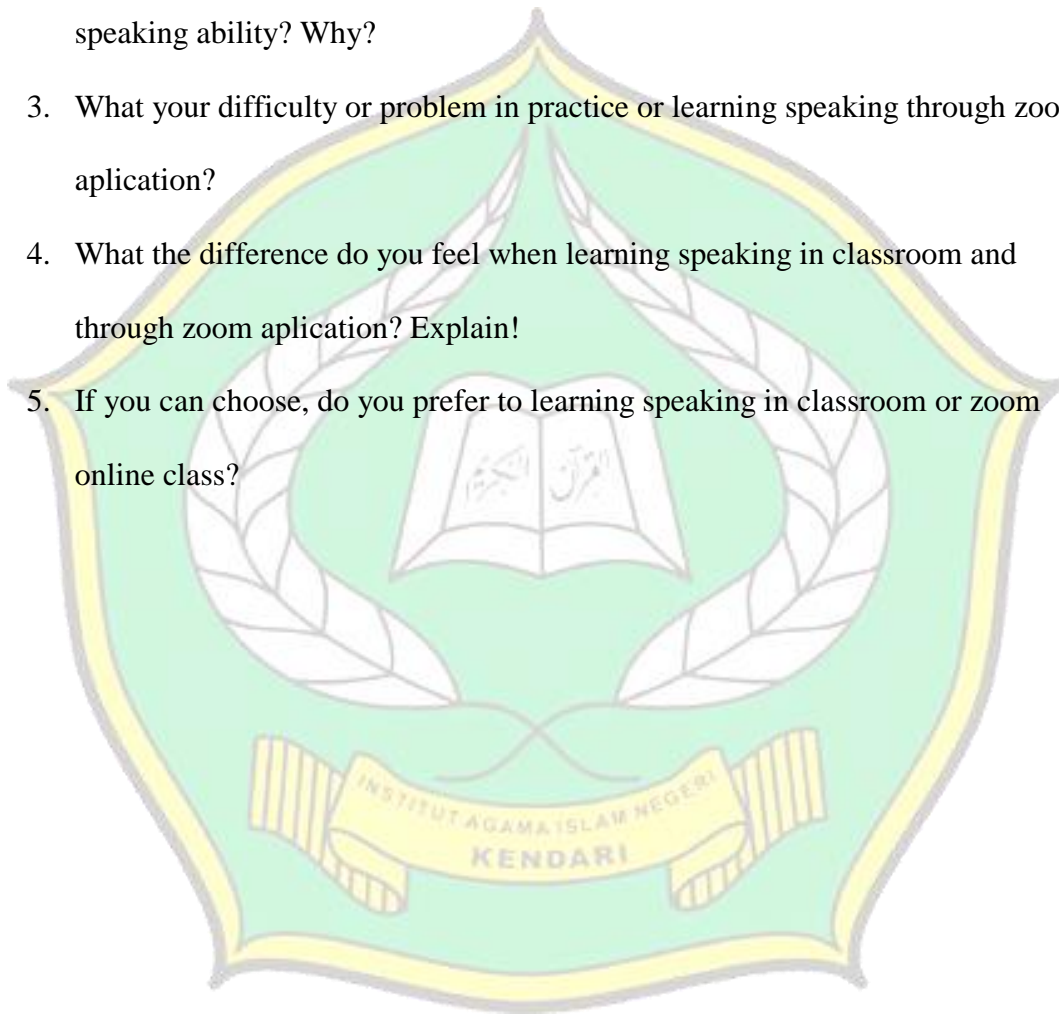
Transcript of interview

In presenting the data, the researcher used codes as follow:

Q: stand as the researcher's question of the interview

R: stand as the respondents' answer of the interview

Q1: How your opinion about the role that the teacher apply in zoom speaking class?

R1: Menurut saya sangat efektif, karena selain kita dapat melihat guru itu walaupun secara online, tetapi juga dapat memotivasi kita untuk saling berinterkasi dimasa pandemi ini.

R2: Menurut saya peran dosen speaking ketika pembelajaran online sama seperti tatap muka yang dimana kita diberi kesempatan untuk berbicara dan menjawab pertanyaan dosen.

R3: Menurut saya peran yang diterapkan oleh guru didalam kelas speaking sangat membantu dan mendukung kita untuk meningkatkan speaking skill karena peran yang diberikan seperti pemberian feedback setelah berbicara sangat membantu saya untuk meningkatkan kepercayaan diri saya. Selain itu, untuk kenyamanan dikelas, guru juga sering menyelipkan candaan sehingga kelas tidak terasa tegang dan itu mampu meningkatkan kemampuan saya.

R4: Menurut saya peran guru yang diterapkan melalui aplikasi zoom dikelas speaking merupakan langkah yang bijak untuk diterapkan dikelas speaking. Mengapa saya mengatakan hal demikian karena dalam pembelajaran speaking, kami sebagai siswa

harus dituntut untuk bisa berbicara dan ini sesuai dengan diterapkannya melalui aplikasi zoom karena memiliki banyak fitur-fitur yang menurut saya itu bisa menunjang pembelajaran speaking.

R5: Menurut saya peran dosen saya dikelas speaking itu sudah sangat efektif. Mengapa saya mengatakan itu karena dua alasan. Yang pertama berdasarkan cara dosen memberikan materi yang menurut saya itu hal sangat baik. Kami diberikan sebuah jurnal untuk dibaca dalam seminggu dan pada minggu berikutnya kami akan diwawncarai tentang apa yang kami berhasil dapatkan dari jurnal tersebut. Jadi untuk saya pribadi, pemberian jurnal ini merupakan cara pembelajaran yang sangat menantang karena ini menjadi pemicu bagi saya untuk membaca jurnal tersebut secara hati hati dan harus mendapatkan sesuatu yang bisa saya ungkapkan pada kelas diminggu berikutnya. Dengan membaca jurnal tersebut juga saya dapat meningktakan vocabulariy saya. Jadi ketika berbicara mengungkapkan apa yang saya peroleh dari jurnal tersebut saya mengguakan akademic vocabulary jadi biasanyakan pada kelas speaking kami hanya menggunakan kosa kata yang digunakan sehari hari. Namun pada zoom ini, saya lebih menggunakan akdamik vocabulary karena pemberian jurnal terssebut. Alasan kedua, feedback yang diberikan oleh dosen bukan feedback yang menjatuhkan semangat tapi justru memicu keinginan kami untuk terus berbicara dikelas tersebut karena tidak ada komentar yang buruk meskipun kita melakukan kesalahan tapi dosen tetap memberikan kami semangat.

Q2: Do you think through zoom application, the roles of teacher can improve your speaking ability? Why?

R1: iya, karena dengan aplikasi zoom membuat kami lebih banyak berkomunikasi, dan komunikasi yang lancar dan sering akan dapat meningkatkan speaking skill saya.

R2: menurut saya iya, karena dosen memberikan kita waktu untuk berbicara baik berbicara mengenai materi ataupun mengenai luar materi. Selain itu, ketika selesai berbicara dosen memberikan feedback yang dimana itu sangat membantu untuk mengetahui dimana letak kesalahan kita saat berbicara sehingga kita bisa latihan lagi agar kemampuan berbicara kita lebih meningkat.

R3: menurut saya tergantung dari peserta didik karena belajar face to face dan online zoom itu sama saja, hal yang berbeda hanya medianya saja, kita masih tetap bisa berbicara dan berkomunikasi didalam kelas seperti face to face, cuman bedanya ya karna kita pakai zoom karena covid-19 yang mengharuskan kita dirumah. Jadi kalau misalkan meningkatkan speaking skill kita, itu bisa saja karena guru tetap memberikan materi seperti face to face dan juga tetap memberikan kita kesempatan berbicara, waktunya juga masih sama. Jadi semua tergantung pendidik, bagaimana dia belajar, bagaimana mengolah apa yang telah ia dapatkan dikelas speakingnya, bagaimana dia mencari ide kemudian mengembangkan speaking skillnya. Tetapi untuk peran guru tetap mendukung kita untuk lebih meningkatkan apa yang sekarang kita punya contohnya kepercayaan diri dalam berbicara.

R4: menurut saya peran guru melalui aplikasi zoom bisa meningkatkan kemampuan berbicara jika adanya dorongan dan motivasi dari guru untuk bisa lebih mendorong siswanya untuk berbicara.

R5: saya berfikir bahwa peran guru memang dapat meningkatkan kemampuan saya. Saya mengatakan ini karena saya melihat bahwa pada mata kuliah lain saya cenderung

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diam ketika kelas sedang berlangsung melalui aplikasi zoom. Hal ini berbanding terbalik ketika saya mengikuti kelas speaking saya justru antusias dikelas tersebut selalu berusaha mengungkapkan apa yang saya fikirkan. Jadi hal ini terjadi karena cara guru membawakan materi akan mempengaruhi ketertarikan saya terhadap kelas tersebut. Jadi semakin menarik dosen membawakan materi, maka semakin tertarik pula saya akan mengungkapkan apa yang saya fikirkan atau ikut berpartisipasi menjawab pertanyaan-pertanyaan dari dosen. Selain itu, dosen juga memiliki peran untuk memicu mahasiswanya untuk berbicara. Jadi ketika dikelas speaking, dosen itu selalu memberikan kami arahan untuk selalu berbicara jadi kami juga semangat dan akan tertantang untukk terus mengungkapkan pemikiran kami. Lain halnya pada kelas lain yang dimana dosennya tidak memaksa kami untuk berbicara atau mengungkapkan ide ide kami melainkan hanya memberikan pertanyaan dan dijawab oleh beberapa siswa yang memang selalu aktif dikelas tersebut.

3: What your difficulty or problem in practice or learning speaking through zoom application?

R1: kendala yang saya alami yaitu jaringan. Ketika proses belajar zoom sedang berlangsung dan jaringan jelek, saya kurang memahami apa yang dikatakan dosen.

R2: kesulitan atau masalah yang saya hadapi ketika praktek speaking sebenarnya menurut saya tidak ada, cuma yang saya takutkan adalah ketika pembelajaran speaking jaringan tidak baik. Namun, alhamdulillah selama pembelajaran speaking saya tidak pernah terkendala oleh jaringan.

R3: untuk saya pribadi, yang pertama adalah jaringan karena tidak bisa dipungkiri bahwa zoom sangat menguras banyak jaringan. Jadi kalau dosen sedang berbicara atau

memberikan pertanyaan, kadang saya tidak bisa mencerna dan mendengar secara clear apa yang dosen tanyakan jadi kayak tidak bisa nyambung. Yang kedua, mungkin dikepercayaan diri karena face to face dan zoom online itu beda seperti kalau belajar face to face. Saya selalu mengambil bagian didepan karena jika saya berbicara dan teman-teman saya memperhatikan ekspresi saya, itu akan mempengaruhi kepercayaan diri saya dan tiba-tiba blank jadi saya selalu mengambil tempat duduk dibagian depan. Berbeda kalau zoom, semuanya menatap layar dan muka kita jadi kaya terganggu kepercayaan diri saya.

R4: menurut saya ada beberapa kesulitan saat berbicara melalui aplikasi zoom. Masalah yang saya hadapi yaitu koneksi internet yang kurang stabil, lemahnya koneksi internet membuat saya menjadi ragu untuk berbicara. Ketika guru memberikan penjelasan dan menginstrukasikan untuk berbicara kemudian tiba-tiba koneksi internet melemah hal itu dapat membuat tiadk tersalurkannya informasi kependengar sehingga menimbulkan keraguan untuk berbicara.

R5: menurut saya yaitu hendak berbicara dikelas sering muncul kekhawatiran bahwa apa yang akan saya sampaikan tidak akan tersampaikan kepada dosen karena adanya koneksi jaringan yang memburuk. Yang kedua yaitu masalah self-confidence. Saya masih memiliki masalah kurang percaya diri terutama ketika kamera semua teman teman dan dosen saya aktif saya akan gugup untuk berbicara karena saya akan merasa bahwa semua orang dalam aplikasi zoom tersebut akan memperhatikan saya ketika berbiacara jadi hal itu memicu saya untuk tetap diam dan tidak berbicara.

Q4: What the difference do you feel when learning speaking in classroom and through zoom application? Explain!

R1: perbedaan signifikan yang saya rasakan yaitu terkait suasana kelas. Jika saya belajar secara tatap muka, saya akan lebih termotivasi dan lebih bebas untuk mengekspresikan apa yang ingin kita ucapkan. Tapi ketika melalui zoom, ketika ada kendala jaringan, saya menjadi lebih tidak termotivasi untuk lebih banyak berbicara.

R2: menurut saya, terjadi perbedaan yang signifikan. Karena, ketika tatap muka kita lebih banyak berdiskusi atau lebih tepatnya siswanya lebih aktif daripada dosen, sementara menggunakan zoom dosen lebih banyak menerangkan materi daripada mahaiswanya karena kita lihat juga situasinya tidak memungkinkan siswanya untuk berdiskusi karena sangat susah mengatur situasi tersebut.

R3: perbedaan yang saya rasakan itu tadi kalau face to face lebih bisa mengontrol kepercayaan diri saya, dengan cara duduk didepan walaupun sebenarnya itu tidak menjamin speakingnya lancar tapi bisa meminimalisisr kegrogian, tapi kalau dizoom kan saling bertatapan jadi kaya mengganggu. Adapun kalau materinya kaya teknik pengajarannya, kalau face to face itu biasa kerjanya pair work, kalau dizoom itu sendiri-sendiri tapi tetap sama kita masih diberi kesempatan untuk berbicara seperti face to face.

R4: Perbedaan yang saya rasakan adalah interaksi. Tidak bisa dipungkiri bahwa interaksi yang dilakukan secara langsung diruangan kelas membuat saya dapat mengutarakan pendapat dan berdiskusi secara grup, sedangkan melalui aplikasi zoom akan sulit untuk bekerja secara grup dan melakukan persentasi.

R5: yang pertama menurut saya yaitu suasana, perasaan tertekan saya kalau melalui aplikasi zoom itu lebih kuat dari pada didalam kelas. Karena ketika dalam kelas, saya berada didalam satu ruangan yang sama ada banyak teman teman yang lain dimana

meskipun emosi kami bercampur, ada yang takut, antusias, takut, gugup tapi saya punya teman disamping yang saya bisa ajak bicara sebagai pengalih rasa gugup ketika saya ingin berbicara kepada dosen. Namun, ketika melalui zoom, saya hanya sendiri dimana wajah teman-teman saya terpampang didepan saya namun saya tidak bisa mengajak mereka berbicara untuk mengalihkan rasa gugup saya ketika akan berbicara. Yang kedua, pembelajran dikelas itu saya lebih antusias dibandingkan belajar melalui zoom Karena didalam kelas, kami itu punya semacam atmosfer yang membuat kami sangat semangat untuk kami mengungkapkan apa yang kami ungkapkan. Ketika diaplikasi zoom juga, teman teman lebih banyak diam dari pada berbicara jadi saya juga akan sedikit segan untuk berbicara.

Q5: If you can choose, do you prefer to learn speaking in classroom or zoom online class?

R1: tentu saja saya akan memilih kelas offline atau seacara tatap muka karena menurut saya itu lebih efektif lebih mudah mengekspresikan apa yang ingin kita ucapkan dan berkomunikasi dengan lancar. Tapi bukan berati saya tidak menyukai pembelajaran secara online atau melalui apk zoom, menurut saya itu juga cukup efektif. Jadi menurut saya akan lebih baik jika dikolaborasi secara tatap muka dan juga secara online, karena menurut saya keduanya efektif.

R2: Jika saya disuruh memilih, saya akan memilih karena menurut saya siswa lebih aktif ketika tatap muka dimana siswa dapat berdiskusi kepada teman maupun dosen. Dan juga ketika dosen memberikan materi ilmu yang diberikan bisa langsung saya serap. Beda halnya dengan online kelas, ketika online kelas kadang dosen speaking memiliki jaringan yang kurang baik sehingga ketika mendengar penjelasan tentang

materi suara yang dihasilkan itu putus putus. Namun jika melihat situasi saat ini online kelas adalah alternatif yang paling tepat menurut saya karena dapat mengurangi penyebaran covid 19.

R3: tentu saya memilih face to face. Enaknya face to face karena selain nyaman, tidak terganggu oleh jaringan dikampung yang jelek, suara-suara bising dirumah, dan lebih banyak teman diskusi juga kalau face to face. Sedangkan lewat zoom itu sebaliknya.

R4: Tentu saya akan memilih belajar diruangan kelas. Tapi bukan berarti saya tidak suka belajar online, hanya saja belajar diruangan kelas lebih efektif.

R5: tentunya saya lebih menyukai belajar speaking didalam kelas. Hal ini karena meskipun pembelajaran online sudah berlangssung selama tiga semester namun saya lebih terbiasa dengan pembelajaran face to face yang telah saya lakukan bertahun tahun.jaid saya merasa belum terbiasa belajar dengan online kelas. Jadi saya sendiri masih memilih offline kelas. Selain itu, saya menyukai pembelajaran dikelas yang meriah dibanding belajar sendiri dirumah dengan hanya melihat teman-teman dilayar monitor. Yang ketika ada perbedaan ketika berbicara kepada dosen melalui aplikasi zoom dan secara langsung. Saya tidak mendapat feeling yang pas ketika berbicara melalui zoom, sedangkan ketika saya bebicara langsung dikelas, saya bisa mendapatkan eyes kontaknya dan ini saya tidak bisa dapatkan ketika berbicara melalui zoom.

PEMERINTAH PROVINSI SULAWESI TENGGARA
BADAN PENELITIAN DAN PENGEMBANGAN
Kompleks Bumi Praja Anduonohu Telp. (0401) 395690 Kendari 93121
Website : balitbang sulawesitenggara prov.go.id Email: badan litbang sultra01@gmail.com

Kendari, 17 Juni 2020

K e p a d a

Yth. Rektor IAIN Kendari

Nomor   : 070/1670/Balitbang/2020
Lampiran : -   di -
Perihal   : Izin Penelitian   KENDARI

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor : 0917/FATIK/TL.00/06/2020 tanggal, 11 Juni 2020 perihal tersebut di atas, Mahasiswa di bawah ini :

Nama   : NURFADILAH PUTRI
NIM   : 16010106012
Prodi   : S1 Tadris Bahasa Inggris
Pekerjaan   : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Kantor Saudara dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

"TEACHER'S ROLE IN OVERCOMING STUDENT'S LAEK OF CONFIDENCE IN SPEAKING ABILITY"
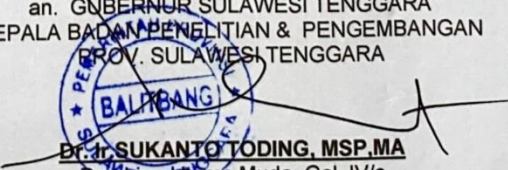
Yang akan dilaksanakan dari tanggal : 17 Juni 2020 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undanganyang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan pemerintah setempat.
4. Wajib menghormati Adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Gubernur Sultra Cq.Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian Surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN PENELITIAN & PENGEMBANGAN
PROV. SULAWESI TENGGARA

Dr. Ir. SUKANTO TODING, MSP,MA
Pembina Utama Muda, Gol. IV/c
Nip. 19680720 199301 1 003

Tembusan:
1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FATIK IAIN Kendari di Kendari;
3. Ketua Prodi. S1 TBI FATIK IAIN di Kendari;
4. Mahasiswa yang bersangkutan.

CURRICULUM VITAE

PROPOSAL DATA

1. Name : Nurfadilah Putri
2. Place/date of birth : Bulukumba, 23 Mei 1998
3. Gendre : Female
4. Religion : Islam
5. Status : Student
6. Addres : Duduria, Kec. Ranomeeto, Kab. Konsel
7. Phone Number : 085232668690
8. Email : Nurfadilahputry37@gmail.com

PARENTAL DATA

1. Name of Parents

   a. Name of Father : Kamaruddin
   b. Name of Mother : Humaya

2. Name of Siblings

   a. Brother : Hamzah
   b. Sister : Tri Nurfazirah
   c. Brother : Nurfadly Ramadhan

EDUCATIONAL BACKGROUND

1. SD : SD Negeri Woroagi
2. SMP : SMP Negeri 8 Konawe Selatan
3. SMA : SMA Negeri 2 Konawe Selatan
4. College : Institute Agama Islam Negeri Kendari