



The EFL Learners' Lens on Online Teaching Speaking and its Effective Teachers at Islamic Higher Education

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Abstract

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

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

A. Introduction

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

Speaking is one of the skills in English which is commonly learned through direct interaction in the classroom where each learner can see the other. Through this classroom mode of learning, they can practice speaking in more direct interaction and a more convenient atmosphere, because they can give feedback either directly or indirectly. However, this should be conducted in an online mode of teaching and learning speaking due to Covid 19 pandemic, which brought about releasing policies of physical and social distancing for all issues and activities in society. The educational setting was also impacted by this policy by doing "physical distance learning" through online mode. For learning skills such as speaking, it is not easy to be carried out, because students need to practice effectively through direct interaction and communication, which are believed to be as a more convenient way and the more real practice of speaking experienced by the students. Efriana (2021) revealed that online learning teachers have limited access to supervise their students, and students become inactive in attending learning activities. Thus, such a teaching mode needs to be further investigated to see what the students perceived about improving their speaking skills through online platforms.

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

There are some factors that affect students to easily and effectively speak in English, as revealed by Leong & Ahmadi (2017): students should have high motivation, and low anxiety, a friendly and cooperative environment, and the teachers should understand their

students' interest and feeling, improve their students' self-confidence, choose the best teaching method to keep their students get involved, praise their students for speaking English, build a friendly relationship with their students, make them feel happy and enthusiasm to speak English. Moreover, effective teacher-student interpersonal interaction skills in English as a foreign language speaking class include praise, care, confirmation, clarity, credibility, stroke, immediacy, rapport, and humour (Ding, 2021).

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

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

B. Literature Review

1. EFL Learners' Lens

The term "lens" is literally defined as a curved piece of glass, plastic, or other transparent material, used in cameras, glasses, and scientific equipment, that makes objects seem closer, larger, smaller, etc. (Cambridge Dictionary, n.d) a camera with a zoom lens, for example. In this context of research, it is used to describe the point of view from which the data were obtained, the collected data were analyzed, and the analyzed data were revealed to tell significant opinions and thoughts. Thus, the lens of the EFL learners

means what could be revealed from this study was their opinion and thought based on what they experience, think, perceive, and believe while attending the subject of Speaking for Daily Interaction class carried out through online mode. It is about seeing how the speaking class is carried out through online mode and how an effective teacher for speaking is portrayed in the students' new and revealing ways.

2. Effective Teachers of Speaking

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

3. The Skills of Speaking for Daily Interaction

There are some skills of speaking taught, such as those of Speaking for Daily Interaction, those of Speaking for Business Interaction, and those of Speaking for Academic Interaction. In Speaking for Daily Interaction, students learn and practice how to introduce, greet, talk about favorite things, ask for and give permission,

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

4. Teaching and Learning Speaking Through Online Learning

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

Regarding the learning strategies, Mohammed (2021) in his study found that both male and female learners use five types of learning strategies, either individually or in combination, to enhance their speaking skills in online learning. Those strategies are *in-class strategies*, such as participating in the speaking activities and interacting with their teachers and classmates, *study-based strategies*, such as writing notes, preparing lesson outlines, and using extra-textual supporting materials, *listening-based strategies*, such as listening to movies, audio, news, speeches, listening to their voices after recording, listening to the recordings of virtual classes, and *listening to native speakers* using multimodal options, internet-based strategies such as websites, mobile applications, social media, and sites that teach speaking, and *memory strategies*. Still, the memory strategy is used more than other strategies. Like offline teaching, González-Lloret, (2020) found that by using collaborative technology-mediated tasks in online teaching, speaking can promote productive language output e.g., speaking and writing, and the types of interaction built between teachers and students can facilitate language learning and motivate learners to continue improving their language skills.

To be successful in teaching speaking through online mode, both technological tools and strategies need to be employed (Mahoney & Hall, 2020). Learning how to incorporate virtual reality games, webcams, video conferencing, and brainstorming platforms such as

Padlet, Bubbl.us, Zoom, Twitter, Instagram, interactive whiteboards, chat rooms, YouTube, and screen casting videos is encouraged. Another study revealed that Edmodo or Schoology LMS system is effectively used to help students to achieve their speaking performance, particularly in pronunciation and grammar (Yuniarti et.al, 2019). Learning speaking through video blogging is also more effective than the expository strategy (Rakhmanina & Kusumaningrum, 2017). And during online courses, synchrony positively affects students' perceptions of belonging, positive affect, and cognitive processes (Peterson et.al, 2018).

C. Research Methodology

The design of this study was mainly descriptive and quantitative. However, the Covid 19 pandemic era led the research to be done online mode. This study was then carried out by distributing an online survey to students of the English Department, State Islamic Institute of Tulungagung. The participants were purposive-randomly selected based on some criteria, namely the EFL students who were staying in the first semester and were taking the "Speaking for Daily Interaction Course." This course offered students to learn expressions in English used for daily interaction, such as greeting, turn-taking, asking for clarification, agreement, and disagreement, giving for opinion, and so on. There were 46 out of 87 students attending the Speaking for Daily Interaction Course voluntarily filled out the survey. The survey was done in the first week of January 2021, right after they finished the Course at the end of the odd semester of 2020-2021. The survey was distributed via Google Form with this link <https://forms.gle/NT0P49qUXnHWaD629>. The argument for investigating their perception of online learning that improves their speaking skills of using daily expression is that online learning is not commonly used for speaking classes before Covid 19 pandemic. Therefore, this new experience made the students find both challenges and benefits. In addition, providing students with a motivating teaching practice according to their own perspectives is also very meaningful to help them create a more convenient and joyful online learning atmosphere. As a result, they could be more actively engaged, and this lessened the psychological burden which hindered the students' improvement in their speaking skills by using daily expression.

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

interaction." The other three open-ended statements are "What challenges you to improve your speaking skills of using and responding expressions of daily interaction during attending this class (in terms of teaching technique, media, learning activities, and evaluation) ?"; "What benefits you from attending this class so that your speaking skills of using and responding expressions of daily interaction improve (in terms of teaching technique, media, learning activities, and evaluation)?"; and "6. What is the effective lecturer of speaking that can help you to improve your speaking skills during this online learning?"

The data collected from the first three closed-ended items of questions are in the form of percentages which were analyzed quantitatively. The result of quantitative data was described descriptively according to the objectives of this study. Meanwhile, the data obtained from the three open-ended statements asking students' perspectives about their challenges and benefits concerning their lecturer's teaching technique, media, learning activities, and evaluation that they encountered while improving their speaking skills through online learning are analyzed descriptively. In addition, the data collected from the last open-ended statement asking about their perspectives on the effective lecturer of speaking that can help them to improve their speaking skills during online learning are analyzed qualitatively as well. In addition, an online interview through voice calls to some respondents was conducted to verify the collected data from the questionnaire survey. The result of the data analysis shows the students' lens about effective online teaching speaking and effective teacher of speaking were revealed.

D. Finding and Discussion

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

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

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

is helpful to set strategies for getting involved actively and to get success in learning speaking via online. This finding is in line with Bursalı & Öz (2018), who revealed that engaging students in activities on goal setting, especially enabling students to set mastery goals for themselves, may help them be more successful.

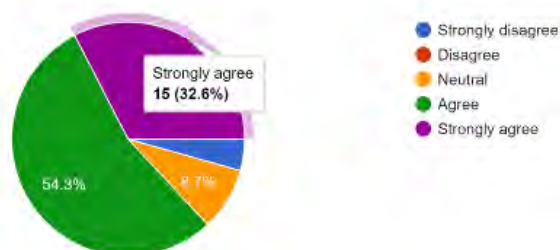


Diagram 1. Students understanding of course outline and classroom commitment for online learning

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

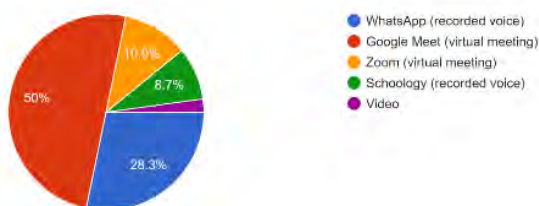


Diagram 2. Students' preference on media used for online learning of Speaking for Daily Interaction.

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

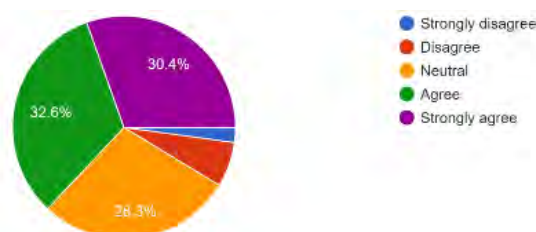


Diagram 3. Students' preference of the mode of Speaking class to improve their speaking skills

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

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

First, it was found that the dream of continuing to study abroad in Australia, for example, is the challenge to improve their speaking. This can be explicitly stated in the student's quoted statement. "...improve my English skill for study abroad in Australia, that's my reason why I have to improve it (Audri). She believed that the skill of speaking in English is one of the keys to being able to study abroad. In addition, it was found that student's knowledge of English as the international language that links people from different countries in the world has motivated them to improve their skills of speaking in English. One of the respondents clearly stated that "Because English is an international language that links communication between countries. Surely an English major should be fluent in English. That's what challenged me" (Ardhea). Teacher modeling is also found to be a motivating factor in improving students' speaking during online learning, as can be seen in this student's quoted statement. "During this online class, the lecturers often speak in English during learning, and this is what challenges me to improve my speaking skills." (Cici). This finding is in line with Hussain (2017), who found that teachers have a duty goal that good pronunciation and fluency in speaking skill is the hallmark of culture. In addition, students' curiosity was found to be the challenge of improving their speaking for daily

interaction either as explicitly stated in this quoted statement: “*Curiosity to learn more deeply, this making of a challenge to learn*”. (Defina). This data shows that dream of engaging in the international community for pursuing either academic or non-academic reasons, teacher modeling on speaking, and curiosity of making progress are challenges that motivate them to improve their speaking of English.

The second way of perceiving challenges is concerned with problems that inhibit them from improving the student’s speaking skills. This survey found that those challenges cover feeling insecure, having less social contact with practicing speaking and having a bad internet connection. As revealed by Bailey & Lee (2020) that online learning leads students to become distracted. Students’ feeling insecure when they are appointed to spontaneously speak in front of their classmates during synchronous meetings is a case that made them get nervous and tremble. This leads to breaking their concentration and joy in practicing speaking. Without practicing speaking sufficiently, their skills in using English for daily interaction will not improve well. This finding can be seen in the following quoted respondent’s statement”

*“Evaluation, I like the way the lecturer evaluates us in virtual meetings so that we can speak directly and make eye contact, and that kind of challenges me because I always get nervous and trembling before speaking up hhhh *peace sign.”* (Arwa)

English speaking practice is believed to be a great contribution to the improvement of language fluency, confidence, and experience of the learners. Through online mode, then online educational resources provide the key components of successful learning, which encompass interactivity, personalization, and effective communication (Styfanysyn & Kalymon, 2020).

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

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

Feeling insecure is found to be one of the challenges during online speaking classes. The students got used to meet each other and speaking in a joyful feeling and atmosphere

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

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

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

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

The last and main challenge experienced by the students is the internet connection. People agree that the success of conducting online learning is if the connection to the Internet is stable and good because online learning is internet-connected learning. It was found that learning speaking through online mode is challenging for them. It was stated clearly that signal of Internet connection is even believed to be the main factor to determine the success of attending online learning speaking. "*During the virtual meeting, when the lecturer explains, sometimes the signal is not friendly. Or I could say that understanding depends on the signal.*" (Nur Azizah). A study also ferreted out the same finding that the problems of students during online learning are internet network access in addition to inactivity in following learning and limited supporting facilities (Efriana, 2021), which hinders the effectiveness of online learning. This is because creating forums for communication using social media and other digital platforms, which depend on the availability of the internet connection, is proposed to be continuously improving the quality of online courses (Heng & Sol, 2021).

Another respondent also claimed that the problem of Internet connection makes the online learning of English skills be less effective because they do not meet each other. This finding can be seen in this quoted statement.

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

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

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

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

Concerning teaching techniques and learning activities employed for online speaking classes, it is not sufficient only to use online media and online applications without providing them with clear and meaningful learning activities. To improve their skills in using daily expressions in English, they were given solid and clear materials and examples of expressions used for their daily communication in English. Subsequently, the materials are explained synchronously while giving them a good model of how to use some daily expressions, such as asking for clarification and giving information, and so on. After that, conducting discussion sessions and asking them to practice using the expressions are important steps in online teaching and learning speaking. These online teaching procedures for speaking classes are claimed by the students to be beneficial to improve their skills of speaking in English. This finding is explicitly stated in the students' quoted statements below:

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

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

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

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

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

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

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

4. Portrait of Effective teacher for teaching online speaking

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

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

The other indicator of an effective teacher of teaching speaking through online mode is speaking in English as a model for his/her students. This further brings students about having good role models who can be imitated. This motivates students to be more diligent in increasing their vocabulary number, as clearly reflected in the student's quoted statement: *"With the lecture using English, I will be more diligent in finding the meaning of the words the lecturer uses (increased vocabulary."* (Mayda). Moreover, being able to provide students with simple and clear explanations is also found as the other indicator of an effective teacher of online speaking. *"yes, the lecturer delivered the material with the word "which is easy to understand but sometimes too fast in speaking / conveying, so sometimes I take a long time to understand what is being said."* (Adinda). Simple means right to the point and using words that are familiar to students. Meanwhile, clear means in line with the pace of speaking.

In addition, an effective teacher teaches speaking via synchronous learning is identified by not giving the students a lot of assignments which can further lead them to encounter another workload and demotivate them, as explicitly stated in the student's quoted statement: "*lecturers who explain the material simply and clearly to reduce the cost of online learning and who do not share a lot of assignments.*" (Ryco). Furthermore, teachers who appreciate students' work are also perceived as being effective. Their attention during learning activities and appreciation of the students' work trigger them to enjoy the class. This finding supports a study by Anderson et.al. (2020), who found that good teachers are characterized as people who care about their discipline, care about teaching and care about students, powerfully influencing students' engagement with the subject matter, enthusiasm for learning, and aspirations for the future. Moreover, enjoyment and happiness have a positive effect on learning (Hernik & Jaworska, 2018). Students' joy is meaningful to lead them to get actively involved in the classroom so that they can release from shyness to practice speaking during online speaking practices. This finding is clearly seen in the following quoted student's statement.

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

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

E. Conclusion and Suggestion

This study reveals four important points. First, online learning platforms employed during Covid 19 pandemic is as the right choice for teaching skills in the English language. Thus, teaching speaking is also done in this way by using various kinds of online learning media and applications. This study ferrets out that Google Meet is the most helpful media for teaching and learning speaking. This media is not only effective but also economical because this is freely used by those connected to the internet. Second, the dream of having further studies in an English-speaking country like Australia and of being actively involved in an international community are challenges that motivate EFL students to improve their speaking. So, they are motivated to do their best during online speaking classes. However, there are some challenges that inhibit them from actively engaging in their online learning Speaking, for example, less social contact, feeling insecure, and internet connection problems. Third, this study also digs out the benefits of attending Online speaking classes; namely, they can recognize some expressions used for their daily interaction, increase the number of vocabulary, improve their skills of speaking in English, get more confident in speaking in English, and be able to learn accent and pronunciation in

English. Forth, effective teachers who teach Speaking through online teaching are portrayed as caring and helpful and a good model of speaking in English during the instruction. They are also identified by providing students with simple and clear explanations, not giving a lot of assignments, and appreciating students' work.

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

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