

EFL PRE-SERVICE TEACHERS' PERCEPTIONS TOWARD THE OBSTACLES IN TEACHING SPEAKING THROUGH ONLINE CLASSES

WIDIYA

widha315@gmail.com

English Education Department, Swadaya Gunung Jati University, Cirebon - Indonesia

Haris Budiana

riezbud@gmail.com

English Education Department, Swadaya Gunung Jati University, Cirebon - Indonesia

Devi Mulatsih

Mulatsih83@gmail.com

English Education Department, Swadaya Gunung Jati University, Cirebon - Indonesia

Abstract

The pandemic has caused the cessation of all human activities, including educational institutions which now require online learning. Of course, it will trigger obstacles and perceptions in the online teaching process. The purpose of this study was to find out EFL Pre-Service Teachers' Perceptions toward the Obstacles in Teaching Speaking Through Online Classes. This research is a case study qualitative research with data collection techniques using interviews and documentation. This research is EFL pre-service teachers' class 7A, at one of the universities in Cirebon, West Java. It was concluded that the process of teaching in online classes creates certain obstacles for pre-service teachers. These constraints are broadly divided into three aspects of teaching, namely teaching preparation, teaching process, and teaching evaluation. From this aspect it is known that the obstacles found by pre-service teachers are internet connections, the use of applications that are not controlled by many pre-service teachers, the infrastructure and facilities used do not meet the needs and the inactivity of students when taking online speaking classes.

Keywords: *EFL Pre-service Teachers, Perception, Speaking, Obstacles of Teaching Learning Online*

Sari

Pandemi telah menyebabkan terhentinya semua aktivitas manusia, termasuk lembaga pendidikan yang kini membutuhkan pembelajaran online. Tentunya akan memicu hambatan dan persepsi dalam proses mengajar secara online. Tujuan penelitian ini untuk mengetahui Persepsi Guru Prajabatan EFL Terhadap Hambatan Dalam Mengajar Berbicara Melalui Kelas Daring. Penelitian ini merupakan penelitian kualitatif studi kasus dengan teknik pengumpulan data menggunakan wawancara dan dokumentasi. Penelitian ini adalah kelas 7A, at one of the universities Guru pra-jabatan EFL di Cirebon, Jawa Barat. Disimpulkan bahwa proses mengajar dikelas online menimbulkan

kendala tertentu bagi guru prajabatan, Kendala tersebut secara garis besar terbagi menjadi tiga aspek mengajar, yaitu persiapan mengajar, proses mengajar, dan evaluasi mengajar. Dari aspek tersebut diketahui bahwa kendala yang ditemukan guru prajabatan adalah pada koneksi internet, penggunaan aplikasi yang tidak banyak dikuasai guru prajabatan, infrastruktur dan fasilitas yang digunakan tidak memenuhi kebutuhan dan ketidakaktifan siswa saat mengikuti kelas speaking secara online.

Kata kunci: *EFL Guru Pra-jabatan, Persepsi, Speaking, Kendala Pembelajaran Online*

Received 2023/06/09

accepted 2023/07/09

published 2023/09/09

APA Citation: WIDIYA, Budiana, H., & Mulatsih, D. (2023). EFL Pre-Service Teachers' Perceptions Toward The Obstacles in Teaching Speaking Through Online Classes. *Research and Innovation in Language Learning*, 6(3), 78-94. <http://dx.doi.org/10.33603/rill.v6i3>.

Introduction

Starting in early 2020, Indonesia has been undergoing the Covid-19 condition which forced the public to follow new conditions. This pandemic has had a profound impact on all people's lives, such as in the fields of economy, health, education, and so on. The impact that is most felt by the community, especially in Indonesia is education. The Covid-19 pandemic is currently a serious problem for the education community (Kapasia, et al., 2020; UN, 2020; OECD, 2020). Face-to-face learning is no longer an option and is being replaced by online learning. This pandemic makes everyone worried about interacting face to face with other people, as the virus can spread at any time through person to person. This condition requires people to live and work from home. Even in Indonesia, learning must be done online during the Covid-19 pandemic. In addition, Stem (2019) whose work was quoted by Yulia (2020), stated that online learning is only teaching that takes place online. In other words, students are not required to study in class and can instead do it at home (Keengwe & Kidd, 2010; Condie & Livingston, 2007). In this situation, the teacher plays a bold role and is expected to work professionally, so that the learning atmosphere becomes conducive during online learning. In this case, teachers must work hard in teaching, because they teach students without seeing them in direct interaction. Moreover, it is somehow difficult to control their studies. Therefore, teachers must be creative, but still pay attention to the health of students. As is the case when learning speaking online is done.

Teaching and learning cannot be separated from teaching language skills which include listening, speaking, reading, and writing skills. One of the four skills in learning English is speaking (Burns & Siegel, 2018; Bailey, 2003; Inayah & Lisdawati, 2017). Speaking is seen as the most important of the four major language skills to master when learning a second or foreign language. Because in reality, a person can only be said to have learned a language if he is able to use it in conversation. The ability to speak is also used in many contexts and for various purposes, such as social interaction. According to Thornbury (2012), there are gaps in English grammar, vocabulary, and phonological instruction for foreign language learners. In other words, learning to speak fluently in a foreign language is not easy. As a result, it becomes a barrier for teachers who provide online speaking instruction to students (Bakar, Latiff, & Hamat, 2013; Apriliyanti, 2020).

The obstacles felt by pre-service teachers are also in the online teaching and learning process at home and also while at school. Without adequate facilities and infrastructure for the smooth teaching and learning process, there is a teaching and learning process that is not conducive. For online learning at home, facilities should be provided such as laptops, computers or mobile phones that will make it easier for teachers to provide online teaching and learning materials. The next obstacle is that there is no distance learning culture for pre-service teachers because so far the learning system has been implemented face-to-face, with the distance learning method making teachers need time to adapt and they face new changes that will indirectly affect the quality of learning outcomes.

Methods

In this study, the writer intends to explore EFL Pre-service Teachers perceptions toward the obstacles in their teaching speaking through online classes. This study aims to find out the perceptions of EFL pre-service teachers toward the obstacles that they faced in teaching speaking through online classes, especially at the high school level. The researcher of this study used qualitative research along with a case study methodology. To collect the data, the writer used participants' responses in semi-structured interviews from Lexy J Moleong (2010) The conversation was carried out by two parties, namely the interviewer who asked the question and the respondent who gave the answer to the

question. Documentation from Ary (2010:442) documentation is refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts.

The main objectives of this study were to explore what EFL pre-service teachers' perceptions toward the obstacles in teaching speaking through online classes. This study was therefore descriptive in nature. It uses a case study design and has both quantitative and qualitative elements (Creswell, 2014).

The participants of this study were 26 EFL Pre-service Teachers taken from class 7A, at one of the universities in Cirebon, West Java. In this study, participants were take had carried out teaching speaking in online classes. Before conducting this study, the writer informed the participants about the purpose of the research and then provided an invitation to participate. Then there were only 3 pre-service teachers who were willing to be interviewed and they matched the qualifications I needed.

The study used triangulation which according to Sugiyono (2011:329) is a technique of data collection that combines several existing data collection techniques so that the writer can check the credibility of the data with various data collection techniques and various data sources. The triangulation in the study includes interview and documentation study.

Results and Discussion

The findings reveal that this study reveals some important information related to the perception of pre-service teachers toward the obstacles in teaching speaking through online classes. Researchers discuss the statement into 3 aspects, namely:

1. Teaching Preparation

Subject matter is the information, tools and texts needed to plan and review the implementation of teaching and to assist in teaching and learning activities in the classroom. They are arranged systematically to display a complete picture of the competencies that must be mastered by pre-service teachers and then will be given to students to carry out the learning process. Therefore, teaching materials are very important in the learning process. In connection with the distance learning policy due to the Covid 19 pandemic, the material also experienced many changes and different obstacles in each teaching activity. This is in line with the results of research from Andri Anugrahana (2020) which states that although learning materials are easily

accessible, there are also many obstacles that make it difficult for students to access materials provided by lecturers. This is due to the poor internet network and also the storage memory from student gadgets which are no longer sufficient to accommodate the materials given by their lecturers.

As stated by P1 and P2, P3 has explained how they design the preparation of teaching materials during this pandemic, they must go through the selection of several effective teaching media used to teach speaking in their online classes. The participant here is P1 who explained that the preparation for teaching speaking in the online class they use is by using zoom media, but sometimes there are obstacles from the available network, the teaching and learning process is carried out through whatsapp groups.

A different statement was explained by P2 in which the preparation of learning that has been well designed to be effective in teaching speaking in online classes is to use Microsoft Teams that have been provided by the school. And if there are problems when the meeting is held, then teaching will be carried out in the Microsoft Teams Group, because the Microsoft Teams application is not only available for virtual meetings, but also icons are available to keep track of student progress in learning in online classes.

The next statement regarding teaching preparation explained by P3 is very different from the preparation carried out by P1 and P2, where P3 prepares speaking teaching in online classes by using and displaying videos from the Youtube application. P3 assumes that YouTube will help students to be more enthusiastic in doing speaking learning activities. but not denying that sometimes obstacles from gadgets and also the quotas owned by students sometimes make the learning process disrupted.

“Usually, before I teach, the first is to prepare lesson plan. I use the media more often, using zoom meetings and also Whatsapp groups, because the children are more familiar with the media. the problem may be from the network, sometimes the signal is lost when the zoom meeting is in progress.” (P1)

“When it comes to designing the preparation, first make sure to determine the material to be taught first, then I also know where the learning resources come from, the learning media or applications that will be used, such as zoom, icrosoftTeamsand youtube. , that's why I usually switch to teaching using Microsoft.Teams because in this application I can monitor the progress of students while they are working on assignments to what extent it is visible in the MicrosoftTeams application.” (P2)

” If you're preparing to learn, especially online, I prefer to use videos like those from YouTube. later students can participate in the learning that I set on youtube, then use power point to convey the material, now that's actually media that attracts students'

attention more to take part in learning. However, the problem may be that not all students have qualified cellphones, and not all students have the money to buy quotas.” (P3)

Based on the answers from interview participants, 3 participants stated that the preparation for Teaching was good, and the main thing was that they prepared teaching materials in advance, what applications would be used for online learning, pre-service teachers had prepared the materials quite well and the materials provided were also easily accessible. It's just that there is a the obstacles with the internet connection. However, there was one participant who stated that in preparation for online learning the speaking class had one of the toughest obstacles for the students, namely when there was one student who did not have an adequate smartphone to be able to access the application that the teacher had determined to learn speaking in the online class as well as limitations. the financial resources they have to buy credit/internet quota. It can be concluded that pre-service teachers have prepared as much as possible teaching materials in online speaking class learning, but there are still a few obstacles faced by some students in their online classes.

2. Teaching Process

The activities carried out by teachers in this section are also very significant in increasing creativity in online classes. Teaching can be considered as a permanent change because changes are brought to by a teacher through techniques such as developing certain skills, changing some attitudes, or understanding certain scientific laws that operate behind the learning environment (Sequeira, 2012).

In the second aspect, namely the teaching process, the writer ask 3 questions, namely: the first is about the Teaching Strategy, the second is about how interaction, and the last is about the infrastructure and facilities used.

On questions about teaching strategies

P1 says " In a pandemic condition like this, the strategy that I might use when teaching English classes, especially Speaking, is using zoom, but usually I will give assignments to students using power point so that when presenting English assignments it is clearer because it is recorded on power point and Other students will also listen to the material presented. because of course there are obstacles when students present in online classes because of some obstacles, especially on the internet network.”

Statement P1 is proven by the picture below :



Picture 1.

This picture explains the learning activities carried out with zoom and students present assignments using powerpoint.

Different statement expressed by P2:

“The teaching strategy might be better face to face? because, at the time I was practicing teaching, the position at the school was teaching in blended learning, well, so I continued to teach in the class but the students who came were only half of the class attendance, the other half were still following the lesson but by zooming in on the Microsoft Teams application. There I saw many differences between teaching virtually and face-to-face. The problem that arises when teaching virtual is maybe when students speak there is no sound or the network is cut off so that the fluency of speech that will be listened to is somewhat reduced, especially when students say English sentences and when learning is carried out in classrooms, students have to wear masks due to pandemic conditions..”

Statement P2 is proven by the picture below :



Picture 2.

This picture explains how the on going learning conditions are carried out online using Microsoft Teams zoom and students who are present in the classroom must comply with the health protocols that have been set by the school.

P3 also has his own opinion which is:

"The strategy is to do face-to-face learning via online, yes. Or we give video conversation assignments to students. I think this strategy is suitable for online learning. Where teachers can still see their students' speaking skills. The obstacle may be technical problems, namely cellphones/laptops slow, the network is not good, the quota is running out."

Statement P3 is proven by the picture below :



Picture 3.

The picture below shows how the pre-service teacher strategy conveys material to students through video conversations on YouTube, to then be demonstrated by students so that students know how to pronounce English sentences, this strategy will improve students' pronunciation in learning speaking.

Based on the answers of interview participants, 3 participants have their respective learning strategies that are applied to online learning, especially in teaching speaking, because even though it must be done online, learning must still be carried out properly. as stated by P1 the strategy used by giving assignments via power point and presented using zoom, he reasoned that with this strategy, when learning was carried out virtually the rest would still understand the material because it had been recorded on the powerpoint. It can be concluded that the learning strategies applied to online learning have been well prepared by pre- service teachers. However, there are still some

obstacles, such as poor internet network, exhausted internet quota, which results in students speaking their voices will be disjointed and unclear

The second question regarding the interaction during the implementation of online classes

P1 explained *"Quite active, because this is a speaking class so students are indeed required to speak more. Even though the reality is still there are some students who are passive when learning online."*

A different explanation was expressed by P2 *"Less interactive, it could be caused by students who are embarrassed to ask questions and teachers who are not good at turning the classroom atmosphere into interactive learning."*

Further statement from P3 *"I think the interaction that occurs during online learning is relatively passive. At that time when I taught many students chose to be silent when asked a question. But there were also students who were active in answering, but the population was just that. If the current term is students This active one becomes a backing for passive students who are afraid to answer."*

Based on the answers from the interview participants, 2 out of 3 participants asked that the interactions that occur in the classroom are passive because not many students want to talk. Even if there are only a few people who talk and usually people who want to talk, that's all, so other students seem to rely on students who are used to talking to feel safe and choose to be silent. 1 participant stated that the interactions that occur in the classroom are quite active, because the teacher requires students to be active in soccer learning even though it is only in online classes. So it can be concluded that the interactions that occur during online learning are classified as passive.

The last question from this aspect of the teaching process is about the constraints on the facilities and infrastructure used

P1 said *"The technical obstacles I face in teaching online are infrastructure such as cellphones and other supporting facilities such as quotas. In online learning, sometimes I give assignments in the form of videos so that my cellphone memory is full, and because online learning is carried out online, of course it requires a large quota. a lot. Even though the school where I teach is provided with a computer as well*

as wifi, when all teachers are carrying out online learning, all automatically use the wifi available at school, this causes the network to slow down when giving material to students."

Statement P1 is proven by the picture below :



Picture 4.

As has been proven in the picture below, where students get good facilities by the school, this facility is also given to teachers who will carry out learning activities with students via online, but because many teachers and students use facilities such as laptops, wifi which is used simultaneously and too often results in the emergence of obstacles when pre-service teachers provide material, especially when discussing speaking material.

P2 also revealed how the obstacles that occur in the facilities and infrastructure used when online learning is carried out are:

"The problem lies in the internet connection and also because my cellphone still has low specifications, RAM and memory are few, so sometimes it's not enough to accommodate a lot of learning material. "

The next statement was expressed by P3:

" Personally, I have problems using cellphones and laptops and their networks. Maybe some of my other friends are good at computers, who can use many applications for online learning purposes, if I'm not good at these things, I'm not very good at it. maximally in providing speaking learning materials in online classes. "

Based on the answers from interview participants, all participants stated that the main obstacle to facilities and infrastructure lies in the quota and internet network. For the problem of the difficulty of the internet network due to the location of students' homes which are difficult to get a good internet network while teachers can carry out teaching activities at school and use the wifi provided by the school. However, because there are too many people who use wifi at school, in the end it causes delays in delivering material to students. As for internet quota, when carrying out online learning for students who do not have WiFi, of course they will use their internet quota, but continuing to do online learning causes students' internet quota to run out quickly. In addition, the condition of the gadgets owned by the teacher is not good, so when the teacher is at home they must use the facilities that the teacher has at home even though the condition of the gadget is not good. This is an obstacle for teachers, because not all students have gadgets with good specifications. So when they deliver the meter online, they often have trouble accessing it because their phone memory is not enough.

3. Teaching Evaluation

Teaching Evaluation is a process of determining the level of achievement of learning objectives that have been determined in a systematic way. Teaching evaluation aims to collect information that becomes the basis for measuring the level of progress, development, and student achievement, as well as the effectiveness of educators in teaching. Measurement and assessment is the main activity in the evaluation of learning. The purpose of learning evaluation has two main points, namely first, collecting various information that will used as evidence of the development experienced by students after attending learning process within a certain period of time. Second, to measure and assess effectiveness of teaching and various teaching methods that have been applied by educators, as well as learning activities carried out by students (Arifin, 2012). in this aspect we will see how the results of interviews from participants.

P1 stated that the evaluation obtained after teaching speaking in online classes had not increased much. however, as prospective P1 teachers, they continue to provide training to students so that in learning to speak students are more enthusiastic.

"Of course, not much has increased, in contrast to the learning that was carried out before going online. So this is an important role for all teachers, especially for me who is only a pre-service teacher."

The same statement was also conveyed by P2, that when P2 received feedback from students regarding the speaking learning that had been given, it experienced an increase. even though students' confidence when they want to speak in online class they still feel embarrassed.

"As a pre-service teacher, teaching online has a lot of obstacles, so it's definitely not going to increase."

Furthermore, a different statement was conveyed by P3, in teaching speaking in the online class, it only experienced a slight increase. because there are still many students who are not fluent in pronouncing English sentences so that students are reluctant and less confident to convey in online classrooms.

"Alhamdulillah, it is a little better than before, even though the students are not really fluent in speaking English."

Based on the answers from the 3 participants stated that even though teaching speaking was done online, students' speaking skills did not improve much, students had to practice more. Students' speaking skills if they continue to be studied will be able to make students more confident when carrying out the learning process in class even in online classes. In addition, pre-service teachers must always monitor the development of students' speaking learning so that there is feedback obtained from the speaking material that has been taught to students in online classes.

Conclusion & Recommendation

This study works as an effort to find EFL pre-service teachers' perceptions toward the obstacles in teaching speaking through online classes. Based on the explanation above, it can be concluded that the online learning process poses certain obstacles for pre-service teachers, especially in teaching speaking process. These obstacles are broadly divided into three aspects of learning, namely Teaching preparation, Teaching process, and Teaching evaluation.

The first aspect, namely the Teaching Preparation, it was found that online learning had been well prepared by pre-service teachers, starting from the material, the application that would be used. But, in this discovery obstacles have been found, namely regarding internet network, and limited quotas owned by pre- service teachers and students.

And the second aspect of the teaching process is divided into 3 discussion of questions, namely :

1. The strategies used by pre-service teachers, and found the results that the strategy used by pre-service teachers is to conduct a virtual learning process from applications that have been determined by the teacher and the school. But from the use of the application determined by pre-service teachers, there are obstacles, namely the gadgets owned by students and pre-service teachers are not good.
2. Discussion of the second question regarding student interaction when teaching speaking. The rese got the writer results that teaching and learning activities that occur online, especially in learning speaking are fairly passive . Because pre-service teachers teaching speaking material in online classes, this causes passive students responses. Maybe students feel bored or other obstacles that exist in the teachers position.
3. The third question to this aspect is the obstacles of the facilities and infrastructure used when online learning is carried out including, internet connection, gadgets owned by students and teachers are not qualified due to limited space in the gadget, computer and wifi facilities provided in schools that are used together make pre-service teachers find it difficult to access better networks.

The last aspect is the teaching evaluation. From this aspect, it was found that students' speaking skills did not improve much, students had to practice more. In addition, pre-service teachers must always monitor the development of students' speaking learning so that there is feedback obtained from the speaking material that has been taught to students in online classes. The involvement of pre- service teachers in monitoring student learning progress in the speaking class is one of the best ways to increase students' self-confidence to be active in learning in their speaking class.

References

- Aan Komariah, Djam'an Satori. *Metode Penelitian Kualitatif*. (Bandung : Alfabeta 2011) P.34.
- Alzamil, A. (2020). Teaching English speaking online versus face-to-face: Saudi students' experience during the COVID-19 pandemic. *Arab World English Journal (AWEJ)*, 12.
- Anugrahana, A. (2020). Penggunaan E-Learning Sebagai Media Pembelajaran,. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosia*, 285.
- Anugrahana, A. (2020). Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(3), 282–89. <https://doi.org/10.24246/J.Js.2020.V10.I3.P282-289>.
- Ary, Donald. 2010. *Introduction to Research in Education*. Canada: Wadsworth
- Arifin, Z. (2012). *Evaluasi pembelajaran*. Bandung: Remaja Rosdakarya. <https://doi.org/979-692-956-2>.
- Astuti, M., & Solikhah, I. (2021). Teacher perception in teaching English for SMP in Klaten Regency during COVID-19 Outbreak. *IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics*, 6(1), 1-13. DOI: 10.30957/ijotl-tl.v6i1.645.
- Bailey, M. Katheleen. (2003). Speaking. In David Nunan, *Practical English Language teaching*. Singapore: McGraw-hill education.
- Bakar, N. A., Latiff, H., & Hamat, A. (2013). Enhancing ESL learners speaking skills through asynchronous online discussion forum. *Asian Social Science*, 224. <https://www.academia.edu/download/47337795/28611-96039-1-SM.pdf>
- Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2020). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning*, 1-32. <https://doi.org/10.1080/09588221.2020.1770293>
- Bilfaqih, Y., & Qomarudin, M. N. (2015). *Esensi Penyusunan Materi Pembelajaran Daring*. Deepublish.

- Burns, A., & Siegel, J. (2018). Teaching the four language skills: Themes and issues. *International Perspectives on Teaching the Four Skills in ELT*, 1-17. https://doi.org/10.1007/978-3-319-63444-9_1
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches (3rd ed.)*. Sage.
- Erarslan, A. (2021). English language teaching and learning during COVID-19: A global perspective on the first year. *Journal of Educational Technology & Online Learning*, 4(2), 349-367.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching (2nd ed.)*. Oxford University Press.
- Gonzalez, A. L. & Balderas, J. U. (2016). *Study abroad and service-learning in a catholic social teaching context : the implication for teacher education and social justice*. Handbook of Research on Effective Communication in Culturally Diverse Classrooms.
- Heins, B., Duensing, A., Stickler, U., & Batstone, C. (2007). Spoken interaction in online and face-to-face language tutorials. *Computer Assisted Language Learning*, 20(3), 279-295. <https://doi.org/10.1080/09588220701489440>
- Hockly, N. (2015). Developments in online language learning. *ELT Journal*, 69(3), 308-313. <https://doi.org/10.1093/elt/ccv020>
- Hutauruk, A. (2020). Kendala Pembelajaran Daring Selama Masa Pandemi di Kalangan Mahasiswa Pendidikan Matematika: Kajian Kualitatif Deskriptif. *SEPREN: Journal of Mathematics Education and Applied*, 49.
- Kapasia, N., Paul, P., Roy, A., Saha, J., Zaveri, A., Mallick, R., & Chouhan, P. (2020). Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India. *Children and Youth Services Review*, 105194. <https://doi.org/10.1016/j.childyouth.2020.105194>
- Keengwe, J., & Kidd, T. T. (2010). Towards best practices in online learning and teaching in higher education. *MERLOT Journal of Online Learning and Teaching*, 6(2), 533-541. <https://doi.org/979-692-956-2>.
- Kotler, P. (2000). *Analysis, planning, implementation and control 9th edition*. New Yersey: Prentice Hall International.

- Klerk, E. D., Palmer, J. M., & Wyk, M. V. (2012). Exploring the perceptions of pre-service teachers' experiences of autonomy in transformational teaching. *Journal of Social Sciences*, 33(3), 271-284. DOI: 10.1080/09718923.2012.11893105
- Kumar, R. (2011). *RESEARCH METHODOLOGY: a step-by-step guide for beginners*. Padstow: TJ International Ltd.
- Linardopoulos, N. (2010). Teaching and learning public speaking online. *MERLOT Journal of Online Learning and Teaching*, 6(1): 198-209. https://jolt.merlot.org/vol6no1/linardopoulos_0310.pdf
- Lexy J Moleong. *Metodologi penelitian kualitatif*, (Remaja Rosdakarya: Bandung, 2010), p.186
- Mahyoob, M. (2020). Challenges Od E-Learning During The Covid-19 Pandemic Experienced By Efl Learners. *Arab World English Journal*, 11, 351–362. <https://dx.doi.org/10.24093/Awej/Vol11no4.23>
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence based practices in online learning: A meta-analysis and review of online learning studies*. Available to download as a pdf <https://repository.alt.ac.uk/629/1/US>
- Oxford. (2008). *Learner's Pocket Dictionary Fourth edition*. New York: Oxford University Press
- Pietkiewicz, I., & Smith, J. A. (2012). A practical guide to using Interpretative Phenomenological Analysis in qualitative research pshychology. *Psychological Journal*, 18(2), 361-369.
- Ryan, T. G., Young, D. C., & Kraglund-Gauthier, W. L. (2017). Action Research within Pre-Service Teacher Education. *Transformative Dialogues Teaching & Learning Journal*, 10(3), 1–18. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=126424380&site=ehost-live>
- Selst, V. (2014). *Psychology: perspectives & connections*. California State Univercity
- Smith, J. A. (2011). Evaluating the contribution of interpretative phenomenological analysis. *Health Psychology Review*, 5(1), 9-27, doi:10.1080/17437199.2010.510659.

- Stem, J. (2019). *Introduction to Online Teaching and Learning*. Retrieved from <http://www.edu/online/documents/otl.pdf>
- Simpson, A. (2010). Dialogic teaching in an online environment: Book raps. *English Teaching: Practice and Critique*, 9(2), 32-46. 010.
- Sutikno, M. S. (2009). *Belajar dan Pembelajaran*. Bandung: Prospect.
- Tecedor, M., & Campos-Dintrans, G. (2019). Developing oral communication in Spanish lowerlevel courses: The case of voice recording and videoconferencing activities. *ReCALL*, 31(2), 116-134. <https://doi.org/10.1017/S0958344018000083>
- Thornbury, S. (2012). Speaking instruction. In J. Richards, & A. Burns, *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 198-206). New York: Cambridge University Press.

Conflict of Interest

No potential conflict of interest is reported.

About Author

WIDIYA is a student at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at widha315@gmail.com.

Haris Budiana is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. He can be contacted at riezbud@gmail.com.

Devi Mulatsih is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at Mulatsih83@gmail.com.