THE USE OF TECHNOLOGY IN TEACHING SPEAKING SKILL ONLINE CLASS AT ENGLISH STUDY PROGRAM IAIN CURUP

THESIS

This Thesis is submitted to fulfill
The requirement For 'Sarjana' degree
in English Language Education

By:

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Assalamu'alaikum Wr.Wb

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara **Marta Adi Kusandi** yang berjudul ***"The Use Of Technology in Teaching Speaking skill Online Class at English Study program IAIN Curup"*** sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalam mu'alaikum, wr. wb

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PREFACE

This thesis is submitted as a part of completion for the "Sarjana Degree" of IAIN Curup. The writer realizes that this thesis is far from being perfect. Thus, he really appreciates any suggestion and criticism for the betterment of the thesis. Finally, yet important the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, Januari 2022

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MOTTO:

Surely good deeds take away evil deeds
(Q.S HUUD Ayat 11)

Dedication

Alhamdulillah, there is no miracle except by Allah. In the name of Allah and his messenger prophet Muhammad Saw. I would like to dedicate this thesis for:

1. My beloved parents: My father Amirudin and My mother Kurma Yunita. The best figure in my life. Thank you to support me for accompanying me and never stops praying. And then thank you to my sisters namely Anita Wulan and Bella Eliya. They are beautiful angel in our family. And also thanks to Andrian Adi Prayoga as my younger brother in-law and a little girl that so beautiful namely Aisha Hurairah.
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Alhamdulillah, The researcher has finished this thesis entitled **"The use of technology in teaching speaking online class at english study program IAIN Curup".** This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program Of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from other. In this chance, the writer would like to express his deepest appreciation to :

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4. Mr. Fakhrudin, S.Ag as the vice chairman III of IAIN Curup
5. Mr. Dr. H. Hamengkubuwono, M.Pd as the chairman of Tarbiyah faculty of IAIN Curup
6. Mrs. Jumatul Hidayah, M.Pd as the head of English study program IAIN Curup

7. Mrs. Jumatul Hidayah, M.Pd as my advisor and Mr. Sarwo Edy, M.Pd as my co advisor, who always give me time, advices, suggestion and best supports to finish this thesis.
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9. All parties who have assisted either directly or indirectly in the completion of this thesis

Finally, the writer needs constructive suggestions for being perfect. The researcher realized that this thesis has many mistakes. Hopefully, the result of this study can give beneficial contribution for English Study Program of IAIN Curup. For those acknowledgment above and those are not mentioned, may Allah give them his best reward and God's blessing us. *Aamiin Ya Robbal Alamin.*

Curup, Januari 2022

Writer

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THE USE OF TECHNOLOGY IN TEACHING SPEAKING ONLINE CLASSAT ENGLISH STUDY PROGRAM IAIN CURUP.

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ABSTRACT

This research aims is to know the use of technology and problems in teaching speaking skill on online class that take place in English Study Program IAIN Curup. To answer this question, the researcher uses descriptive qualitative method. To get the data the researcher uses instrument of observation and interview. The data gained by giving interview to the teacher. Population of this research is all of teachers that teaching speaking skill on online class in English study program IAIN Curup where there are two teachers. The result of this research is the teacher used of technology in teaching speaking on online class namely teacher using ICT media to provide language input, communicative input and to let students practice English speaking. And then during the process of teaching English speaking on online class teachers get some problems namely students understanding on the material, mother tongue, students confidence, students speaking ability, connection of the internet, the ability to use technology and the limitation in the learning controlling.

Keywords: Teaching Speaking, the use of technology, Problems in teaching speaking skill on online class

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CHAPTER I

INTRODUCTION

A. Background of the research

As an international language, English to be number one in the world that very important to learned and taught to students. Diana said that The reasons are English is the most spoken language around the world, it widens your understanding, increases your understanding of your own culture, enjoy travelling more, you can discover entertainment from around the world, a tremendous asset for your professional career, develop life skills, helps your native language development and make-life time friendships.[1] That is why many people intrested to learned English. Learning English also can help people to face global competition like international relationship, trade and education. The key of that is speaking. If the people has good speaking ability, it will be easy to face globalization on the world.

By good Speaking abillty the people can easy to accest information and did a communicate with others. Speaking to be concern for communication in English. This is one of skills that used by people to convey an opinion, an idea, and speak about people needs. And than to develop English speaking ability, people need to practice and also need someone to guided them how speak English well. So That's why every school need a good teacher in teaching English speaking subject.

[1] Diana-petruta, *why is learning english so beneficial nowsday*. MAHU, Oktober2012. Vol. 2 . issue 4. Page 374-375

In teaching English speaking skill, the teacher should already a good strategy before come to the classroom to teach students. A good strategy has coherence, coordinating actions, polities and resources so as to accomplish an important end.[2] It means that a good strategy was closely related to purposes of teaching, materials, learning activities, teaching method and evaluation. It can be setting in lesson plan. Lesson plan is teacher's description of the course of instruction for a lesson to guide class learning.[3] All of activities in teaching process is the implementation of lesson plans. The contents of lesson plan should include preface, core learning and closing. Likewise in teaching speaking, the teacher should have lesson plan to manage the course of learning in teaching speaking class. The teacher also can create another of creative way to develop students speaking skill.

Speaking is the productive, oral skill.[4] While Teaching is showing or helping someone to learn to do something, giving instruction guiding in the study, providing with knowledge and causing to know understand.[5] It means that teaching speaking is to help students to improve speaking ability by giving instruction and guiding in the study. The teacher often face some problems in the process of teaching. There are some problems that might affect in teaching of speaking skill. The problems are inhibition, nothing to say, low or uneven participation and mother-tongue use.[6] Beside that there some techniques that can used by the teacher to promote oral skill.

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[2] Rumelt, *good strategy bad strategy*. London.2011. page 2
[3] J Harmer, *the practice of English language teaching. (third edition)*, Essex.Longman2001. P. 78
[4] Nunan, *practical English language teaching speaking(series editor)*.27march2013. Page 2
[5] Brown, *principle of language learnign and teaching: fourth edition.* newyork. longman,2000. Page 7
[6] Penny Ur, a course in language teaching, Cambridge UK. Unniversity press. Page 121

Techniques are information gap, jigsaw activities, roleplays, and simulation.[7] There are many ways that can used by the teacher in teaching speaking skill. And then the teacher can use one of them to teach speaking in the classroom.

Based on pre-observation from the researcher, the student came to the classroom to learning. In the classroom students can did many activities to improve speaking skill. Students made discussion with their friends. It can be concluded that the need of students is unavoidable in learning English especially speaking skill. They should try to avoid confusion to understand the grammar, pronunciation, vocabulary and culture rules that apply in every communication situation.

Contrary with this situation, in this pandemic covid-19, learners cannot visit to the speaking classroom. The goverment of Indonesia restricted peoples from crowding around. This certainly affects all of schools and universities in indonesia. All of learning activities will be carried out online in every universities including IAIN Curup university. Based on SE KEMENAG No. 657/3/2020 that explain about the efforts to prevention Covid-19 (Corona Virus). And than on March 2020, Rektor IAIN Curup also issued a circular SE No. 069/03/2020 that lerarning will running as online class.

So that, the researcher interested in conducting research toward the use of technology and problem in teaching of speaking skill in pandemic era. According to Mounika and Thamarana, teaching English speaking online has three basic indicator, namely using ICT media to provide language input,

[7] McGrow Hill, *practice English language teaching, first edition*.Newyork.2003 Page 56

communicative input and language input.[8] Based on the pre-interview from the researcher, the teacher uses technology in teaching. Students use the ICT in learning speaking skill. The students use application zoom, goggle classroom, whatsApp, and goggle meet as the media of the learning speaking. Teacher online class also can make discussion with students at home and enjoy speaking skill by video and audio that shared by teacher.[9] Video and Audio are suitable ways for teacher to deliver material during online learning. By share video students can get material and learn it at home.

Technology gives learners an opportunities to engage in self-directed action, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific given. They can access and disseminate electronic information like e-book, e-journals and can improve their learning by using different modern ICT in form of wireless networks, internet, search engines, databases, websites and web 2.0 technologies.[10] In addition, Abidin stated that the use of ICT and the integration of ICT in the learning process can bring positive results for both teachers and students because it can produce effective learning.[11] It means that technology enhances the learning and teaching process trough active engagement based on real life situations faced by both participants.

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[8] *Mounika, K. & thanarana, S. (2018). Teachin speaking skill online: prospect and possibilities. Feb, page 1-8*

[9] Alhabbas*. The efectiveness of online and classroom discussion on english speaking skill of 12 graders at Gaza*. 2012. Page 17

[10] Nabaz Noori Kareem, *the importance of using ICT for learning and teaching the English language in Kurdistan of Iraq, English (TESOL) Master thesis,* 5(2017)

[11] Oktalia and Supriyadi, *Integrating ICT in English language learning: students perceptions of state uviversity in Jambi province.* 2(1). 2018. Page 49-50

Best from the phenomenon that the researcher found above, the researcher interested to know by doing the research about **the use of technology in teaching English speaking skill on online class at English study program of IAIN Curup**.

B. Research questions

The focus of this research is study about teaching English speaking skill in online class at English study program of IAIN Curup. Therefore, to have comprehensive knowledge about the phenomena, the researcher postulates the following questions :

1. What is the use of technology in teaching speaking skill online class at English study program of IAIN Curup?
2. What are the problems of teaching speaking skill on online class at English study program of IAIN Curup?

C. Delimitation of the research

The researcher delimit this reseacrh to get more specific the data. This research focus on;

1. The use of technology in teaching speaking skill in online class at English study program of IAIN Curup.
2. Discribing about the problems of teaching English speaking skill on online class at English study program of IAIN Curup.

D. Significance of the research

This finding of this research, hopefully gave a significant contribution for:

1. English Teacher

Based on this study, the researcher hope the teacher and students can use the time they have as well as possible and the lecturer can create a more activities by using ICT media in teaching speaking on online class, so the teaching and learning process can be better.

2. Theoretical

This study is expected to give some information for reader about the use of technology in teaching speaking online class at English study program IAIN Curup. The result of this research may usefull for another researcher as reference to conduct further study on the same topic.

3. Writer

This study hopes usefull for writer to increase his knowledge as a English foreign language. Furthermore, this research also hope enlarge the writer ability in leading his to become a professional English teacher.

4. English study program

This research hopefully can give contribution for teacher to evaluate the use of technology in teaching speaking skill on online class that have been implemented at English study program IAIN Curup.

E. Definition of the key terms

To avoid misunderstanding of the concepts from this study, the researcher gave the description of the key concepts

1. ICT (Information and Communication Technology)

Davies and Hewer cited in Dang Hong stated that ICT is tools that can use for students and lectures to help them increase knowledge and add their information. ICT divide into two terms namely computer-based technologies and internet based-technologies. Computer-based technologies refer to electronic media such as desktops, laptops, tablets, smartphones and software. While internet-based technologies including e-mail, websites, and social networking sites for the purpose of English teaching and learning.[12] In this research, the researcher concluded that the defitinition ICT is a tools or media that can help student in increasing speaking skill.

2. Speaking skill

Speaking is an interactive process to create a productive meaning that involves the producing, receiving and processing of information.[13] And than Speaking is one of the four basic skills of language and it has an important role in daily life because it is the main skill of communication.[14] It can conclude that speaking skill is a process communicative to convey meaning based on the content accurately when two people are enganged in talking to reach other and they are sure that they are doing it for good person.

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[12] Dang Hong and Nguyen, *An exploratory study of Ict use in english language learning among EFL university students, teaching English with technology.* 14(4). 2014. Page 32-46

[13] Jhon, cristine, Gamer, Review of adult learnign and literacy. London.2006. page 124

[14] Thornbury. How to teach speaking, USA.2003. Page 1

3. Teaching speaking skill

Teaching is a process of giving knowledge and guidance the students through method, media, and facility.[15] Speaking is the productive, oral skill.[16] From the definition, teaching speaking skill means helping the students to improve students speaking ability through method, media, and facility.

4. Online class

Mya and Martha explained that Online teaching and learning is faculty-delivered instruction via internet.[17] A succesfull online teacher is one who promotes the achievement of learning objectives by facilitating "engagement", "empowerment", and "life-long learning" have become well-used jargon by many educators.[18] It means that teaching of online class is a teacher who is facilitating engagement, empowerment, and life-long learning to deliver the material via internet.

F. Thesis Organization

The systematic of this research is as follow:

Chapter I : The introduction of the research about background of the research, research questions, delimitation of the research, significance of the research, definition of the key terms, thesis organization. Chapter II about Literature review, in this chapter including the definition of teaching, speaking skill, teaching speaking skill, ICT, benefits of ICT application, teaching speaking on online class, problems in teaching on online class, an effective teaching on online class, modern technology and review of the

[15] Slameto, *belajar dan faktor-faktor yang mempengaruhinya*, jakarta, rineka cipta, 2003. Page 30
[16] Kathleen & Nunan, *practical english language teaching speaking (series editor).* 27march2013. Page 2
[17] Mya & Martha, *teaching and learning online*, UMASS (Massachusetts amherst). Page 5
[18] Dawley, *the tools for successful online teaching.*USA.2007. Page 3

related findings. Chapter III about the methodology, kind of the research, subject of the research, technique of collecting data, research instrument and technique of analyzing data. Chapter IV is about Finding and discussion. And then Chapter V is about Conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Literature Review

1. Teaching

Teaching is showing or helping someone to learn to do something, giving interuction guiding in the study, providing with knowledge and causing to know understand.[19] Teaching well means a teacher who can manage situation, condition, and what happend in that classroom. It means that a teacher need more methods. Mathews said that teaching is more than a set of methods.[20] The goal of teaching is to help students and make them understand through teacher's knowledge and skill.

Teacher as a facilitator in the class also should create good planning. The teacher should prepare the preparetion how to make the students in speaking class efficient and more active. All of planning or activities will arrange in lesson plans. Lesson plan is teacher description of the course of instruction for lesson to guide class learning.[21]The generic lesson plan as shown in figure I has five phase :[22]

a. Perspective or opening

The teachers the students, the following questions : a). What was the previous activity (what was previously learned)?. b). What concepts have they learned?. c). The teacher then gives a preview of the new plan.

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[19] Brown, *principle of language learning and teaching : fourth edition*. New york, longman,2000. Page 7

[20] Mathews, dkk, *Teaching and learning strategies for the thinking classroom,* New York, NY. Page 10

[21] Ibid. J Harmer. Page 78

[22] Richards & Willy, *methodology in language teaching,* Cambridge. New York.2002. Page 33

b. Stimulation

The teacher : a). Poses a question to get the students thinking about coming activity. b). Helps the students to relate the activity to their lives. c). Begins with an attention grabber : anecdote, a little scene out by peer teachers or lay assistants, a picture, or a song. d). Uses it (the response to the attention grabber) as a lead into the activity.

c. Instruction/participant

The teacher presents the activity, cecks for student understanding, and encourages active student involvement. Teachers can get students to interact by the use of pair work and/or group work.

d. Closure

For this phase the teacher checks what the students have learned by asking questions such as " what did you learn?" and "how did you feel about these activities?" the teacher the gives a preview about the possibilities for future lessons.

e. Follow-up

The last phase of the lesson has the lesson has the teacher using other activities to reinforce some concepts and even to introduce some new ones. The teacher give the students opportunities to do independent work and can set certain activies or task taken from the lesson as homework.

2. Speaking skill

Speaking skill is process communicate able to convey meaning based on the content accurately when two people are enganged in talking to reach other

and they are sure that they are doing it for good person.[23] Speaking is a skill which used by people to convey meaning on the content accurately. Speaking is an ability pronouncing word, sentence and talking to each other with oral way. Speaking is a sound, the deliver of language through mouth. From speaking people can do communication face to face to each others in daily life. Speaking is a skill that using oral to get an information.

> "Speaking is the productive, oral skill. speaking is an interactive process to create a prodcutive meaning that involves the producing, receiving, and processing of information. Speaking is one of the four basic skills of language and it has an important role in daily life because it is the main skill of communication."[24]

It is mean that speaking is a skill that has a big role for communication. Because without speaking people will difficult to understand each others.

3. Teaching speaking skill

Teaching speaking skill is how to make pronunciation and grammar effective for oral communication.[25] Teaching speaking should improve students communication skill, because by only improving students speaking abilty, they can express themselves and learn how to to follow social and cultural rules that appropriate in each communication circumstance.[26] It means that teaching speaking is helping the students to improve speaking ability. Because the goal of teaching is to make them be better than before.

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[23] *Ibid. Harmer J. Page 99*
[24] *Ibid. Thorbury. Page 1*
[25] *universitas islam balitar, pair work technique, and program study, "teaching speaking by applying pair work technique for public administration to the students at balitar islamic" 8 (2020). Page 53.*
[26] "E-ISSN 2528-746X Teachers' Problems in Teaching Speaking To Young Learners Putri Ramadhani *1 , Syamsul Bahri Ys 1 1" 2, no. February (2017): 27–36.

a. Activity in teaching speaking

There are some activities that can used by the teacher in teaching speaking skill. According to Celce-Murcia, the activities are discussion, speeches, roleplays, conversation, audiotaped and other accuracy-based activities.[27]

1. Discussion

Discussion is good activities to make students active in learnig sapeaking. After teacher the material, teacher can discussion to promote students speaking skill. Before come into discussion, teacher should prepare the goal and the rules of this discussion. It just to make this discussion will relevant with the purpose and there is nothing time students for chatting each others.

2. Roleplay/simulation

Roleplay is a simple activities which students can play. Teacher just give a short scenario for students practice. This activity using short time but have a big effect for students speaking. it will bring students to imagine about their personal problems. And students can express their idea through scenario that teacher given.

3. Speeches

Speeches is a coomon activity that can use to promote speaking. it is an activity that was prepared by the students before come into the class. In this activity, teacher just give theme for students and the student should make it alone. After that teacher should ceck the text, it is to control students speech. To start this activity, teacher can using a common topic like telling about your experience, etc. It will help students to get more vocabulary. And than the last

[27] Marianne Celce-Murcia, teaching English as a second or foreign language(third edition). Uk. Page 106

season is teacher can give questions about the speech. Teacher also can invite audience to give question for the first in that day.

4. Audiotaped oral dialogues

It is an activity where practice to fluence and accuracy in speaking. This activity can involved students to speak spontaniously. Be sure teacher should give clear instruction. And than this activity will train students to speak as unplenned.

5. Conversation

One of activity that suitable with psakig is conversation. It can helps students to speak as a real situation. Students should have much vocabulary to make good coversation. And than the teacher also can using theme, easy questions to control it.

6. Others accuracy based-activity

Teachers can use other activity to promote students oral communication. By using the activity, teachers can easy to improve students speaking skill. at least people can understand whats students said and than ofcourse many others activity that can support it.

b. Problem in teaching speaking

In teaching English speaking skill, the teacher often faced problems. The problems are : [28]

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibted about

[28] Ibid. Penny Ur. Page 121

trying to say things in a foreign language in the classroom : worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

You often hear lerners complain that they can not think of anything to say : they have no motive to express themselves beyond the the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In classes where all, or a number of, the learners share the same mother-tongue, they may tendto use it : because it is easier, because it feels unnatural to speak to one another in a foreign language. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motived ones-to keep to the target language.

4. ICT (Information and Communication Technology)

The term ICT is defined as technological tools and resources used to communicate, create, store and share or transmit and exchange information. In the same way Asabere and Enguah defined ICT as facility, tool or equipment that provides services to process, store and disseminate information in all forms including voice, text, data, graphics and video to everyone. In addition, Wang and Woo stated that ICT is basically a tools, it can be both hardware

and software. On the other hand, Devis as cited in Dwi stated that ICT is considered potentially effective in accelerating, enriching, and deepening skills, even motivating and involving students in order to support students to have experiences that are useful for learner future job.[29]

Based on explanation above, ICT is a type of devise that can help people to acces information, store and share everything through the internet with other people around the world. The most widely use technology by people are computer and internet. In other words, ICT to support speaking skill on online class in the new literacy of internet technology can be obtained from anywhere to transfer knowledge to students enjoyable, useful and determine student achievement in mastering of speaking skill.

5. Benefits of ICT Application in English learning

A considerable among of literature has highlighted the benefits of ICT in language learning. Houcine listed four impacts the use of ICT in learners and various aspects of the learning process as developing English skill, promoting creativity and enhancing critical thinking students become independent learning and providing communicative and interactive environment in class.[30] Then internet connection allows students to access material to make learning speaking more enjoyable.

6. Teaching on online class

Teaching online means conducting a course partially or entirely through the internet, it's a form of distance education, a process that traditionally

[29] Dwi Oktalia, *integrating ICT in English language learning: students perceptions of a state university in jambi province. 2(1).2018. page 48*
[30] Samira houcine, *The effects of ICT on learning/teaching in a foreign language, international conference ICT for language learning.* 4th(2011). 4

included courses taught through the email, by dvd, or via telephone, or tv-any form of learning that doesn't involve the traditional classroom setting in which students and instructor must be in the same place at the same time.[31] While A succesfull online teacher is who promotes the achievements of learning objectives by facilitating "engagement", "empowerment" and "life-long learning" have become well-used jargon by many educators.[32]

Teacher on online class can use many tools in teaching sepaking skill. The course uses a variety of tools, including learners' profiles; discussion forums, wiki spaces, glossaries, class bulletins, chats (using skype), podcast, videos, short e-lesson, and support materials (e.g getting started, editting the profile, using discussion forums, and a course syllabus).[33]

From the explanation above, it concluded that teaching online class is conducting a course via internet through email, dvd, telephone, tv and others application. And then the course used a veriaty of tools namely discussions forums, wiki spaces, chats, videos and short e-lesson.

a. Online learning activity

In teaching on online class, teacher can using some activities from expert bellows. There some activities online larning that can used by the teacher in teaching on online class.

1). According to Salmon

There are five level of learning online activities. They are :

Level 1: Access and Motivation; is an opening activity that begins with a welcome expression and motivation. It is technically necessary supported by

[31] Steve Rossen and Susan Ko, *Teaching Online: A Practical Guide, Third Edition*, 2010. Page 3.
[32] Ibid. Dawley. Page 3
[33] FAO, *E-Learning Methodologies, Fao*, 2011. Page 17

online setup and system access installation. Usually installation (setting) is done on the learning management system (LMS) used in online learning.

Level 2 : Online socialization, is step to make participant learn more familiarly and become a bridge between social environments, culture and online learning. Technically supported throughsend and receive messages.

Level 3 : information exchange, it step to facilitie the occurance of exchange of information by providing materials and tasks or activities other support related to material mastery. Technically, this can be done providing self-learning sofware (personalizing software) and searching facilities.

Level 4; knowledge Construction, is a step to facilitate the construction of knowledge of learners. It is technically can be supported through the conferencing tool.

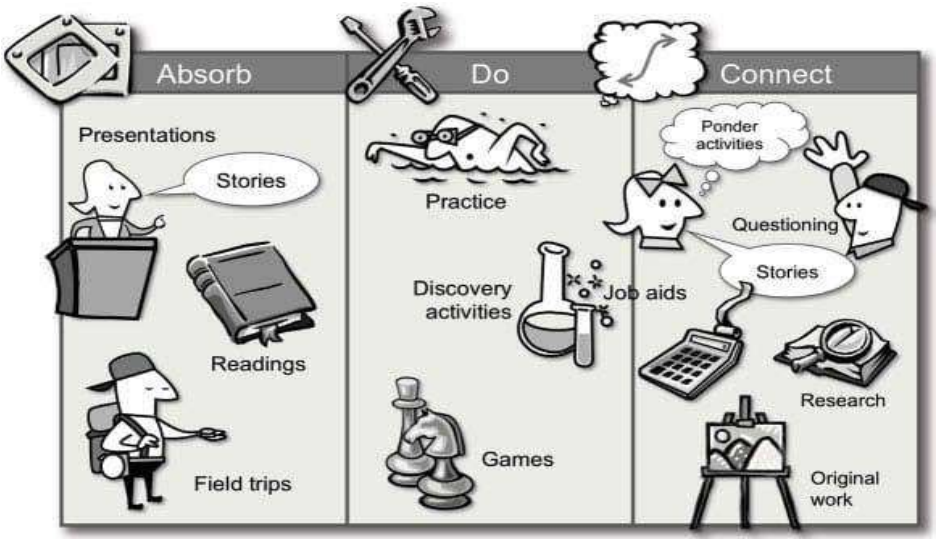
Level 5 ; knowledge development, is step to facilitate development of learning participants' knowledge. This is a way technical requirements can be supported by providing links, outside of the conference.[34]

2). Online learning activities according to Horton

Horton offers his learning activities as in the following picture:[35]

[34] Salmon, G. E-tivities : the key to active online learning. London, UK : Kogan.2002

[35] Horton, W. (2006). *e-Learning by Design*. San Francisco, CA, USA: Pfeiffer: John Wiley & Sons, Inc.



Absorb is an activity that allows learners to absorb information through viewing and listening. Example of a category activity absorb is presentation, reading and fieldtrip. **Do** is an activity that allow participants to learn to actively exercise, explore, and discover. Activities that include do categories are drill and practice, experiments, games and simulations.

Connect is an activity that allows participants learn to associate or apply what has been learned with real situations (application in real work). Activity which belongs to the connect category is ponder activities (encouraging participants learn to reflect more deeply on what is that have been studied and associate it with a new perspective); questioning activities (encouraging the occurrence of questions and answers that are application of what has been learned in real situations); story told by learners (encouraging learners to express what they have studied in relation to application in real situations); research activities (activities that encourage participants to learn to apply and find something through research); and original work (tasks encourage

participants to learn to apply what has been learned authentic in real situations).[36]

7. Teaching speaking skill on online class

According to Mounika and Thamarana, teaching English speaking online has three basic indicator, namely using ICT media to provide language input, communicative input and language input.[37]

a. Using ICT media to provide language input

According to Mounika and Thamarana, the language input happens from language listened or read inside and outside the classroom. from listening to speeches by their own.language input can be categorized into content oriented input and form oriented input. Content oriented input gives information to students. It may also discribe the learning strategies with examples. Form oriented input deals with the ways of using language. Learners can get form oriented input in terms of guidence from teachers or other sources as to how speak in a specific context, the pace with which one has to speak, where to pause, what kind of vocabulary has to be used and others. According to Brown, the indicators of English speaking skill at least contain pronunciation, grammar, vocabulary, fluency, comprehension. So, language input should meet these indicators.

b. Using ICT media to provide communicative input

According to Canale and Swain, communicative input represents the content of communicative competence which involves:[38] 1) linguistic

[36] Ibid. Horton.
[37] *Mounika, K. & thanarana, S. (2018). Teachin speaking skill online: prospect and possibilities. Feb, page 1-8*
[38] *Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second*

competence: the competences of pronunciation, vocabulary, grammar, and meaning (semantics). 2) Sociolinguistic competence: knowledge related to how language is used based on its cultural context. 3) Discourse competence: knowledge about how ideas to be spoken out are organized based on the purpose of a particular context during communication. 4) Strategic competence: how to maintain the continuity of English communication when communication problems occur. Therefore, the four competences should be delivered using ICT media to hold the teaching of English speaking skill online.

c. Using ICT media to provide language input

According to Mounika and Thamarana, the teacher, using ICT media, has to let students practice speaking English by showing off their proper English speaking abilities. According to Brown (2001), proper English speaking abilities cover the abilities to use proper pronunciation, grammar, vocabulary, fluency, and comprehension during speaking English.[39]

8. Problems in teaching online class

Teaching on online class was not easy. The teacher will face some problems. According to Leli said problems that often face by the teacher in teaching online class. The problem of teaching on online class are:[40]

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language teaching and testing. Applied Linguistics, 1. https://doi.org/10.1093/applin/1.1.1

[39] *Brown, H. D. (2001). Teaching by Principles An Interactive Approach to Language Pedagogy (Second Edi). Longm*an.

[40] *Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," Journal of English Language Teaching and Literature 2, no. 1 (2021): 38–47.*

a. The understanding on the subject material

For example, the content of reading material delivered online may not be understood by all students. This is because the material content is presented in the e-book form which is presented per chapter.

b. The teacher ability to use technology on online learning

Not all teachers are capable of operating computers or gedgets to use in online learning activities. There some teachers who are able to use computers but in operating them to support teaching, their abilities are limited.

c. The limitation in the learning controlling

Teachers are limited in conducting the control during online learning. This is caused by the absence of a discussion forum menu in the application used.

Based on problems above, it can be concluded that the problem in teaching speaking on online class is the understanding on the subject material, the teacher ability to use technology on online learning and the limitation in the learning controlling. It may be factors that mempengaruhi during teaching, so effect to student ability in the process of learning.

9. An Effective of online course

There are some tips that can used by the teacher in teaching on online class. Here are tips to help run an effective online course :[41]

a. Get yourself up to speed with tools you plan to use for online delivery.

b. Be prepared to offer you learners general technical help at times.

c. Remember that communicating online is different to communicating face to face.

[41] Op. Cit. Sorin Gudea and Terry Ryan. Page 17

d. Offer constant encouragement
e. Provide plenty of opportunities for socialisaton at the beggining of the course to help the group to gel-again, this is espeacially important if the course has a high precentage of online work.
f. Provide plenty of interactive online group and pair work throughout the course
g. Provide a space for the learners to express any concerns or worries to you online, eg via online office hours, email or private learning journals.
h. Take an online course yourself – this is an extremely effective way of gaining insights into how it feels to study online.
i. Consider training.

It means, teacher can make an effective of online class in teaching speaking skill. Above are good tips can use by the teacher in teaching. More important is prepared the material, tools to use for online delivery, gaining insights into how it feels comfortable to study online, and make effective way.

10. Modern Technology

There are some modern technology can used by the teacher. Communication tools are e-mail, chat rooms, discussion forums, video conferencing and social media.[42] While modern technologies available for teachers of English today are :[43]

[42] Bhikshuni Lozang Trinlae, *Teaching and Learning Resource: A Practical Guide*, 1998. Page 136
[43] Dewi Sri Kuning, "Technology in Teaching Speaking Skill," *Journal of English Education, Literature and Linguistics* 2,Vol. 2 no. 2 (2019). Page 54

a. Communication lab

To develop speaking skill, teacher can use communication lab. By using this sofware in computer the students will play it again and again. The students also can acces it in their mobil phone to have interest over instead of feeling boredom.

b. Video conferencing

Video conferencing is the modern method that live relay of a programme. It is mosly used to view the lecturer of professor in foreign country. It can help students to understand what is going happend in the world, to hear speech of the topand the students also can post their questions in lively manner to get the answers.

c. CALL (Computer assisted language learning)

CALL has a big role for modern world nowdays. When people is talking about CALL, it means that people will used computer that in it any applicationa and network.

d. TELL (technology enhanced language learning), video library and Podscasting

It can help the students familiarize with the target language, teacher can use it as useful audio material that can be used on online class for activities. Students have easy acces in the internet by download or upload this audio.

e. Quick link pen, Quicktionary, Programs through educational stellites, Speech recognition software, Internet and Blogging.

Above is modern technology can use by teacher in teaching speaking skill on online class. There are five modern technology namely communication lab,

video conferencing, CALL, TELL and Quick link pen. To help the teacher in teaching on online class, there are the basic elements of hardware that you need to get started with online teaching. According to Sorin and Terry said there are computer, internet connection, microphone/speaker or headset, webcam, and digital camera.[44]

B. Review of the related Findings

There are some research that have be done by the researchers. The first, Bunga Nuur Primayu Utami has been done the research with the title ”the use of media and technology to enhance English speaking skill during pandemic of Covid-19 era in Kemenkes Poltekes, Semarang”.[45] The aimed of this research is to investigate what media that can be used in today’s online era and speaking skill elements which can be trained through the used of technology. With the background Contrary with the situation, in pandemic covid-19 learners can not visit to the English course. So that the reseacher interested in conducting researh toward the problem to learn English in pandemic era. The reseacher tries to used media and technology to help optimize speaking learning through online. The researcher used descriptive qualitative research with a case study. The subject of this research is a nursing students of Kemenkes Koltekes Semarang in campus 8. And the result is this research showed that students use some media such as speech recognition sofware in mobil phone to correct their pronunciation and to gain the new vocabulary internet to trhe information that they need, podcast and youtobe to gain such as tips to speak in English, produce the correct pronunciation and produce that

[44] Sorin Gudea and Terry Ryan, “Teaching Online,” *Association for Information Systems - 12th Americas Conference On Information Systems, AMCIS 2006* 4 (2006). Page 6

[45] Bunga Nuur, *the use of media and technology to enhance English speaking skill during pandemic of covid-19 era.* Poltekes kemenkes, semarang.2021

video contain presentation about helth scope. So that those media and technology match to enhance the quality of learning speaking skills in online learning era such as they got new vocabulary to explain in health scope, students can do repetition more and to pronounce the correct pronunciation, then they more comprehend to understand the content of the material that they uploaded in their youtube channel and automatically they do practice in order the result of recording in accordance with expectations. Therefore, students not only learn the theory but also they have output such as they can upload their performance on their youtube channel as the learning speaking skill used media and technology.

The second, Vo thi Quynh Anh with the title " Using technology to teach speaking skill online during time of covid-19 outbreak in vietnam facts and recomendation".[46] The purpose is to explore teachers' issues and challenges towards the use of technology in online teaching of speaking skills to the students. This research used qualitative research with the background, Since covid-19 outbreak first happened in Vietnam at the beginning of the year 2020, nearly every school was locked down and during that time, every method of teaching online or supporting online teaching were made use of in a massive manner. The subject is The participants were 5 teachers aged 35 to 48 at university, vietnam. The result is, the study provided recommendations each field of the component and it could be concluded that so as to successfully integrate technology into online teaching of speaking skills in particular and in

[46] Vo thi Quynh Anh, *Using technology to teach speaking skill online during time of covid-19 outbreak in vietnam facts and recommendation*. University of Danang, Vietnam. PJAEE, 18(7). 2021

language teaching in general, a whole Activity system must get involved, including the teachers themselves, the courses they are in charge of, and in a broader context the Leaders, including the Rectors, the MOET and relevant authorities.

The third, Yahfenel Evi Fussalam under the title technology in teaching speaking skill in STKIP Muahammadiyah muara bungo, indonesia.[47] This paper aims to discuss some modern technologies available for teachers of English today to enhance speaking skill of second or foreign language learners. The background is In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classrooms. Technology is the vehicle to get access with this modernized world. Technological tools have been regarded as ways of helping students improve language skills such as speaking. The Result of this paper is As technology has developed the incorporation of this medium into the instruction process become necessary. The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners. Theory and practice in second language learning can be matched together by the use of modern technology. Modern technical ways should be followed for effective learning and teaching of the speaking skill. English language teachers should encourage their students to use technology in developing their speaking skill. Educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process. Modern technological tools

[47] Yahfenel Evi Fussalam, *technology in teaching speaking skill in STKIP Muahammadiyah muara bungo, indonesia.*Universitas terbuka. 2(1). 2019

are much more interesting and provide fun and enjoyable learning, motivating the students, and help them to enhance their language learning in a fruitful way, moreover, these tools help students learn at their own pace and promote autonomy in them.

Based on the study above that the researcher found the defferences, namely times, place, location, purpose and the subject of the research. The aim of this research is focuses in teaching speaking during Online class and the subject is two teachers who is teaching speaking skill on online class at English Study program IAIN Curup.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Kind of the Research

This research was designed as a Descriptive Research with Qualitative approach. Hancock has stated that "Qualitative research is concerned with developing explanation of social phenomena".[48] While Qualitative method is a research focus on describing situation or condition in population, systematically, factually and accurately.[49] This research was focused on describing the social phenomena which the researcher presented this research based on the real data which found in the field without some addition or assumption of the researcher. In conclusion descriptive research is generally done to describe the fact and characteristic of the subject systematically and accurately.

Moreover the data of this research come from observation and interview. This technique help the reseacher to describe about the use of technology in teaching speaking skill on online class. And this study gives information about the use of technology in teaching speaking skill on online class at English study program of IAIN Curup.

[48] Beverly Hancock, *Trend focus for research and developing in primary health care: an introduction to Qualitative Reseach,*(university of Notthingham: Trend Focus Group. 1998), P. 2
[49] Nurur,zuriah,2007, *methodology penelitian sosial dan pendidikan: teori aplikasi*, Jakarta. Page.47

B. Subject of the Research

The subject of the research means the participants in the research that the researcher selected to get the data. According to Hart C said that the subject is participant which ready to give information based on the research issues.[50] The subject of this research is two teachers who was teaching speaking skill during online class at English study program of IAIN Curup. The researcher need to know the teachers more deeply from many aspects, it was about how to use technology and problems in teaching speaking skill on online class. In this research the teacher is called respondents. And than the reseacher choosen the teachers in English study program IAIN Curup as a subject of this study.

C. Technique of data Collecting

Technique of collecting data is one step which is use by the researcher to collecting the data or information from the participant in descriptive qualitative research. In this research, the researcher is using observation and interview as techniques to collecting the data.

1. Observation

Based on setiyadi there are some advantages of using observation, they are in order to get the real condition of an activity, in order to get more accurate data, the researcher can choose an appropriate data.[51] The purpose of this observation is to explain the situation that will be analyzed the activities on online speaking class.

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[50] Hart C, a sample guide to reseach. (London. Harlow: Prentice Hall, 2001). P. 16

[51] Bambang setiyadi. *Metodelogi penelitian untuk pengajaran bahasa asing*.2006. Graha ilmu: Yogyakarta. Page 240

Furthermore, the observation in this research was no-participant observation. The researcher did not participate totally in teaching speaking skill on online class process. The researcher watched independent of activities that happened on online class. Here is the researcher join in their group whatsApp on online class to observe the process of teaching speaking skill, to get the real data. And then to support this observation, the researcher used observation cecklist.

2. Interview

The researcher used an interview in order to get deep information of the data. According to Gay has stated that an interview is a purposeful interaction, usually between two people, focus on one person trying to get information from the other person.[52] It means to collect the information through direct communication and which cannot be obtained from the observation.

In this study, the researcher used semi-structured observation. Gay further explained that semi-structured interview is to take advantage of strenght of interviews.[53] The respondents were given some questions about problem in teaching speaking skill on online class. The aim of this interview is to get the information about problems in teaching speaking skill on online class. The study uses interview guidance to uncover the problems.

[52] L.R Gay. Op.Cit Page 219

[53] L. R Gay, *Educational research competencies of analysis and applications tenth edition.* 10th edn (USA; Pearson Education, 2012).

D. Research Instrument

The researcher needs tools as media to collected the data from participant. In line with research instruments are simply devices of obtining information relevant to your research project, and there are many alternatives from which to choose.[54] Therefore, to collect the data the researcher used two instruments namely observation checklist and interview guidance.

1**.** Observation checklist

A checklist used to determine whether an individual behaves in a certain (usually desired) way when asked to complete a particular task. If a particular behavior is present when individual is observed, the researcher places a check mark (√) on the list.[55] In this research, the checklist applied to identify activities in teaching speaking skill on online class. The researcher did this observation by check in their whatsAap group, and aplication that teacher used. To get the data the researcher used theory by Mounika and Thamarana. This theory was talking about activities in teaching speaking skill on online class:

[54] David and Petter, *using research instruments a guide for reseachers.* London: Routledge Balmer.2013. page 3
[55] David and Petter, Op. Cit. Page 116

Table 1.1
A Checklist Observation
The use of ICT in teaching speaking skill

No	Indicator	Sub-indicators	Yes/no	Names of ICT media used	The descriptions of teaching English speaking skill online as observed
1	Using ICT media to provide language input	Using ICT media to teach English pronunciation			
		Using ICT media to teach English grammar for speaking			
		Using ICT media to teach English vocabularies for speaking			
		Using ICT media to teach English fluency			
		Using ICT media to teach comprehension for English communication			
2	Using ICT media to provide communicative input	Using ICT media to teach linguistic competence (pronunciation, vocabulary, grammar, meanings) (somewhat similar to indicator 1)			
		Using ICT media to teach sociolinguistic competence (how English is used according			

		to the culture of its users, for instance, teaching idioms, general dialect varieties)			
		Using ICT media to teach discourse competence (how ideas to be spoken out are organized according to the purposes of communication)			
		Using ICT media to teach strategic competences (how students can maintain the continuity of English speaking when some problems occur. For example, teaching gambits, filters, and etc)			
3	Using ICT media to let students practice English speaking skill	Using ICT media, students are given chances to speak English with good pronunciation			
		Using ICT media, students are given chances to speak English with good grammar			
		Using ICT media, students are given chances to speak			

		English with proper vocabularies			
		Using ICT media, students are given chances to speak English with good fluency			
		Using ICT media, students are given chances to speak English with good comprehension (students can understand others' English, and others can understand students' English)			

2. Interview guidance

The researcher has an interview guide to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.[56] The researcher prepared some questions to interview the teacher. The interview guidance consist of some questions that already asked to teachers. This is to get the data about problems in teaching speaking skill on online class at English study program of IAIN Curup.

[56] L.R Gay, *Education research : competence for analysis and application*, florida. Page 292

Table 2.1

Blue Print for Interview Guidance

No	Indicator	Sub-indicators	Questions
			In teaching English speaking online, …
1	Using ICT media to provide language input	Using ICT media to teach English pronunciation	1. What are the problems you faced in terms of providing English pronunciation input?
		Using ICT media to teach English grammar for speaking	2. What are the problems you faced in terms of providing English grammar input?
		Using ICT media to teach English vocabularies for speaking	3. What are the problems you faced in terms of providing the input of English vocabularies?
		Using ICT media to teach English fluency	4. What are the problems you faced in terms of providing the input related to English fluency?
		Using ICT media to teach comprehension for English communication	5. What are the problems you faced in terms of providing the input related to comprehension in English communication?
2	Using ICT media to provide communicative input	Using ICT media to teach linguistic competence (pronunciation, vocabulary, grammar, meanings) (somewhat similar to indicator 1)	6. What are the problems you faced in terms of providing linguistic competence input?
		Using ICT media to teach sociolinguistic competence (how English is used according to the	7. What are the problems you faced in terms of providing socio-linguistic competence input?

		culture of its users, for instance, teaching idioms, general dialect varieties)	
		Using ICT media to teach discourse competence (how ideas to be spoken out are organized according to the purposes of communication)	8. What are the problems you faced in terms of providing discourse competence input?
		Using ICT media to teach strategic competences (how students can maintain the continuity of English speaking when some problems occur. For example, teaching gambits, filters, and etc)	9. What are the problems you faced in terms of providing the input of strategic competence?
3	Using ICT media to let students practice English speaking skill	Using ICT media, students are given chances to speak English with good pronunciation	10. What are the problems you faced in terms of letting students practice their English speaking skill with good pronunciation?
		Using ICT media, students are given chances to speak English with good grammar	11. What are the problems you faced in terms of letting students practice their English speaking skill with good grammar?
		Using ICT media, students are given chances to speak English with proper vocabularies	12. What are the problems you faced in terms of letting students practice their English speaking skill with using proper vocabularies?
		Using ICT media, students are given chances to speak English with good fluency	13. What are the problems you faced in terms of letting students practice their English speaking skill with good fluency?

		Using ICT media, students are given chances to speak English with good comprehension (students can understand others' English, and others can understand students' English)	14. What are the problems you faced in terms of letting students practice their English speaking skill with good comprehension?

E. Tecnique of Data Analyzing

From this study the researcher used some steps to analyzed the data. Gay and Peter Airasian stated that there are some steps to analyzing the data namely data managing, reading/memoing, and interpreting.[57]

1.Data managing

Data managing is all the data that the researcher collected from this study. Therefore make sure the researcher have all the data that needed. The data will come from pre observation, observation, interview, documention, pictures and screnshoot medsos like goggle classroom, zoom, whatshapp, and others application that used by the teacher in teaching speaking online class. The goal of data managing is analyze the data, to check completed data, creating and organizing the data. The researcher can start on process of analyzing the data that collected.

2. Reading/Memoing

Reading/memoing involves reading the field notes, transcript, memos, and observer comments to get the sense of your data.[58] It means

[57] Gay and Peter, *Education Research*, (USA: Clarinda company,2000).

that the researcher reads all of the data from document, pictures, observation chechlist data and the result of interview to get general description. And then, the researcher aranged the data and start to writes the description.

3. Interpreting

Data interpretation continous after the data reading/memoing, analyses and interpretaive stages of a study. Interpretation is a part of process in writing the result of this study. Interpreting is the reflective, intergrative and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the indentified categories and pattern.

[58] L.R Gay, *Education Research: competence for analysis and application, flodrida.* 241

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher would like to explain the findings and discussion the data from observation and interview. In collecting the data, the researcher used two instruments, namely observation checklist and interview guidance. To know the use of technology the researcher used an observation checklist. And to know the problem in teaching speaking skill on online class, the researcher used interview guidance. The study has been done in English study program IAIN Curup. The researcher would like to research two teachers that have a code each teacher: T1 is the teacher that teaching speaking on online class in two semesters, while T2 is the teacher that teaching speaking on online class in four semester.

A. Finding

1. The use of technology in teaching speaking skill on online class

From the observation the teacher T1 and T2 used ICT in teaching speaking skill online class, namely using ICT to provide language input, using ICT to provide communicative and using ICT to let the students practice English speaking skill. Here is the result of observation:

Table 1.2
The result of observation

Teachers	The use of technology in teaching English speaking on online class at English study program
T1	1. The teacher used ICT media to provide language input To provide language input the teacher teaches students how to speak in good English like teaching good pronunciation, using right grammar, using good vocabulary, fluency and good communicative. The teacher always corrected the students speaking skills in the end of meeting or presentation. Usually the teacher saw in Google meet and Zoom when students did a presentation. Even the teacher also gave students point in each item when students practice English speaking. It because the teacher want to improve students ability in language input that is for good speaking skill. 2. The teacher used ICT media to provide communicative input To provided communicative input the teacher cover it by teaching linguistic competence (pronunciation, vocabulary, grammar and meanings), discourse competence, and strategic competence. From the fourth elements, the teacher just covered it by teaching strategic competence and linguistic competence. The teacher taught them how to stay focus with the topic in each situation. The teacher did not teach students about sociolinguistic and discourse competence. It because not enough time to discusses more detail. The teacher just fixes what he found in the meeting. 3. The teacher used ICT media to provide to let students practice in speaking skill. The teacher gave chance students to practice good English speaking with good pronunciation, proper vocabulary, good fluency and good comprehension. To improve students speaking skill, teacher gave students task on online class. The teacher given chances students like presentation or making short video that explain about a topic. From the task that given to students the teacher get information about the using of good pronunciation, vocabulary, fluency and good comprehension. Usually in the end of learning or presentation, the teacher always fixed what students mistake. It means that the teacher teaches them about it on online speaking class.
	1. The teacher used ICT media to provide language input To provide language input the teachers have teaching how to speak in good English like teaching good

T2	pronunciation, using right grammar, using good vocabulary, fluency and good communicative. To provide language input, the teacher fixed students task or presentation. Usually the teacher fixed it the end of student presentation. Here the teacher gives students suggestion how to speak with good English speaking. Although teacher looks could not free to do it but he always tried do best attention with this to provide language input. 2. The teacher used ICT media to provide communicative input To provided communicative input the teacher covered it by teaching Linguistic and discourse competence. The teacher taught them how to stay focus with the topic and create good idea. The teacher did not teach students about strategic competence and sociolinguistic competence. It because not enough time to discusses more detail. The teacher just fixes what he found in the meeting. 3. The teacher used ICT media to provide to let students practice in speaking skill To lets students practice in good speaking the teacher given chances to students to speak with good pronunciation, proper vocabulary, good fluency and good comprehension. The same as T1, the teacher also tried to improve students speaking skill. The teacher gave students task on online class. The teacher given chances students like presentation or making short video that explain about a topic. From the task that given to students the teacher get information about the using of good pronunciation, vocabulary, fluency and good comprehension. Usually in the end of learning or presentation, the teacher always fixed what students mistake. It means that the teacher teaches them about it on online speaking class

Based on the table about the researcher concluded that T1 and T2 using ICT Media to provide language input, communicative and let student practice English speaking skill.

2. Teacher problems in teaching speaking skill on online class

After explaining about the result of this observation above, the researcher also will explain about the result of interview. The researcher did an interview to know about the problem in teaching speaking skill on online

class at English study program. To collect the data the researcher used an interview guidance that was as below:

Table 2.2
The result of interview

Teachers	Teacher Problems in teaching speaking skill on online class at English study program
T1	1. Student understanding on the subject material Students understanding on the subject material. The teacher said the students always repeat the same mistake in speaking. In practice speaking on online class Students could not produce well the word. The students often influenced mother-tongue. It was make students difficult to produce word. And then the students also often wrong in the using of tenses. Students forget when using past tense, future tense, and present tense in speaking. The students did not understand the using auxiliary verb, irregular verb and regular verb. They could not implement it in speaking included the using of good vocabulary. 2. Students confidence The student confidence. During the process of teaching speaking on online class, the student was not confidence in presentation and making the task from the teacher. It was make students feel that their friends better than themself. Teacher said that many students just silent on online class. They are not active during learning process. They are ashamed to ask some questions and do not confidence with their speaking ability. 3. Students speaking ability The teacher said that student ability still below standard. It was make them difficult to understand the material and do not confidence in speaking. It is also make students passive on online class. Meanwhile, there are some students that have good skill in speaking and they too much active then others student. This makes others student not confidence. And its impact students often mixed language in the class. They have minim vocabulary and repeat the same word. Students have trouble in fluency. And then the teacher also a little bit difficult to give students with full attention on online class. 4. Mother tongue Mother tongue is often influencing students speaking ability. The teacher students have not good intonation and the students also have not good enough articulation in

	produce word, that is good oral word like “they, day”. The word looks the same sound but different. It is often happened in the class speaking skill. The student ability more influenced by mother tongue. Sometimes students mixed their language with mother tongue. And it is the factor that influence the students ability in speaking good English
T2	1. Connection of the internet Connection of the internet. The teacher said that the problems that often teacher face is bad connection the internet. It happened with students and so too with the teacher. The effect of bad connection is often miss-communication between a teacher with students. Sometimes teachers do not hear what students said and so too. So the teacher think that online class was not effective ways in teaching English speaking skill. 2. The ability to use technology The ability to use technology. Teaching speaking skill on online is the first time that happened in English study program at IAIN Curup. Because of that many students still confuse how to use technology which is application. It is not students only, the teacher also should learn hard how to use an application that will use to teaching English speaking. Here is the teacher should spend a lot time in teaching. And then it is one of the reasons why the teacher said that teaching on online class is not effective for English speaking skill. 3. The limitation in the learning controlling The limitation in the learning controlling. The teacher said that teaching speaking online class was not communicative. On online class, the teacher could not monitoring students with full attention. The teacher could not build an effective communication with students online class. It is because the limitation of room and controlling. The teacher could not use many activities like role play, discussion and conversation as offline class. So the teacher also a bit difficult to detect students comprehension about material that teacher given.

So from the finding above, the researcher concluded that teachers problem in teaching speaking on online class are students understanding on the subject material, students confidence, students speaking ability and

mother tongue, connection of the internet, the ability to use technology and the limitation in the learning controlling.

B. Discussion

1. The teacher used technology in teaching speaking skill on online class

Based on finding above, T1 and T2 used ICT media in teaching speaking skill on online class. Both of teachers use ICT Media to provide language input, communicative input and to let student practice English speaking. With this technology students can learn speaking skill at home. And then teacher can share material on online class. Teacher online class also can make discussion with students at home and enjoy speaking skill by video and audio that shared by teacher.[59] The teachers have transfer material using ICT media. It means that teachers use technology in teaching speaking skill on online class.

It is the first time happened at English study program IAIN Curup especially for subject of English speaking skill. English speaking was running as online class. Previously, the researcher did not believe that teachers can use ICT media to teach speaking skill on online class. As the researcher know that speaking is oral activity and need to practice. As Celce Murcia said that there some activities that can use in teaching speaking skill namely discussion, roleplay, simulation, speeches, audiotaped oral dialogues, conversation and others accuracy based-activity.[60] By using this activity, the teacher can improve students speaking skill. Teacher also can use these

[59] Alhabbas. *The efectiveness of online and classroom discussion on english speaking skill of 12 graders at Gaza*. 2012. Page 17

[60] Ibid. Mariene Celce Murcia. Page 106

activities to make students active and interactive in the classroom. It means that teaching English speaking skill should be face to face.

Contrary with that the researcher found that teachers can use technology in teaching English speaking skill on online class. It is related with Mounika and Thamarana said that the teacher can use technology in teaching speaking skill on online class namely using ICT Media to provide language input, using ICT Media to provide communicative input and using ICT Media to let students practice speaking.[61] And then, that is true what Mounika and Thamara said that the teachers can use technology in teaching speaking skill on online class and made activities.

But there are characteristics that a little bit different with Mounika dan Thamarana. T1 used ICT media to provide communicative input but T1 just cover it by teaching strategic competence, discourse competence and linguistic competence (pronunciation, vocabulary, grammar). In the process of teaching, the teacher is not teaching sociolinguistic. The teacher also uses ICT Media to let students practice English speaking. The teacher has not focus teach one by one of the indicator. Teacher gave the task for students and after that teacher analyzed it by himself. Sometime the teacher corrected the students speaking skills in the end of meeting or presentation. And then T1 uses ICT media to provide language input that in it any pronunciation, grammar, vocabulary, fluency and comprehension for English

[61] Ibid. Mounika and Thamarana. Page 1-8

communication. The teacher did it on online class but not specific because the teacher focuses with speaking only.

And then T2 also using ICT media provide language input. There some indicator to caver it namely pronunciation, grammar, vocabulary, fluency and communication. Here is the teacher focus with communication. The teacher gave full attention with how to communication well in English. It means that the teacher provided language input by teaching communication and fluency only. The teacher could not gave much attention with others indicator. It because limited time and room. Next is the teacher using ICT media to provide communicative input. To provide it the teacher gave clear instruction in the task to stay focus with the topic. Usually the teacher gave example in each task to develop student idea. It means that the teacher just teaching discourse competence and linguistic competence. Whereas many indicator that can teacher uses to provide communicative input like teaching sociolinguistic competence and strategic competence. And the last is the teacher used ICT media to lets students practice English speaking. The teacher has not enough time to discuss one by one of the indicator. The teacher just focus with how to communication well that in it include good grammar, pronunciation, fluency, vocabulary and good comprehension.

Then during the teacher taught speaking online class, the teacher used some tools like Mobile phone, Laptop and internet network. Bunga argued that the teacher can use some media in teaching speaking skill, namely speech recognition software in mobile phone to correct their pronunciation and to

gain the new vocabulary, internet to gain information, podcast and youtube to gain tips to speak in English, produce the correct pronunciation and produce videos that contain presentation.[62]

So from the explanation above, this study concluded that teachers use ICT media in teaching speaking skill on online class, namely Using ICT media to provide language input, using ICT media to provide communicative input and using ICT media to students practice English speaking. And then, that is related with the study from Mounika and Thamarana.

2. Teacher problems in teaching English speaking on online class

From the interview above, the researcher concluded that there are some problems that T1 and T2 faced in teaching speaking skill on online class at English study program IAIN Curup.

Now the researcher would like to discuss the problems that T1 faced in teaching English speaking skill. In the process of teaching English speaking skill on online class, teachers use three activities. When teacher (T1) uses these activities, the teacher faced some problems in teaching English speaking on online class. There are fourth problems that T1 faces namely Students understanding on the subject material, students confidence, students speaking ability and mother tongue. Based on these problems then it is very unique for teacher self. This is certainly a little bit different from what was said by Leli Efriana. The problems that teacher face in teaching speaking on online class are the understanding on the subject material, the teacher ability

[62] Bunga, *the use of media and technology to enhance english speaking skill during pandemic of covid-19 era.* Suryakancana. Page 23

to use technology on online learning and the limitation in the learning controlling.[63] It means that problems T1 face have a little bit different with this theory. Just one of three problems that the same namely students understanding on material. After the researcher analyze, the problems T1 has almost the same as offline class. According to Penny Ur stated that there some problems in teaching speaking skill namely inhibition, nothing to say, low or uneven participants and mother tongue.[64] These problems are almost the same as T1 problems. The teacher problem is generally problem that teacher face in offline class. It is looks like in the classroom.

The first is students understanding material. Here is the teacher know the problem that students face on online class. Like the teacher stated that students were often repeat the same problems. It means that teacher can control and too much give attention to students during the process of teaching speaking on online class. *The second* is student ability. The teacher said that it is because the students have a little collection of vocabulary. The material was presented in the e-book. The student was not interested to read a book and material that has been the teacher shared. It looks the as inhibition that students unlike read and speak. So the student was difficult to improve their speaking ability. *The third* is student confidence. This problem is the same as nothing to say. Students could not say anything. It is happened because student saw others students have good speaking. So the student is nervous, not believe with their ability. *And the last one* is mother tongue. Students are

[63] Ibid. Leli Efriana. Page 38-47
[64] Ibid. Penny Ur. Page 121

not disciplined or less motivation to keep speak English in the target of language. And then the result of this study was very surprising.

The next is Problems that T2 faced in teaching English speaking skill on online class namely connection of the internet, the ability to use technology and the limitation in the learning controlling. The problems that T2 faces are almost the same as the problems by Leli above. There is only one the differences namely the internet connection. The teacher said that connection is one of the problems that very hindering when teaching speaking on online class. Many students complained about this, so they could not follow the lesson well. As the researcher know, the internet connection is very important for teaching on online class. It is because the teacher provides material on online. And of course during the teaching process, the teacher should have a good internet connection. As Alhabas stated previously that students can learn at home from studying the material has been provided by the teacher via online. It means all of the activities require a good internet connection.

The second problem is the ability to use technology. Moreover the connection of the internet, the using of technology also hinders online speaking learning. This problem is natural if experienced by T2 in teaching speaking skill on online class because it is the first time that taken place in English study program IAIN Curup. Many students still confused about the using of an application that suggested by the teacher. In this case the teacher should be familiar with the application before using it. So it would be take all of times to start lesson on online class.

The third problem is the limitation in the learning controlling. As the teacher said that teacher could not optimal in controlling the activities on online class. The teacher also could not be free to provide material more intensively to students. This is due the limited of space and control. Usually the teacher can use many activities that can support speaking skill in the classroom. As Celce-Murcia stated that there are several activities that can be used by teacher in teaching speaking skill namely discussion, speeches, conversation, roleplay, audiotaped and other accuracy-based activities.[65] Through these activities can be more intensive in providing the material. Then the teacher can also be closer with students to control it during the teaching process in the classroom.

So from the discussion above the researcher concluded that teachers use ICT media in teaching speaking skill on online class. The teacher used ICT media to provide language input, communicative input and to lets students practice speaking skill. And then the problems are student understanding on the subject material, students confidence and students speaking ability, connection of the internet, the ability to use of technology and the limitation in the learning controlling.

[65] Ibid. celce-Murcia. Page 106

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and discussion are as the last part of this research after analyzing, memoing/reading and interpreting the obtained data in previous chapter. The conclusion is to answer the question about the use of technology and problem in teaching speaking on online class at English study program. And then the suggestion is as information for readers who are interest in doing further research in this area.

A. Conclusion

Based on the finding and discussion in previous chapter, the researcher takes conclusion that:

1. The use of technology in teaching speaking skill on online class

   The teacher used technology in teaching speaking on online class at English study program IAIC Curup. Teachers used ICT media to provide language input, communicative input and also using ICT to let students practice in speaking skill. To provide language input the teachers have teaching how to speak in good English like teaching good pronunciation, using right grammar, using good vocabulary, fluency and good communicative. While, to provided communicative input the teacher cover it by teaching linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. And then to lets students practice in good speaking the teacher given chances to students

to speak with good pronunciation, proper vocabulary, good fluency and good comprehension

2. Teacher problems in teaching English speaking skill on online class

The teachers have been use technology in teaching speaking online class. During the teaching process on online class, the teacher get some problems to provide language input, communicative input and let students practice English speaking. The researcher has interview the teachers about the problems in teaching English speaking skills on online class. The problems that teachers face namely student understanding on the subject material, students confidence and students speaking ability, connection of the internet, the ability to use technology and the limitation in the learning controlling.

B. Suggestion

After doing the observation and interview both of respondents, the researcher would like to give suggestions which may be useful for:

1. English study program

This research explained about teaching speaking skill on online class during pandemic covid-19 at English study program IAIN Curup. The researcher hopes this research can give contribution for English teacher to evaluate the process of teaching English speaking on online class.

2. The others researcher

This study is to provide information about the use of technology and problem in teaching speaking skill on online class at English study program.

The researcher hopes this study can be reference for another researcher to conduct the further research.

3. Writer

As a students of English study program this study very useful for the writer to increase his knowledge about the use of technology in teaching speaking skill on online class at English study program. Furthermore this research enlarges the writer ability in leading himself to become a professional English teacher.

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 365 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;

Memperhatikan :
1. Surat Rekomendasi dari Ketua Prodi TBI nomor : B-54/FT.2/PP.00.9/TBI/05/2021
2. Berita Acara Seminar Proposal pada Hari Jumat, 30 April 2021.

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Sarwo Edy, M.Pd** **2007068102**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Marta Adi Kusandi**
N I M : **17551034**
JUDUL SKRIPSI : **Teahing English Speaking Skill in Online Class at English Study Program of IAIN Curup**

: Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

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Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 04 Juni 2021
Dekan,

Imamdi

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag. Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: Marta Adi Kusandi
NIM	: 17551034
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Jumatul Hidayah, M.Pd
PEMBIMBING II	: Sarwo Edy, M.Pd
JUDUL SKRIPSI	: Teaching English Speaking Skill on Online
	: Class at English Study Program of IAIN Curup.
	:
	:
	:

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

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PEMBIMBING I	: Jumatul Hidayah, M.Pd
PEMBIMBING II	: Sarwo Edy, M.Pd
JUDUL SKRIPSI	: Teaching English Speaking Skill in Online
	: Class at English Study Program of IAIN Curup.
	:
	:
	:

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Jumatul Hidayah, M.Pd

NIP. 197802242002122002

Pembimbing II,

Sarwo Edy, M.Pd

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IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	8/6 2021	Phenomenon Background dan keyterms		
2	22/6 2021	ACC BAB 1		
3	8/7 2021	Literature Review		
4	12/7 2021	Literature Review and Related Findings		
5	29/7 2021	Acc Bab 2		
6	30/7 2021	Acc Bab 3		
7	9/10 2021	Finding and discussion		
8	21/1 2022	Acc Bab 4 and 5		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	9/8 2021	- Memperbaiki teori bab I - keyterms (tambah teori)		
2	19/8 2021	Acc Bab I		
3	9/10 2021	- Teaching online (Teori) - Speaking Skill - Teaching speaking skill		
4	14/10 2021	- Speaking skill - Teaching activity - Speaking problems		
5	18/10 2021	Acc BAB 2		
6	8/11 2021	Methodology Penelitian - Instrument - Technique for Data Collecting		
7	25/11 2021	Acc BAB 3		
8	21/11 2021	Acc Bab 4 and 5		

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Nomor : Sc3 /In.34/FT/PP.00.9/06/2021 16 Juni 2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Marta Adi Kusandi
NIM	: 17551034
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: Teaching English Speaking Skill in Online Class at English Study Program of IAIN Curup
Waktu Penelitian	: 16 Juni s.d 16 September 2021
Tempat Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

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NIP. 19690723 199903 1 004

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

A. Observation

Table 1.1
The data from Observation T1 about the use of ICT
in teaching English speaking skill
on online class at English study program

No	Indicator	Sub-indicators	Yes/no	Names of ICT media used
1	Using ICT media to provide language input	Using ICT media to teach English pronunciation	Yes	WhatsApp group Zoom Google meet
		Using ICT media to teach English grammar for speaking	Yes	WhatsApp group Zoom Google meet
		Using ICT media to teach English vocabularies for speaking	Yes	WhatsApp group Zoom Google meet
		Using ICT media to teach English fluency	Yes	WhatsApp group Zoom Google meet
		Using ICT media to teach comprehension for English communication	Yes	WhatsApp group Zoom Google meet
2	Using ICT media to provide communicative input	Using ICT media to teach linguistic competence (pronunciation, vocabulary, grammar, meanings) (somewhat similar to indicator 1)	Yes	WhatsApp group Zoom Google meet
		Using ICT media to teach sociolinguistic competence (how English is used according to the culture of its users,	No	WhatsApp group Zoom Google meet

		for instance, teaching idioms, general dialect varieties)		
		Using ICT media to teach discourse competence (how ideas to be spoken out are organized according to the purposes of communication)	No	WhatsApp group Zoom Google meet
		Using ICT media to teach strategic competences (how students can maintain the continuity of English speaking when some problems occur. For example, teaching gambits, filters, and etc)	yes	WhatsApp group Zoom Google meet
3	Using ICT media to let students practice English speaking skill	Using ICT media, students are given chances to speak English with good pronunciation	Yes	WhatsApp group Zoom Google meet
		Using ICT media, students are given chances to speak English with good grammar	Yes	WhatsApp group Zoom Google meet
		Using ICT media, students are given chances to speak English with proper vocabularies	Yes	WhatsApp group Zoom Google meet
		Using ICT media, students are given chances to speak English with good fluency	Yes	WhatsApp group Zoom Google meet
		Using ICT media,	Yes	WhatsApp group

		students are given chances to speak English with good comprehension (students can understand others' English, and others can understand students' English)		Zoom Google meet

Table 1.2
The data from observation T2 about the use of ICT
in teaching English speaking skill
on online class at English study program

No	Indicator	Sub-indicators	Yes/no	Names of ICT media used
1	Using ICT media to provide language input	Using ICT media to teach English pronunciation	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media to teach English grammar for speaking	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media to teach English vocabularies for speaking	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media to teach English fluency	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media to teach comprehension for English communication	Yes	WhatsApp group Google meet Youtobe Email
2	Using ICT media to provide communicative input	Using ICT media to teach linguistic competence (pronunciation, vocabulary, grammar, meanings)	Yes	WhatsApp group Google meet Youtobe Email

		(somewhat similar to indicator 1)		
		Using ICT media to teach sociolinguistic competence (how English is used according to the culture of its users, for instance, teaching idioms, general dialect varieties)	No	WhatsApp group Google meet Youtobe Email
		Using ICT media to teach discourse competence (how ideas to be spoken out are organized according to the purposes of communication)	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media to teach strategic competences (how students can maintain the continuity of English speaking when some problems occur. For example, teaching gambits, filters, and etc)	No	WhatsApp group Google meet Youtobe Email
3	Using ICT media to let students practice English speaking skill	Using ICT media, students are given chances to speak English with good pronunciation	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media, students are given chances to speak English with good grammar	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media, students are given	Yes	WhatsApp group Google meet

		chances to speak English with proper vocabularies		Youtobe Email
		Using ICT media, students are given chances to speak English with good fluency	Yes	WhatsApp group Google meet Youtobe Email
		Using ICT media, students are given chances to speak English with good comprehension (students can understand others' English, and others can understand students' English)	Yes	WhatsApp group Google meet Youtobe Email

B. Interview

Table 2.1
Data from interview T1 about problems
In teaching speaking skill online class at English study program

No	Indicator	Questions	Answered
		In teaching English speaking online class at English study program IAIN Curup	
1	Using ICT media to provide language input	15. What are the problems you faced in terms of providing English pronunciation input?	The problem is ensuring the students to produce good word cause the students influenced mother tongue
		16. What are the problems you faced in terms of providing English grammar input?	The problem is ensuring the students to use good tenses in speaking
		17. What are the problems you faced in terms of providing the input of English vocabularies?	The problem is ensuring the students to have new vocabulary cause the students difficult to remember new vocabulary and always repeat the same word in speaking
		18. What are the problems	The problem is ensuring the

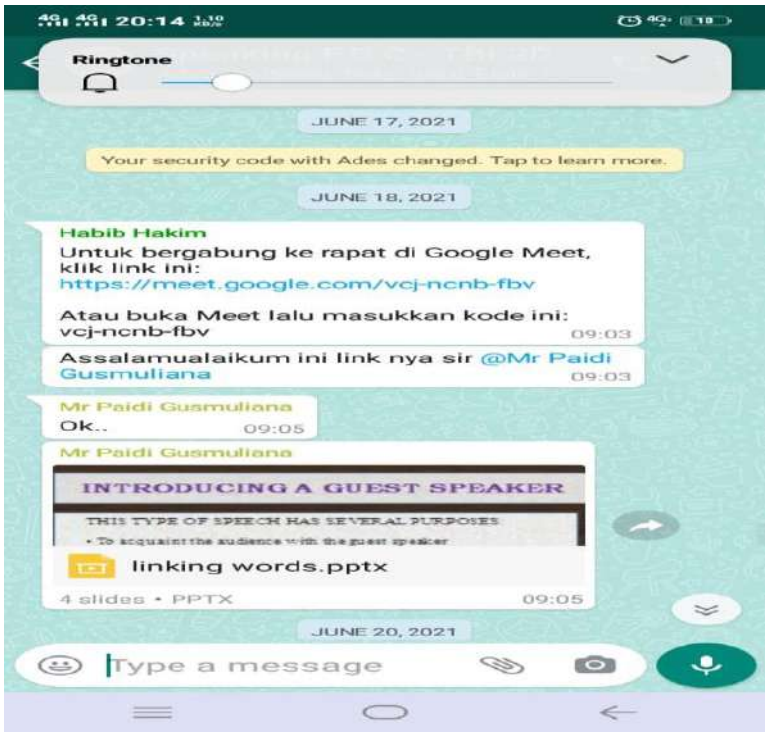
		you faced in terms of providing the input related to English fluency?	students to confidence and to make them have good preparing in presentation.
		19. What are the problems you faced in terms of providing the input related to comprehension in English communication?	The problem is ensuring the students to stay focus with the topic cause the students explanation not suitable with the topic
2	Using ICT media to provide communicative input	20. What are the problems you faced in terms of providing linguistic competence input?	The problem is ensuring the students to understanding about pitch act, declarative disk, collocation and discourse manner.
		21. What are the problems you faced in terms of providing socio-linguistic competence input?	The problem is ensuring the students to have good understanding in idiom and general dialect varieties because the students have little knowledge about it.
		22. What are the problems you faced in terms of providing discourse competence input?	The problem is ensuring the students to organized the topic well cause the students often speak out of the context
		23. What are the problems you faced in terms of providing the input of strategic competence?	The problem is ensuring the student to stay focus with the topic and confidence In speaking
3	Using ICT media to let students practice English speaking skill	24. What are the problems you faced in terms of letting students practice their English speaking skill with good pronunciation?	The problem is ensuring the students to produce the right word in pronunciation cause The student often wrong in produce the word
		25. What are the problems you faced in terms of letting students practice their English speaking skill with good grammar?	The problem is ensuring the students to use good grammar especially for the using of tenses cause the students often misunderstanding about it
		26. What are the problems you faced in terms of letting students practice their English speaking skill with using proper	The teacher problem is to make the students can speak full English in formal setting

		vocabularies?	
		27. What are the problems you faced in terms of letting students practice their English speaking skill with good fluency?	The teacher problem is making the students confidence and The students can give clear explanation about the topic
		28. What are the problems you faced in terms of letting students practice their English speaking skill with good comprehension?	Many students speak english that using their mother tongue. So the students difficulties to understand each other.

Table 2.2
Data from interview T2 about problems
in teaching speaking online class at English study program

No	Indicator	Questions	Answered
		In teaching English speaking online class at English study program IAIN Curup	
1	Using ICT media to provide language input	1. What are the problems you faced in terms of providing English pronunciation input?	The teacher not communicative in teaching the students speaking with good pronunciation
		2. What are the problems you faced in terms of providing English grammar input?	Teaching English grammar not communicative enough on online class
		3. What are the problems you faced in terms of providing the input of English vocabularies?	The teacher not communicative in teaching English vocabulary on online class
		4. What are the problems you faced in terms of providing the input related to English fluency?	The teacher not communicative in teaching English fluency on online class
		5. What are the problems you faced in terms of providing the input related to comprehension in English	The teacher not communicative to build an effective communication on online class

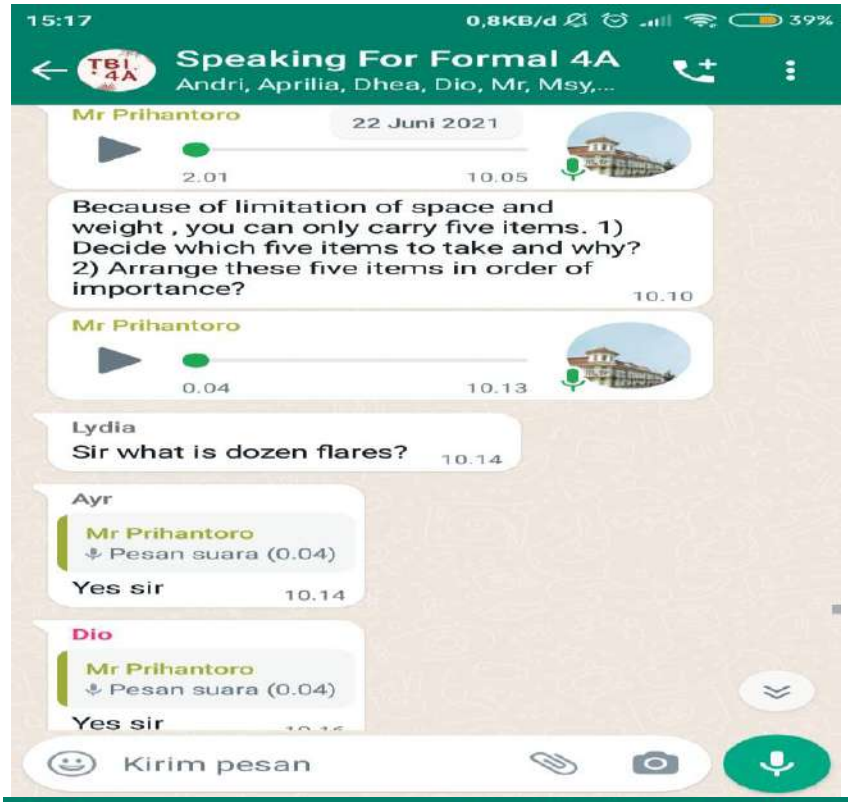
		communication?	
2	Using ICT media to provide communicative input	6. What are the problems you faced in terms of providing linguistic competence input?	The teacher not communicative in providing linguistic competence input
		7. What are the problems you faced in terms of providing socio-linguistic competence input?	A bit difficult to build an effective communication on online class
		8. What are the problems you faced in terms of providing discourse competence input?	The teacher can not maximum to control the students in providing discourse competence input
		9. What are the problems you faced in terms of providing the input of strategic competence?	A bit difficult to ensure the students with good speaking in practice
3	Using ICT media to let students practice English speaking skill	10. What are the problems you faced in terms of letting students practice their English speaking skill with good pronunciation?	A bit difficult to develop students ability in speaking with good pronunciation
		11. What are the problems you faced in terms of letting students practice their English speaking skill with good grammar?	A bit difficult to discuss the using of good grammar in English speaking
		12. What are the problems you faced in terms of letting students practice their English speaking skill with using proper vocabularies?	The teacher can not maximum in control the using of good vocabularies in speaking skill
		13. What are the problems you faced in terms of letting students practice their English speaking skill with good fluency?	The teacher can not monitor students in speaking skill with good fluency
		14. What are the problems you faced in terms of letting students practice their English speaking skill with good comprehension?	A bit difficult to detect the students comprehension in speaking

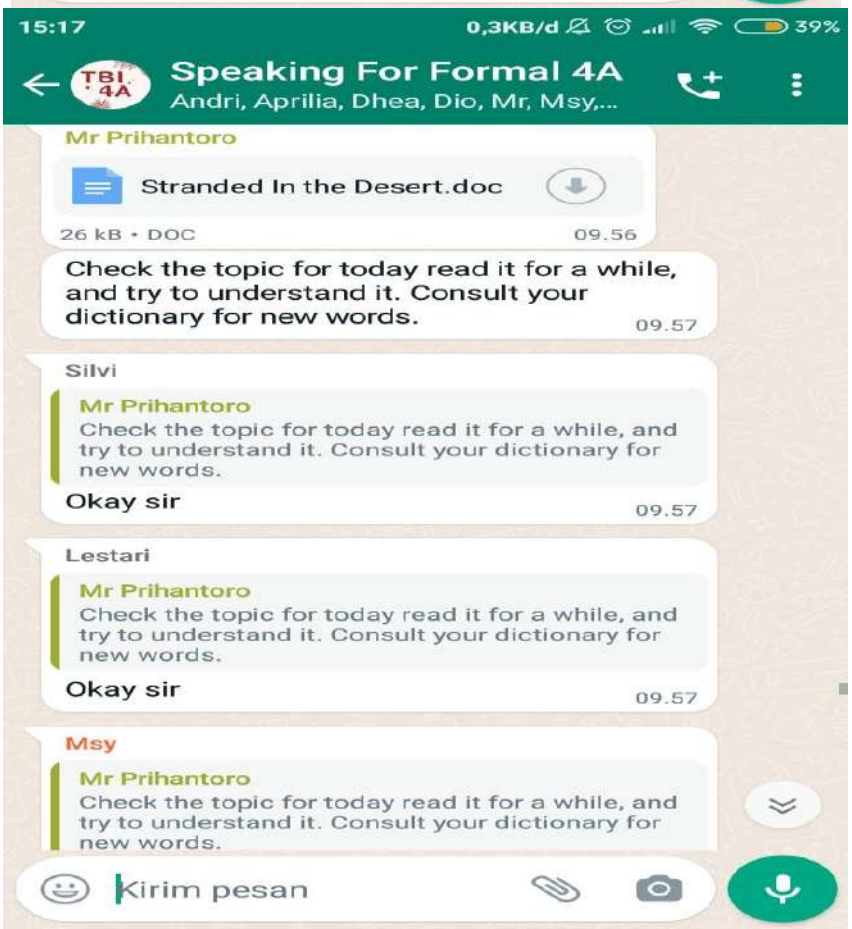

20:14
Ringtone
JUNE 17, 2021
Your security code with Ades changed. Tap to learn more.
JUNE 18, 2021
Habib Hakim
Untuk bergabung ke rapat di Google Meet, klik link ini:
https://meet.google.com/vcj-ncnb-fbv
Atau buka Meet lalu masukkan kode ini: vcj-ncnb-fbv
09:03
Assalamualaikum ini link nya sir @Mr Paidi Gusmuliana
09:03
Mr Paidi Gusmuliana
Ok..
09:05
Mr Paidi Gusmuliana
INTRODUCING A GUEST SPEAKER
THIS TYPE OF SPEECH HAS SEVERAL PURPOSES
linking words.pptx
4 slides • PPTX
09:05
JUNE 20, 2021
Type a message

20:14
Speaking F.D.C - TBI.2D
Ades, Andrean, Bety, Debi, Elsia, F...
Mr Paidi Gusmuliana
About Me
about_me_0.pdf
1 page • 283 kB • PDF
14:30
Pilih 5 topik masing masing topik jelaskan minimal satu menit
14:30
Kirim ke email Paidigusmuliana@gmail.com
14:31
Yeci
Baik sir
14:31
Mr Paidi Gusmuliana
Deadline hari Senin..
14:31
Sela Amanda
Baik sir
14:31
Bety
Baik sir
14:33
Nadia
Silahkan mengisi absensi terlebih dahulu (tidak boleh diwakili/no masing2)
Type a message

20:16
Speaking F.D.C - TBI.2D
Ades, Andrean, Bety, Debi, Elsia, F...
Assalamualaikum Mr mohon maaf mengganggu waktu Mr sebentar tadi saya sela Amanda hadir Mr
Tadi sela belum absen
15:01
Debi Agustinu
Debi agustina juga hadir mr, tadi itu belum sempat absen langsung keluar karena gak ada sinyal mr 🙏
15:02
Type a message

20:16
Speaking F.D.C - TBI.2D
Ades, Andrean, Bety, Debi, Elsia, F...
Meet, klik link ini:
https://meet.google.com/rek-fgka-vyc ...
Ini sir link nya 🙏
09:11
Mr Paidi Gusmuliana
Kenapa gangguan google meet nyo?
09:51
Bisa Mr masuk lagi..
09:51
Habib Hakim
Bisa sir
09:51
Untuk bergabung ke rapat di Google Meet, klik link ini:
https://meet.google.com/rek-fgka-vyc
Atau buka Meet lalu masukkan kode ini:
rek-fgka-vyc
09:52
Mr Paidi Gusmuliana
Nggak bisa Mr join nampaknya
09:52
Habib Hakim
Habib Hakim
Untuk bergabung ke rapat di Google Meet, klik link ini:
https://meet.google.com/rek-fgka-vyc ...
Ini link baru nya sir
09:53
JUNE 28, 2021
Type a message


15:17
0,8KB/d
39%
Speaking For Formal 4A
Andri, Aprilia, Dhea, Dio, Mr, Msy,...
Mr Prihantoro
22 Juni 2021
2.01
10.05
Because of limitation of space and weight , you can only carry five items. 1) Decide which five items to take and why? 2) Arrange these five items in order of importance?
10.10
Mr Prihantoro
0.04
10.13
Lydia
Sir what is dozen flares?
10.14
Ayr
Mr Prihantoro
Pesan suara (0.04)
Yes sir
10.14
Dio
Mr Prihantoro
Pesan suara (0.04)
Yes sir
Kirim pesan


15:17
0,3KB/d
39%
Speaking For Formal 4A
Andri, Aprilia, Dhea, Dio, Mr, Msy,...
Mr Prihantoro
Stranded In the Desert.doc
26 kB • DOC
09.56
Check the topic for today read it for a while, and try to understand it. Consult your dictionary for new words.
09.57
Silvi
Mr Prihantoro
Check the topic for today read it for a while, and try to understand it. Consult your dictionary for new words.
Okay sir
09.57
Lestari
Mr Prihantoro
Check the topic for today read it for a while, and try to understand it. Consult your dictionary for new words.
Okay sir
09.57
Msy
Mr Prihantoro
Check the topic for today read it for a while, and try to understand it. Consult your dictionary for new words.
Kirim pesan

15:16
0,0KB/d
39%
Speaking For Formal 4A
Andri, Aprilia, Dhea, Dio, Mr, Msy,...
Mr Prihantoro
Google Formulir - membuat dan menganalisis survei, gratis.
Buat survei baru secara mandiri atau bers...
forms.gle
https://forms.gle/UqhLE8Q3NEtY5vLu9
21.56
Coba gunakan link di atas. 21.56
Silvi
Mr Prihantoro
Coba gunakan link di atas.
Baik dan trimakasih sir 🙏 🙏 21.56
9 Juni 2021
Mr Prihantoro
Bagi yang kesulitan mengupload video silhakan kirim VIA telegram ke nomor saya.
08.38
+62 857-0932-8349 ~Rada Opelia
Yes sir 08.48
Kirim pesan

15:16
0,1KB/d
39%
Speaking For Formal 4A
Andri, Aprilia, Dhea, Dio, Mr, Msy,...
Mr Prihantoro
Bismillah. Dear students the following is the question for midterm exam. Kindly read and understand it thoroughly. Should you have any questions, please address them directly via WA group.
08.13
Mr Prihantoro
Business Among Friends (Midter...
33 kB • DOC 08.13
Silvi
Yes sir 08.17
+62 822-8211-7618 ~Della salsabila
Okay sir 08.17
Lydia
Alright sir 08.17
Lestari
Okay sir 08.19
Rahay
Mr Prihantoro
Bismillah. Dear students the following is the
Kirim pesan

15:15
0,0KB/d
39%
Speaking For Formal 4A
Andri, Aprilia, Dhea, Dio, Mr, Msy,...
Tio
27 April 2021
Mr Prihantoro
اللَّهُمَّ اغْفِرْ لَهُ وَارْحَمْهُ وَعَافِهِ وَاعْفُ عَنْهُ، وَأَكْرِمْ نُزُلَهُ، وَوَسِّعْ مَدْخَلَهُ، وَاغْسِلْهُ بِالْمَاءِ وَالثَّلْجِ وَالْبَرَدِ، وَنَقِّهِ مِنَ الْخَطَايَا كَمَا نَقَّيْتَ الثَّوْبَ الْأَبْيَضَ مِنَ الدَّنَسِ، وَأَبْدِلْهُ دَارًا خَيْرًا مِنْ دَارِهِ، وَأ...
Aamiin ya allah, terima kasih sir
11.52
4 Mei 2021
Mr Prihantoro
Opposites Attract.doc
24 kB • DOC
06.36
Bismillah. Dear students. The shared material is the 3rd project for our speaking class. Please read the text and the instructions for the assignment carefully. Should you have any questions, please do not hesitate to ask me via WA group.
06.36
Aprilia
alright sir
06.39
Indri
Okay sir
06.39
+62 822-8211-7618 ~Della salsabila
Kirim pesan
15:14
0,7KB/d
39%
Speaking For Formal 4A
Andri, Aprilia, Dhea, Dio, Mr, Msy,...
Aprilia
Mr Prihantoro
The material. Please read it.
yes sir
09.10
Andri
Okay sir
09.14
Mr Prihantoro
Meet
Real-time meetings by Google. Using your browser, ...
meet.google.com
Join the meeting through the following link
https://meet.google.com/yhy-ahqb-vpa
09.17
Not later than 09.25 please.
09.17
Rania where are you?
09.54
+62 815-3401-9902 ~Rania Atiyah Nabilla
Yes sir
09.55
Mr Prihantoro
Rada are you there?
09.55
Kirim pesan

INSTRUCTIONAL PLAN
(RENCANA PEMBELAJARAN SEMESTER)
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF CURUP

Dept./Major (Program Studi)	:	English Study Program/Tadris Bahasa Inggris (TBI)	Semester	: Two (2)
Course (Mata Kuliah)	:	Speaking for Daily Communication	Credit (Beban sks)	: Two (2)
Code (Kode Mata Kuliah)	:	TBI	Instructor (Dosen Pengampu)	: Paidi Gusmuliana, M.Pd. Paidigusmuliana@gmail.com

Learning Outcome (Capaian Pembelajaran) : Supported by relevant technology, students will build attitude, knowledge, and skills in speaking English based on the basic speaking skills for daily communication

Course Description (Deskripsi Mata Kuliah) : This course is an introduction to basic speaking skills which emphasizes on theoretical and practical speaking skills, which enable the students to understand the theories and practice of basic speaking skills in real life situation. They will do a lot of speaking practice to complete the course, including the final project of the course. The course consists of two parts. Part A is a theoretical discussion about tips of oral presentation and dialogue. Part B goes to communicative activities both in delivering a presentation and having a dialogue.

Assessment (Penilaian) : Your final grade consists of individual and structured tasks (30%), daily presentation (mid-term) (35%), and final project (final semester grade) (35%).

Meeting (Pertemuanke)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (MetodePembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Week 1	To enable Ss know the course and the syllabus	Introduction and orientation to the course	Lecturing and Questioning and Answering	100 minutes	Ss are familiar with the course and the syllabus	1, 2, 3, and 4		2 credits
Week 2	To enable Ss to build their foundational knowledge of oral presentation	Leisure Activities	Lecturing and and Questioning and Answering	100 minutes	Ss are able to explain and describe about their preferences of activities	1, 3, and 4		2 credits

Week 3	To enable Ss to deliver a short and simple presentation	Observing and Describing an object	Describing	100 minutes	Ss are able to deliver a short and simple presentation	1, 2, 3 and 4		2 credits
Week 4	To enable Ss to deliver a short and simple presentation	Selecting number for a topic of presentation	Describing	100 minutes	Ss are able to deliver a short and simple presentation	1, 2, 3 and 4		2 credits
Week 5	To enable Ss to build their foundational knowledge of conversation	Conversational Skills: Starting a conversation Maintaining a conversation and Closing a conversation	Lecturing and and Questioning and Answering	100 minutes	Ss are able to apply the foundational knowledge of conversation	3		2 credits
Week 6	To enable Ss to take face to face talk and oral presentation	The places I have traveled to	Face to face talk and oral presentation	100 minutes	Ss are able to do face to face talk and oral presentation	4		2 credits
Week 7	To enable Ss to describe an English word	Letter	Communication Game	100 minutes	Ss are able to describe an English word	4		2 credits
Week 8		Mid Semester Test		100 minutes				2 credits
Week 9	To enable Ss to take conversation	Situated dialogue	Improvisation Technique	100 minutes	Ss are able to take conversation with their peers	2 and 4		2 credits
Week 10	To enable Ss to take conversation	Situated dialogue	Improvisation Technique	100 minutes	Ss are able to take conversation with	2 and 4		2 credits

					their peers			
Week 11	To enable Ss to retell the messages that they heard	Eavesdropping	Retelling	100 minutes	Ss are able to retell the message that they heard	4		2 credits
Week 12	To enable Ss to take conversation based on situation	Situated dialogue	Improvisation Technique	100 minutes	Ss are able to take conversation based on the situation	2 and 4		2 credits
Week 13	To enable Ss to take conversation based on situation	Situated dialogue	Improvisation Technique	100 minutes	Ss are able to take conversation based on the situation	2 and 4		2 credits
Week 14	To enable Ss to take a conversation with an English native speaker	Interview a native speaker	Interviewing	100 minutes	Ss are able to take conversation with a native speaker	1, 2, 3 and 4		2 credits
Week 15	To enable Ss to take a conversation with an English native speaker	Interview a native speaker	Interviewing	100 minutes	Ss are able to take conversation with a native speaker	1, 2, 3 and 4		2 credits
Week 16		Final Semester test		100 minutes				2 credits

References

1. Condrill, Jo and B, Benny. 2004. 101 **Ways to Improve Your Communication Skills Instantly**. Mumbai: Jaico Publishing House
2. Dobson, M. Julia. 1981. **Effective Teaching for English Conversation Group**. Washington: State Information Agency
3. Ho, Sook Wah, et.al. 20016. **Interactively Speaking.** Selangor: Malindo Printers SDN BHD.
4. Gusmuliana, Paidi,. 2016. **Practical Ideas for Incorporating Speaking into Classroom 2nd Ed**. Pekanbaru: Kreasi Edukasi.

Approved by, Date : March 18, 2021 Head of English Study Program	Checked by, Date : March 18, 2021 Coordinator of course specialization	Designed by, Date: March 01, 2021 Lecturer
Jumatul Hidayah, M. Pd.	Paidi Gusmuliana,M.Pd	Paidi Gusmuliana, M.Pd.

BIOGRAPHY

The researcher's name is Marta Adi Kusandi. He was born in Mulyoharjo, March $\mathbf{7}^{th}$ 1998. he is a son of Mr. Amirudin and Mrs. Kurma Yunita. He has two sisters named Anita Wulan and Bella Eliya. He finished his Elementary School at SDN 1 Mulyoharjo and graduated in 2011, the continued his Junior High School at SMPN Mulyoharjo and graduated in 2014 and the cerried on his Senior High School at SMAN Raksa Budi and also graduated in 2017. After that, he decided entering Institute Collage for Islamic Studies (IAIN) Curup and choose English Study Program as his faculty. He graduated his study on 2022.