

FOURTH-SEMESTER STUDENTS' PERCEPTION OF ONLINE SPEAKING
CLASS: PARTICIPATION AND INTERACTION

(A Qualitative Study of English Education Department Student at Universitas
Muhammadiyah Makassar)



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MAKASSAR

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AMALUDDIN

105351111418

UPT PERPUSTAKAAN DAN PENERBITAN

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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16/09/2022

Sub-Alumni

12/0248/BIG/2208

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Fourth-Semester Students' Perception of English Speaking

Class: Participation and Interaction

Name : Amaluddin

Reg. Number : 105351111418

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 23 Juli 2022

Approved By,

Consultant I

Dr. Eny Syatriana, M.Pd.
NIDN/0918007401

Consultant II

Hjrah, S.Pd., M.Pd.
NIDN/0916018404

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Amaluddin** NIM **105351111418**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor, 403 Tahun 1443 H/ 2022 M, tanggal 19 Dzulqa'idah 1443 H/ 19 Juni 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu 23 Juli 2022.

24 Dzulhijjah 1443 H
Makassar, 23 Juli 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji :
 1. Dr. Umni Khaerati Syam, S.Pd., M.Pd.
 2. Dr. Sujariati, S.Pd., M.Pd.
 3. Uka Satrawati, S.Pd., M.Hum.
 4. Dr. St. Asriati AM, S.Pd., M.Hum.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934





بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Amaluddin
NIM : 10535111418
Department : English Education Department
Title : Fourth-Semester Students' Perception of Online Speaking Class:
Participation and Perception
Consultant 1 : Dr. Eny Syatriana, M.Pd

Day / Date	Chapter	Note	Sign
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29/7/2022			X

Makassar, 29/7/2022

Approved by:
Head of English Education Department

Dr. Umni Khaerni Syam, S.Pd., M.Pd.
NIM. 977807



MAJELIS DIKTILITRANG PT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Amaluddin
NIM : 105351111418
Department : English Education Department
Title : Fourth Semester Students' Perception of Online Speaking Class:
Participation and Perception
Consultant II : Hijrah, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
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20/7/2022		Lee	

Makassar, 29/7/2022

Approved by:
Head of English Education Department

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



الرحيم الرحمن الله بسم

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Amaluddin
Stambuk : 105351111418
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Fourth-Semester Students' Perception of Online Speaking
Class: Perception and Interaction

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Makassar, 31 Agustus 2022

Yang Membuat Pernyataan

Amaluddin



الرحيم الرحمن الله بسم

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Amaluddin
Stambuk : 105351111418
Jurusan : Pendidikan Bahasa Inggris

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Makassar, 31 Agustus 2022

Yang Membuat Pernyataan

Amaluddin

MOTTO AND DEDICATION

“You may never know what results come of your actions, but if you do nothing, there will be no results.”

(Anda mungkin tidak pernah tahu apa hasil dari tindakan Anda, tetapi jika Anda tidak melakukan apa-apa, tidak akan ada hasil)

This thesis is dedicated to:

“My beloved mom who always send me her affectionate prayers and the strongest hero in my life, my father, who endlessly works day and night to make sure we have something to eat today”

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ABSTRACT

Amaluddin, 2022 "Fourth-Semester Students' Perception of Online Speaking Class: Participation and Interaction" (A Qualitative Study of English Education Department Student at Universitas Muhammadiyah Makassar). Supervised by Eny Syatriana and Hijrah.

This study aimed to discover students' perception of online speaking classes particularly about students' participation and classroom interaction using a qualitative descriptive method. The subjects of this study were fourth-semester students of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. The study used interviews as an instrument to collect in this study.

Based on the results of the study, student participation in taking online speaking classes is very high. This can be seen from the activeness of students in participating starting from a high level of attendance, preparing before entering class, being active in class discussions, contributing to group assignments, and being active in their abilities, improved communication. In addition, students have a positive perspective on class interactions. This can be proven by the existence of various types of interactions during this online speaking class.

Keywords: Students' Perception, Participation, Interaction, Online Speaking.

ABSTRAK

Amaluddin, 2022 "Fourth-Semester Students' Perception of Online Speaking Class: Participation and Interaction" (A Qualitative Study of English Education Department Student at Universitas Muhammadiyah Makassar). Supervised by Eny Syatriana and Hijrah.

Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa terhadap kelas *online speaking* khususnya mengenai partisipasi dan interaksi menggunakan metode deskriptif kualitatif. Subjek dari penelitian ini adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Penelitian menggunakan wawancara sebagai instrumen untuk mengumpulkan data dalam penelitian ini.

Berdasarkan hasil penelitian, partisipasi mahasiswa dalam mengikuti kelas *online speaking* sangatlah tinggi, hal ini dapat dilihat dari keaktifan mahasiswa dalam berpartisipasi mulai dari tingkat kehadiran yang tinggi, melakukan persiapan sebelum memasuki kelas, aktif dalam diskusi kelas, berkontribusi terhadap tugas kelompok, dan aktif dalam kemampuan berkomunikasi yang membaik. Selain itu, mahasiswa memiliki perspektif yang positif terhadap interaksi kelas. Hal ini dapat dibuktikan dengan terdapatnya beragam jenis interaksi selama mengikuti kelas *online speaking* ini.

Kata kunci: Persepsi Mahasiswa, Partisipasi, Interaksi, Kelas Online

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The researcher hopes that this thesis gives some positive contribution to the improvement of the Classroom Interaction of the English Learning Classroom even this thesis so far from perfect. My Allah bless us forever. Amin

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Makassar August 1st 2022


Amaluddin

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CHAPTER 1

INTRODUCTION

A. Background

The first notion of online learning was originally introduced by The University of Phoenix in 1989. Kentnor (2015) says that at the first emergence, the university used CompuServe, one of the first online information services. Although it seems old, this type of distance learning did not popular and globally used until coronavirus hit the earth at the end of 2019. During this pandemic, many countries were experiencing a whole "new" concept of education. Especially in Indonesia, where its Ministry of Education and Culture asked people to do social distancing. The schools, universities, and other educational institutions were forced to close and were urged to conduct the online learning system, which soon people become familiar with online learning. As the result, all teachers and students had to possess digital devices such as smartphones, laptops, or personal computers.

As one of distance learning, the online class is distinct from traditional or conventional class. Allen and Seaman (2011) define online learning is referred to a system where 80% of the subject content is delivered online and the class is typically occurred not in face-to-face form. In line with that, Pohan (2020) states that online learning is a type of learning where it is conducted through the internet in which both teacher and learner are not physically met. This eliminates the distance boundaries that happen in in-person classes and offers not only teachers but also the student a new experience in the teaching-learning process.

Since the place of interaction between teachers and students has changed, the way they communicate in the classroom also changed. Johnson, Arago, and Shaik (2000) conducted research comparing online and traditional face-to-face instructor and student interaction. They found that student-to-student interaction is better in conventional in-person classes because students have more space to share experiences, a sense of community, and be able to work in a group. Besides, the study found that the interaction between teacher and student in an online class is less effective since students do not get clear instructions, are not informed about their progress, do not have interaction outside of the class, and do not have good communication during the class. Generally, good interaction will lead to a successful and achieving learning experience.

In addition, a major key point to achieving high academic performances is students' participation in the classroom. Participation can be perceived as an active involvement in the teaching-learning process which can be categorized into five evident classifications, namely, attendance, preparation, contribution to discussion, group works, and communication skills (Ahmad, 2021). Moreover, Student's participation varies ranging from simply stepping into or attending the class to verbally giving questions or answering others'. This is undoubtedly essential for the class to gain a positive atmosphere of supportive education. In an online-speaking-class design, participation can encourage the class to actively engage. Parks-Stamm, Zafonte, and Palenque in Ahmad (2021) find that over 70% of students who took a part in their research noticed their participation contribute

positive impacts on their learning and also discussed the value of other students' comments on their learning.

Accordingly, the existence of online media in the form of applications and software has transformed the learning process from conventional classes to online classes, ways of interacting, and ways of communicating both between students and students and students and teachers. This shift leads to a new approach to the teaching-learning process that enables teachers and students to set up a class from different places such as home and office. This change is a new experience, especially in English speaking class setting. Despite speaking class relying and emphasizing more on direct verbal communication, the virtual class offers completely the opposite. Thus, this study is proposed to find out how students' perception of learning English through the internet (online), especially English speaking classes. Additionally, the researcher hopes that the results of this study will contribute to the education of Indonesia in the future.

B. Problem Statement

Based on the explanation above, the researcher formulated three questions:

1. What is students' perception of online participation in English Speaking classes at Universitas Muhammadiyah Makassar?
2. What is students' perception of online interaction in English Speaking classes at Universitas Muhammadiyah Makassar?

C. The objective of the Study

The objectives of the research were to discover:

1. To find out students' perception of online participation in English speaking

classes at Universitas Muhammadiyah Makassar?

2. To find out students' perception of online interaction in English speaking classes at Universitas Muhammadiyah Makassar?

D. Significance of the Study

The researcher expected that the findings would be beneficial for;

1. Lectures and teachers, the outcomes of the research can be a supportive reference in building and creating the main activities of the learning process in online learning, especially speaking class, which is more rewarding and achievable to all students.
2. Students, it is expected that they can find out the result of this study as a reflection to get a better learning experience in the future.
3. Readers or future researchers, the researcher hopes that this study can be a helpful piece of information or reference that can assist future researchers.

E. Scope of the Study

The research took place in the English Department of Muhammadiyah Makassar University, particularly for fourth-semester students who have been taught and have experienced speaking distance learning through virtual classes. In addition, as the title of this study is "Fourth-Semester Students' Perspective of Online Speaking Class: Participation and Interaction" the study was specified to only focus on Students' perception of participation and interaction in the Speaking for the Advance course.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

There was some research that investigated the same area, as stated below:

First, the research was conducted at the University of Prof. Dr. Hazairin, SH. by Rakhmanina (2020) investigates students' perception of online English learning during the covid-19 pandemic. The results of this study indicate that most students are interested in online learning. Online learning is considered to be more fun and flexible. In terms of the platform that is the medium for implementing online learning itself, the WhatsApp application is considered the best or dominant application and is very helpful for online learning during the pandemic. Therefore, this data proves that the research respondents had positive perceptions of online learning during the Covid-19 pandemic.

Different from that, Yulini (2020) finds out that the weakness of online learning is a lack of understanding of the explanation from the teacher, and the students saw the material from the handphone, and make they do not understand the material. The advantage is the students are more focused on the internet than on reading the book. The result shows that the eighth-grade class students at MTS Tsanawiah Morella, answer the question from the researcher bout their perception of online learning, many students choose offline learning over online learning. Because they think that learning from offline learning makes them more understand the material than online learning. Based on the research, the students feel bored with online learning.

Furthermore, Fitria, Bandung, and Kadri (2020) in their study bring the general concept of students' responses to online learning in speaking class. In addition, the researchers employed mix method where qualitative and quantitative data were collected together. To acquire the data, there were 20 prepared questions disseminated to 83 random sample students. The findings of the research show that most of the students do not like the online speaking format. This can be proved by the number of question items chosen by the students. 14 out of 20 items were selected as "disagreed" which indicates that the samples prefer face-to-face classes over online speaking classes. According to the findings, the majority of the students felt online class did not enhance their speaking competence due to some factors, namely, unstable internet connection, and supportive devices, some of them also feel comfortable delivering opinions in person.

Lastly, Tirtanawati, Salsabila, and Purnama (2021) in their descriptive qualitative study entitled "English students perception on the use of Whatsapp group in speaking class," the study aim to find out english students' perception of the use of WhatsApp Group in speaking class and to find out english students challenges on the use of WhatsApp Group in speaking class. The participant of this research was 35 students in the third semester of the English Education Department academic year of 2020/2021 in IKIP PGRI Bojonegoro. The result showed that students' perception of the use of WhatsApp Group in speaking class is less interesting and less effective. Their challenges with the use of WhatsApp Group are an internet connection, feeling bored and lazy, difficulty understanding the

materials and the time is not according to the schedule. online learning using WhatsApp Group in speaking class needs more interesting learning activities.

The previous related research above and this present study have the same aspect of the study. This research, in one big point, focuses on obtaining students' perception of EFL online classes. At the same time, the present research is distinct from the other relevant studies because it focuses on gaining English students' fourth-semester perception of the online speaking class setting as they have experienced the online speaking class itself. Besides, This study also chooses a specific course namely Speaking for Advance as a part of the study.

B. Some Pertinent Ideas

There are several relevant concepts of this research that can support the topic of the research.

1. Perception

a. Definition

In the writing of *A Brief Introduction to Perception*, Qiong (2017) states that perception is the process of attaining awareness or understanding of sensory information. The word "perception" derives from the Latin words *perceptio*, *percipio*, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses. On the other hand, Noë (2004) said that Perception is something that happens because of an individual's action. It is a result of action and not something that happens inside of an individual. "Perception is not something that happens to us, or in us. It is something we do." The definition above gives one big conspectus which narrows down to the same traits that perception has a strong relationship with an individual's experience to gain information.

b. Perception Process

Qiong (2017) suggests that there are three sequential stages of the perception process: selection, organization, and interpretation.

1) Selection

The first stage of the perception process is selection in which an individual transforms the available stimulation into a meaningful experience. Because life provides a lot of information on a daily basis, a person might not be capable to handle all the information. Hence, He has to choose the information through this first stage.

2) Organization

After selecting the environment stimuli, an individual will proceed to the second stage which is organization. The idea of this stage is to categorize all the selected information such as things, animals, places, or people into a meaningful pattern. This will lead a person to associate something or someone with structure, shape, texture, color, and so on. Within this stage, an individual will gain general knowledge about the stimuli.

3) Interpretation

In this stage, all the categorized information will be interpreted and will have meaning. When a person gets a piece of information he tends to label the information. This "attaching" process may differ from others because it is highly influenced by someone's culture. For Instance, students who do not live in English-speaking countries will perceive English as a skill, while some, students who live in the USA, Australia, and the UK, will not see English as an ability.

c. Types of Perception

One's perception, in social life context, can be divided to two types, positive and negative Irwanto (2002). Positive perception is all the information that someone has as a response and describes the willingness to support and use the knowledge or perceived objects. On the other hand, negative perception is all the information of someone that not rythem with the percieved objects. This will be indicated with passive action or even rejection. Therefore, it can be identified that perception is both positive and the negative always have impact to someone in doing something. Either positive or negative perception all depends on how people describe all their knowledge about an object that is perceived.

d. The Importance of Student's Perception

Students' perception can highly influence their motivation in class especially in learning English. Rahmiyanti, Zaim, and Refnaldi (2020) in their study entitled "Students' Perception on Teacher's Teaching Strategy and Its Effect Toward Students' Motivation in Learning English" revealed that The results showed that students' perception of teacher's teaching strategy was *High* on teaching strategy for writing skill, reading skill, listening skill, grammar, and vocabulary and *Very High* on teaching strategy for speaking skill. Then, based on the statistical analysis, the teaching strategy had a significant effect on students' motivation in learning English as General Subject.

Based on the explanations of perception above, it can be related to the process of learning where the students gain information through experience and become part of one's storage of facts. In other words, students can have a perception of

something if they have experienced the process as mentioned by Forgas. Thus, the way the students perceive the teacher's language use in the classroom may significantly affect the students' academic performance.

2. Online Learning

a. Definition

Pohan (2020) states that online learning is a type of learning where it is conducted through the internet in which both teacher and learner are not physically met. On the other hand, Allen and Seaman (2011) define online learning is referred to as a system where 80% of the subject content is delivered online and the class typically occurred not in face-to-face form. Accordingly, based on the medium and the way teacher and student attend the class, it can be defined that online learning is a type of education system that which both student and teacher organize the class utilizing the technology and the internet as the place to hold the teaching-learning activities.

b. Forms of Online Learning

The types of online learning availability, it is further classified into three forms: synchronous, asynchronous, and hybrid learning (Amiti, 2020).

1) Synchronous learning

The synchronous method takes a place in real-time with a teacher providing live interaction with students in the learning process. Amiti (2020) implies that both instructors and learners should attend the class simultaneously, they should gather online via a provided platform or software, and cooperate just as they do in a traditional classroom. This form of learning is facilitated by electronic media that is capable to handle many people in different places at the same time. Dung (2020) mentions that synchronous learning enables to reach a larger amount of students

who wish to attend the course and, at the same time, a teacher can deliver the course to a large number of students who need to access the class from distance. Besides, Dhawan (2020) says that as synchronous learning requires teachers and students to meet at the same time, there is a possibility for students to get instant feedback. In conclusion, it is a more structured learning strategy, where the courses are scheduled at specific times and in live virtual classroom settings.

2) Asynchronous Learning

The asynchronous method is the opposite, the teacher-student interaction occurs without specific and appointed class time. Dhawan (2020) suggests that this type of online learning is not properly organized. In addition, it adopts the idea of a self-centered education style. Dung (2020) explains that in doing the class work and assignments, learners become more self-directed. However, all the assignments and class activities should be accomplished in a time frame (Amiti, 2020). Students are benefited from this as asynchronous learning gives them the flexibility to access the subject material and work and comfortably suits their availability on time and location.

3) Hybrid Learning

This kind of online learning is a mixed method of synchronous and asynchronous online courses. Dung (2020) states that hybrid offers students to attend classes in both in-person and online settings. It entails the course to be conducted in traditional classroom form during the semester and facilitated virtual course interaction somewhere between the face-to-face classes. Besides, Gil et al. (2022) imply that *hybrid* or *blended*, are different terms that refer to the same

concept. They also mention that hybrid refers to a combination of a regular face-to-face class, physical meetings, and technology-mediated learning via digital platforms or resources. To sum up, Hybrid learning is a sort of “blended” method that can be delivered both synchronous and asynchronous, and with direct or virtual interaction.

3. Students' Participation in Classroom

a. Definition

Participation in the classroom has a broad definition, for it is not just raising hands, it can be seen in many distinct ways. Namini and Simanjalam (2008) define students' participation in the English classroom as students' engagement with not only their classmates but also their teachers in form of asking and giving questions, commenting, and joining the class discussions.

b. Types of Students' Participation

In addition, Participation can be perceived as an active involvement in the teaching-learning process which can be categorized into five evident classifications, namely, attendance, preparation, contribution to discussion, group works, and communication skills (Ahmad, 2021).

1) Attendance

Attending the class for a certain period of time is a basic thing of school concept. In order to be able to understand a subject, students are required to stick to the class schedule until the end of the semester. Additionally, as a part of active participation, joining the class can help teachers assess students' academic

performance. Attending class is essential. the class allows teachers to have the time tracking students' progress and make better decisions that can help them do better in the next class and in their future careers.

2) Preparation

Students' participation does not only occur during the class meeting. Good preparation before the class is also part of active engagement. For instance, a pupil who always runs late for school may not be able to concentrate and perform better than the one who always enters the class in time. On the other hand, preparation is a clear indication that learners are ready to receive the information.

3) Contribution to Discussion

Contributing to the class discussion is an important part of building a positive atmosphere. In general, context, contributing to discussion means that students willingly speak up by asking questions, commenting, and responding. Discussion is an effective strategy to improve students' creative thinking ability as well as their critical thinking. On the other side, EFL speaking classes can help learners to encourage their confidence and train their brains to be familiar with English. This is an obvious feature of active learning that a student that does not attractively talk or participate in the discussion is most likely considered a passive learner.

4) Contribution to Group Work

A learner is an individual that needs to work side by side in reaching the class goals. This goal can be acquired by cooperatively working together as a group. Teachers, some of the time, divide and assign students into several groups with work to do. The aim of group work is to shape students' teamwork skills. And over

time, it will develop students' communication and collaboration competencies which also, surely affect students' tremendous academic success.

5) Communication Skill

There are many varieties of communication skills starting from asking and giving questions to delivering an oral presentation in front of the class. Proper communication skills promote students' participation in the classroom and help them to sharpen their capabilities in responding to others' ideas and defending their own points of view. This can drive students to extend their knowledge, understanding, and interpretation. As a result, building decent communication in class can lead to high-class interaction and academic achievement.

c. The Importances

Parks-Stamm, Zafonte, and Palenque in Ahmad. (2021) find that over 70% of students who took a part in their research noticed their participation contribute positive impacts on their learning and also discussed the value of other students' comments on their learning. The learners also mentioned that classroom participation is required to improve their learning experiences which narrow down to five aspects; develops class engagement; assists learners' memory and recall of information; confirms what they have already learned; provides clarification of the previous meetings, and strengthens their understanding, especially through face-to-face and computer-based learning opportunities. Thus, students are encouraged or required to actively contribute to classroom activities to get the positive outcomes needed to develop their language skills.

4. Interaction

a. Definition

The term "Interaction", in a general sense, has been seen in many different definitions. In the social context, interaction refers to socialization. Sert (2015) sees interaction as a social phenomenon which people in, daily basis, employ verbal and non-verbal actions. Sert adds that because of this social communication with others, an individual is capable in many aspects of life such as teaching, learning, understanding, discussing, rejecting, agreeing, allowing, criticizing, and constantly negotiating.

According to Longman Dictionary, interaction has two interpretations. First, is a process by which two or more things affect each other. Second, the activity of talking to other people, working together with them, etc. In line with the previous definition, Wang, Elston, and Zhu (2010) define the term, in the broadest idea, as only signifying that objects or factors of research do not act independently.

b. Classroom Interaction

Understanding Classroom Interaction will not be comprehensive without looking at the definition of the place where the interaction happens. Brown in Nuriani (2018) defines the classroom as the place where teachers and students communicate and express their, emotions, or thoughts to each other in the form of verbal communication to attach certain goals. It is not solely a building, beyond that, it is a place where information is shared between teachers and students.

Accordingly, Tsui (2001), in the book *The Cambridge guide to teaching English to speakers of other languages*, states that the term classroom interaction refers to a form of interaction between the teacher and learners, and amongst the learners, that occurs in the classroom (p.120-125). Meanwhile, Rohmah (2017) indicates that classroom interaction refers to all kinds of classroom activities that can be conveyed in verbal and non-verbal interactions. Furthermore, Meng, as cited in Rohmah (2017), points out that verbal interactions are included written and oral interaction and non-verbal interaction covers all classroom conduct in which both students and teachers are not using words such as head-nodding and hand-raising.

c. Kinds of Classroom Interaction in EFL

Asbah (2015) mentions that there are seven forms of classroom interactions in the English as Foreign Language class:

1) Teacher – Whole Class

This type of classroom interaction generally takes place at the beginning of the class meeting where the teacher greets and welcomes the class. A good teacher will also use this interaction to check students' readiness before the class begins. This also applies when teachers are about to give or are delivering the course material. However, this interaction can also happen at the end of the lesson. When

the teacher gives general feedback for students' performances in the end of the lesson and some instructions for the next meeting. As shown in the diagram in

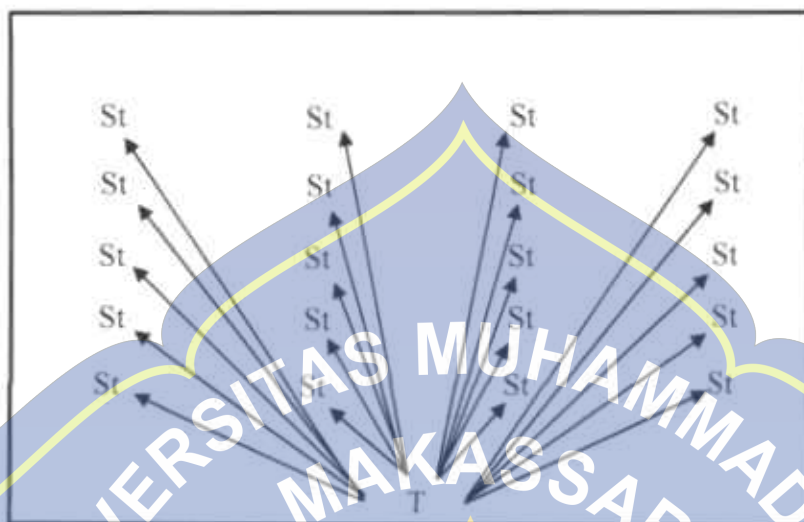


Figure 2.1: Teacher-Whole Class Interaction

Key:



★ Teacher Interaction with student

St

Student

T

Teacher

2) Teacher-Individual Student

This type of interaction is a very typical event in the education concept. It can be seen in various distinct diverse ways ranging from teacher calling out for students' attendance to guiding, asking, and helping a student in learning process activities. In a more specific context, it also applies when the teacher corrects students' mispronouncing and fixes grammatical mistakes as well.

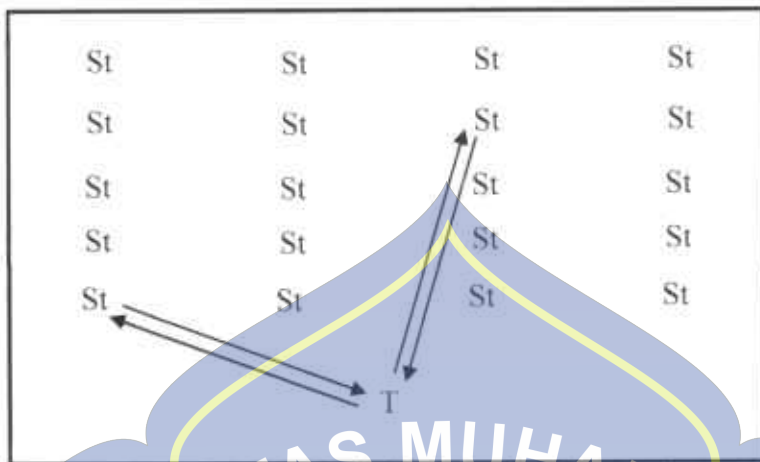


Figure 2.2: Teacher-Individual Student Interaction

Key:

Teacher interaction with student

Student interaction with teacher

Student

Teacher

3) Teacher - Groupwork

This interaction is used when a teacher talks to a certain group of students within the class. In order to train students' teamwork ability, teachers divide the class into several small groups of students sometimes. While doing it, teachers have to utilize the teacher-groupwork communication method to handle the groups.

Key:



Student-Group members interaction

Group of students

St

Student

T

Teacher

7) Student-Whole Class

This type is demonstrated when students present an oral presentation in front of the class. As a presenter, the student is required to speak not only to the teacher but also to the entire class. This is a very important process because a learner's self-esteem will be trained.

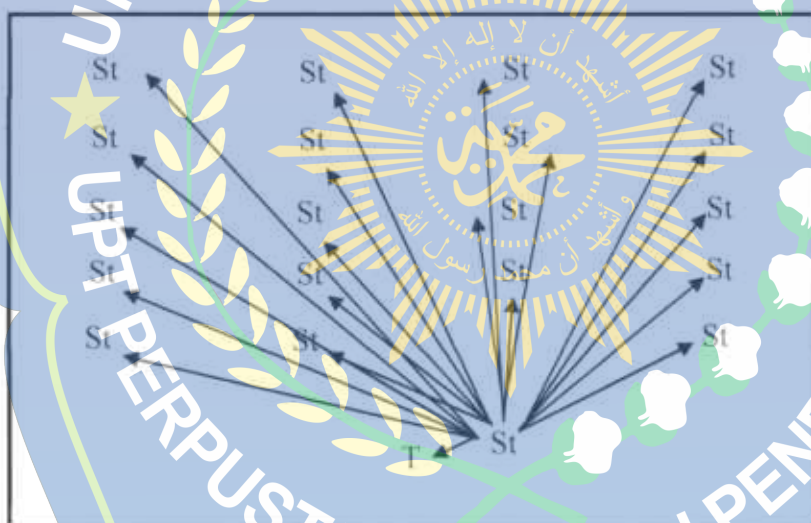


Figure 2.4 Student-Whole Class Interaction

Key:



Student-Whole class interaction

St

Student

T

Teacher

d. The Importances

Ideally, the teaching-learning process engages both teachers and students to interact either in face-to-face or virtual classes. Lestari (2018), in her study about classroom interaction in English-speaking classes, points out that interaction has an impact on teachers and students.

1) For Teacher

Classroom interaction has a huge impact on the teacher's side. It can be an effective method to evaluate and assess teachers' applied strategies in classes (Asbah, 2015). For example, teachers who merely deliver lesson without even trying to build interaction with students in the first place will mostly get a low rate of student interaction which lead to an uncondusive class climate. Accepting, hearing, and understanding students feeling will drive positive interaction that assists educators to to develop students' potential (Lestari, 2018).

2) For students

Successful interaction can promote the positive involvement of students in class. Rohmah (2017) explains that students who are actively involved in direct classroom activities, will receive a better learning process and, on the contrary, those who passively contribute in the classroom will have less likelihood to develop their language ability. Zacharis (2009) explains that, as a part of the social process, students need teachers' and classmates' support in the teaching and learning process. Additionally, Zacharis mentions that interaction is the main factor to maintain students' memory, expectation, and motivation. Besides, in a learning context, motivation influences the direction, intensity, perseverance, and quality of the learning behaviors in which students engage (Ambrose, 2010).

C. Conceptual Framework

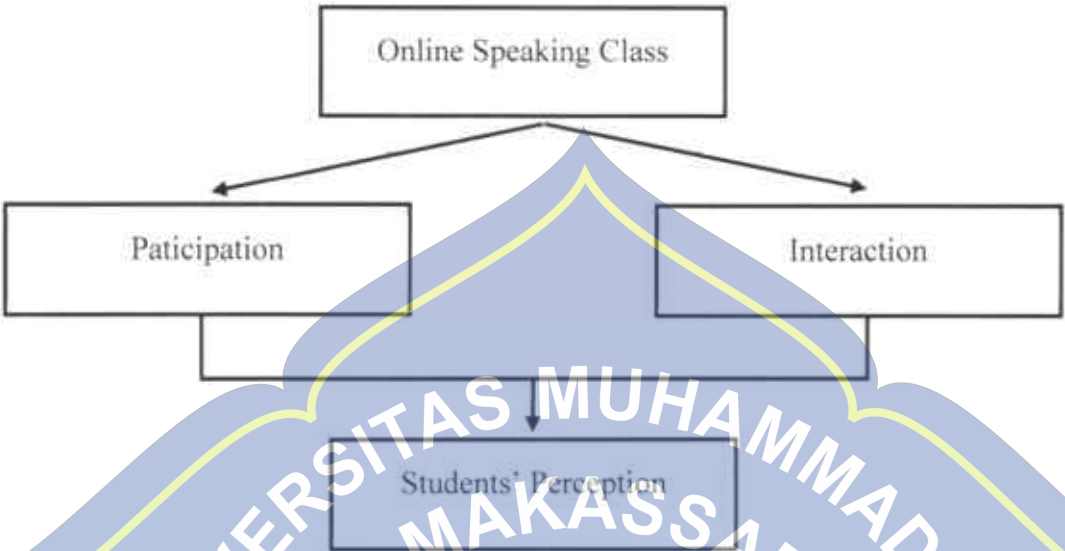


Figure: 2.8 Conceptual Framework

The conceptual framework above shows the process of the research from the beginning until the collected data is obtained. It will be begun by deciding the population of the research which are some available classes at Universitas Muhammadiyah Makassar. The researcher will first make sure that the classes consist of English students who are currently in their fourth semester at the university. Another specification is the students must have taken or been taught in virtual speaking classes. This is really important in order to dig deep into their perception of online-speaking-course participation and interaction. Furthermore, the researcher will use a random sampling technique to choose 10 students who are willing to participate from, at least, five different classes to be the sample of the research. Furthermore, participation and interaction are two major areas that the researcher will work on. All the samples are going to be asked some questions corresponding to the points throughout the interview.

CHAPTER III

RESEARCH METHOD

A. Research Method

This study employed a qualitative method to collect the data. The qualitative method is considered an appropriate approach in doing this research as it aims to gain students' perception of online speaking classes. Thorne (2000) argues that qualitative researchers are often more concerned about discovering knowledge about how people think and feel about the conditions in which they find themselves than they are in making judgments about whether those thoughts and feelings are valid.

Above all, this research also used secondary sources data to advocate all the arguments. The secondary data come from reputable journals and books collected online and offline, from libraries.

B. Research Variables

This research employed two types of variables namely independent and dependent variable. Independent variable represented by the students' perception, while dependent variable shown by students' participation and interaction in online speaking classes.

C. Subjects of the Research

The subject of this research were English Students in the academic year 2019/2020 of Muhammadiyah University of Makassar who have studied Speaking for Advance in a form of online learning. The researcher asked nine students from three different available classes as the study subjects to conduct the research. In

order to obtain various information, the researcher took the subjects by using a random technique sample.

D. Research Instrument

The researcher used interviews as an instrument to collect the data. It contained the general question related to the problem statement and the purpose of this research. Therefore, the researcher determined the coverage questions by analyzing the potential issues that correlate with the research question. All theories in the previous chapter would be the underlying arguments that advocate the interview questions. In the other words, the questions were derived by matching all ideas with English students' experiences who have been taught through the online speaking learning strategy.

E. Technique and Data Collection

In the manner of Interview as the way to collect the data, below were the planning to conduct the interview:

- a. The researcher prepared some questions for the students related to their experiences in online learning strategy.
- b. The researcher conducted the interview based on the question already prepared.
- c. The researcher recorded the students' answers related to their activities as their experience in online learning strategy. all participants were informed that their answers are part of their privacy and were secured and only were used for this academic research purposes.

In conducting the interview, the researcher communicated in an appropriate

way by talking friendly and using an informal setting. Its purpose was to set up a comfortable conversation, so the interviewer smoothly dug deep into a lot of information about students' experiences. The researcher used Bahasa Indonesia to allow participants to convey their thoughts and emotions naturally and to eliminate the language barrier that may sidetrack participants' attention and concentration during the interview.

F. Data Analysis

In this research, the researcher used a qualitative data analysis which consists of three stages: reduction, data display, and drawing the conclusion Sugiyono (2013). Meanwhile, before conducting the three stages, the researcher translated the result of the interview. The researcher translated based on the language used by English students during conducting of the interview.

a. Data Reduction

The first step of data analysis was data reduction. Reduction refers to "selection" which is the process of cutting down the data occurring repeatedly and unwanted. Reducing the data means summarizing, choosing the primary things, focusing on the important things, and finding the idea that corresponds to the topic and the form. In this first stage, the researcher got the data from interviews with English students in the academic year 2019/2020 who are currently in the fourth semester. The result of the interview showed how English students experience the online speaking learning strategy. In this step, the irrelevant information was reduced and the important data was included.

b. Data Display

After data reduction, the next step in analyzing information was data display.

It is a process of showing data in the form of a table or essay in order to get a clearer and more understandable picture. In this research, the researcher used essays in displaying the data since essays could help the researcher elaborate the raw data into a piece of readable information. Readable data can guide the researcher to move to the next stage of data analysis and allow the reader to absorb the result of the interview. The data was displayed was about English students' perception in online speaking learning classes particularly the Speaking for the Advance course. Their experiences in learning the subject major were highlighted in two major points namely students' participation in class and classroom interaction.

c. Drawing Conclusion

In this last step data analysis was drawing conclusions. Here, the researcher begun to see what is the data. The researcher examined all entries with the same code and then merges these categories and finds the connection among the categories. Then, it continued to tell the stories and make connections among stories. Finally, the researcher got the result and conclusion of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections: the findings of the research and the discussion. The findings present the result of data analysis and the discussion describes the arguments and interpretation of the research findings.

A. Research Findings

The findings of this research were collected based on the interview that took place from July 15th to July 18th, 2022. The interview was conducted in two different forms namely face-to-face and virtual interviews via Zoom. In doing the online interview there are a few obstacles such as an unstable internet connection that imposed both the interviewer and participant to restate their statements. In addition, there are interview recordings that did not sound and required the interviewer to repeat the interview. Despite those challenges, the researcher managed to discover the data that was needed. Below are the findings of the research:

1. Participation in Online Speaking Class

a. Attendance

Students are entailed to pay attention and follow the class schedule until the end of the semester. Students' presence in class is also part of active participation. Attending class is essential because it allows teachers to track time tracking students' progress and make better decisions that can help them do better in the next class and in their future careers.

Extract 1

S1: In online classes, we can follow it from home, therefore we have no reason not to attend. Therefore I think Online classes increase my presence.

Extract 2

S3: Alhamdulillah my attendance in the online speaking class was good as expected

Extract 3

S4: In my opinion, it will be improved because there is no such thing as being late, then you can carry out learning from home, you don't have to bother going to campus and just stay at home.

Extract 4

S7: My attendance in an online speaking class is 100%. I never miss a class.

The research interview found that all participants stated that they did not have problems with their attendance and had stunning attendance rates in the online speaking course. These could happen due to some factors. S1 explained that since the class is virtual, as a student, he could join the class from the comfort of his house's living room. In line with that, S4 expressed that she did not have to go to campus to attend the class since the course was conducted on the internet. Because of that, she believed that students cannot be late. S3 and S7 said that during the semester, they had shown incredible attendance rates and even did not miss a single class meeting.

b. Preparation

Active participation does not occur solely during the class, it also can be seen in students' preparation before the class. Good preparation before the class is also

part of active engagement. On the other hand, preparation is a clear indication that learners are ready to receive the information.

Extract 5

S8: The first thing I prepared was the place where I made sure the place had a stable network, then the second one the day before the speaking lesson, I studied the material beforehand. Third, dress neatly.

Extract 6

S2: Lecturer prepares games and quizzes

Extract 7

S9: In my opinion, it is the same, namely preparing the internet network and also for lecturers, usually lecturers prepare material and also for presentation groups preparing powerpoints.

The preparation of the students varies ranging from making sure they had a good internet connection to studying last week's material for the lesson. S1 mentioned that the number one preparation was finding a good place in which the internet was good. Although in online speaking class the students did not meet the teachers physically, wearing a polite and neat dress such as a shirt also needed and was counted as part of the preparation. On the other hand, S2 and S9 said that not only students but also lecturers or teachers also prepared the class by providing subject contents, games, and quizzes.

c. Contribution to Discussion

Contributing to the class discussion is an essential factor in the teaching-learning process. It helps establish a positive atmosphere in the classroom and builds students' confidence. In general, context, contributing to discussion means

that students willingly speak up by asking questions, commenting, and responding. Discussion is an effective strategy to improve students' creative thinking ability as well as their critical thinking. On the other side, EFL speaking classes can help learners to encourage their confidence and train their brains to be familiar with English. This is an obvious feature of active learning that a student that does not attractively talk or participate in the discussion is most likely considered a passive learner.

Extract 8

S6: I am personally neutral because I am sometimes active and sometimes passive. I can be active in learning if I understand the discussion and if not then I will be less active

Extract 9

S2: I am active during the question and answer session and also actively provide feedback and questions.

Extract 10

S3: In the classroom, I will not speak unless my lecturer appoints me or mention my name and ask me to speak up.

During the online speaking class, five out of ten participants described themselves as active students. Active students refer to the ones who, during the class, actively spoke and participated in classroom discussions. In the speaking class context, the students asked questions and gave opinions or suggestions. As S2 stated that answering questions, giving feedback, and providing answers were among the things that she did in the online speaking class. Besides, the other five students put themselves in the "middle" or "neutral" level when it comes to

classroom discussion. S6 mentioned that this happened because they did not have an adequate understanding of the material.

d. Contribution to Group Work

A classroom is a place where a group of individuals needs to work side by side in reaching the class goals. This goal can be acquired by cooperatively working together as a group. Teachers, some of the time, divide and assign students into several small groups of work. The aim of group work is to shape students' teamwork skills. And over time, it will develop students' communication and collaboration competencies which also, surely affect students' tremendous academic success.

Extract 11

S5: In this online speaking class, it is more dominated by group assignments in the form of presentation assignments

Extract 12

S8: Personally, the group work I have ever done is a presentation group assignment with the topic "conditional sentence"

Extract 13

S9: I help collect the discussion of material or the content of the PowerPoint presentation slides

Based on the interview, the majority of the students stated that in the online speaking course they were asked to make group presentation project. S5 mentioned that this is one of the group work that was given in this course. In this presentation project, the students were given a specific topic to present. S8 said that, in her case, she and her group were asked to make a presentation about "conditional sentences". Furthermore, in working on the group work, students

were required to give their contributions. S9 explained that his task was gathering information about the topic and putting it together in the slide presentation.

e. Communication Skills

There are many varieties of communication skills starting from asking and giving questions to delivering an oral presentation in front of the class. Proper communication skills promote students' participation in the classroom and help them to sharpen their capabilities in responding to others' ideas and defending their own points of view. This can drive students to extend their knowledge, understanding, and interpretation. As a result, building decent communication in class can lead to high-class interaction and academic achievement.

Extract 14

S1: In my opinion, my communication skills have improved because in the online speaking class I have better confidence than in the offline class. Maybe this is because I only talk in front of the cellphone.

Extract 15

S2: The method used by the lecturer in this online speaking class is very good, namely using the discussion method. In addition, after the presentation of the material by the group, the lecturer gave an explanation as a booster.

Extract 16

S4: In my opinion, you can improve our speaking because if our presentation is in English, of course, and if the presentation is done, we prepare before we present so that the presentation can run smoothly.

Students' answers depicted that online speaking classes helped them enhance their speaking and communication skills in some ways. S1 said that the main reason

for this was he felt more confident when speaking to the phone screen rather than in a face-to-face setting. Besides, S4 stated that doing a presentation in English forces her to practice again and again before performing in the class. Along with that, the teaching method also played a significant role in shaping students' communication skills. S2 confirmed that presentation and discussion gave the students to have the opportunity to speak more in the classroom.

2. Classroom Interaction in Online Speaking Class

a. Student-to-Student Interaction

This peer interaction can be found when the discussion is started between a student and a student. This interaction can be seen not only in but also outside the classroom. Within the class, student-student can be seen in form of peer feedback, a strategy that allows a student to give her or his opinion to another student.

Extract 17	S2: Interaction between students occurs in a question and answer session where at this time the group presenting the material will provide an opportunity for classmates to ask something related to the topic that has been presented
Extract 18	S4: Until now, the communication was via Whatsapp, not via Zoom or Gmeet like this, because most of the lecturers spoke
Extract 19	S6: In my opinion, online speaking class is not a good medium in building communication between students. This is because sometimes there are network constraints that make the communication not run well.
Extract 20	S7: In my opinion, this online speaking class has not yet reached the level to build chemistry or close relationships with other individuals because it is still held online

so our interest in getting acquainted is still not different from offline classes because we meet face-to-face so there is intense communication.

All participants stated that there are two ways that students communicate in online speaking classes which are verbally or in written format. S4 mentioned that students text one another via group Whatsapp application and communicate orally through Zoom or Google meet during the virtual class. S2 claimed that the oral interaction took place in a question and answer session where at this time the group presenting the material will provide an opportunity for classmates to ask something related to the topic that has been presented. Although there is an interaction during the virtual class, six out of ten students argued that online speaking forms did not effective in building student-to-student communication. S6 suggested that in this type of class, the interaction between students is restricted by the stability of the internet connection. In addition to this, S7 said that students did have a strong interest to get to know each other because students did not have sufficient time to talk.

b. Teacher-to-Whole Class

Extract 21

S5: In learning, lecturers use class discussion methods and lectures.

This type of classroom interaction generally takes place at the beginning of the class meeting where the teacher greets and welcomes the class. A good teacher will also use this interaction to check students' readiness before the class begins. This also applies when teachers are about to give or are delivering the course

material. However, this interaction can also happen at the end of the lesson. When the teacher gives general feedback for students' performances at the end of the lesson and some instructions for the next meeting.

Extract 23

S2: Lecturers give instructions and communicate with students using two applications, namely Zoom in verbal form and Whatsapp group to give instructions in written form.

Extract 24

S9: Lecturers communicate using zoom. In addition, if the lecturer is unable to attend, the lecturer usually gives assignments through Google Classroom.

Ten out of ten participants stated that, in this online speaking class, the lecturer present the subject material verbally using the web-based site Zoom or Gmeet and employed lecture and classroom discussion methods to attract students' engagement. S5 said, "In learning, lecturers use class discussion methods and lectures". Apart from this, S2 stated that instructions were given through Whatsapp in written form and also verbally using the Voice note feature. Moreover, S9 confessed that when the lecturers were not able to attend the class, they will send tasks through Google Classroom.

c. Teacher-to-Individual

This type of interaction is a very typical event in the education concept. It can be seen in various distinct diverse ways ranging from teacher calling out for students' attendance to guiding, asking, and helping a student in learning process.

activities. In a more specific context, it also applies when the teacher corrects students' mispronouncing and fixes grammatical mistakes as well.

Extract 25

S6: Usually feedback is given individually. In an online speaking class, when a student explains something and makes a mistake such as mispronouncing, the lecturer will provide feedback or corrections to the student.

Extract 26

S1: Before starting the class, the lecturer asked the students to open or turn on the camera. The teacher will mention their name to turn on their camera.

Extract 27

S8: The first is that the lecturer takes attendance first, asks how things are and asks about the readiness of the group presenting at the meeting

There are some ways of teacher-to-individual student communication that happened in online speaking class. S6 explained that most of the time, constructive correction is given individually. In an online speaking class, when a student orally presents something and makes a mistake such as mispronouncing, the lecturer will provide feedback or corrections to the student. Another form of teacher-to-individual interaction can be seen when the teacher mentions the name on the attendance list as stated by S8. Besides, at the beginning of the class, S1 expressed that the lecturer asked students to turn on the camera and if there were still students who did not open it, the teacher will call their names individually.

d. Student-to-Teacher

This interaction refers to the student's initiation to communicate with the teacher in form of asking questions, responding to ideas, giving points of view, etc.

Most of the time this initiation can be identified at the end of the meeting when a student approaches the teacher before leaving the class. Teachers have to pay attention to this kind of interaction since not all students are comfortable presenting their opinions in front of the class.

Extract 28

S2: There is a "raise hand" feature in the Zoom application which is very helpful for interacting with lecturers during class

Extract 29

S4: In interacting with lecturers, students ask more questions during virtual learning

Extract 30

S9: If I have questions, I personally immediately ask the lecturer if there are things that I don't understand in the online speaking class.

It can be concluded from the interview that all students have the same responses that the way they communicated with their lecturer was directly asking questions and clarifying something. S4 mentioned that in the virtual form of speaking class students ask more questions during the class. S9 claimed that, in his case, if students had something in mind, they can inquire about something during the virtual class. S2 specifically said that there is a feature that helped students to ask questions in online speaking class namely the "raise hand" symbol. This sign allowed students to communicate with lecturers without producing distracting or unwanted sounds.

e. Teacher-to-Group

This interaction is used when a teacher talks to a certain group of students within the class. In order to train students' teamwork ability, teachers divide the

class into several small groups of students sometimes. While doing it, teachers have to utilize the teacher-groupwork communication method to handle the groups.

Extract 31

S2: Before the group presentation, the lecturer checks the students' readiness by asking the presentation group's readiness. After the presentation, the lecturer provided reinforcement of the material that had just been presented and gave input or feedback to the presentation group.

Extract 31

S9: Lecturers communicate with the workgroup only when learning takes place, namely through Google Meet or Zoom. Before the presentation and after the presentation. If there are deficiencies in the presentation group, the lecturer will complete them by explaining these deficiencies.

Students explained that there was a group that present a topic with a presentation in every single meeting. When the presentation was done the lecturer will give feedback to the presentation group first before allowing other students to ask questions to the group. S9 explained that the way teachers communicate with the workgroup in this online speaking class was by giving feedback to the performing group. The feedback can be related to the content of the presentation or the group performance. In addition, the teacher did not solely communicate with the group after their presentation but also before the presentation. S2 stated that before the group presented their slide shows, the teacher will first ask about the readiness of the group and ask whether the group members were already entered the class or not.

f. Student-to-Whole Class

This type is demonstrated when students present an oral presentation in front of the class. As a presenter, the student is required to speak not only to the teacher but also to the entire class. This is a very important process because a learner's self-esteem will be trained. It also can be identified when the students respond to a classroom discussion by answering questions or giving additional information.

Extract

S2: I am active during the question and answer session and also actively provide feedback and questions. So I directly express my thoughts verbally during the class discussion.

Extract

S8: During the question and answer session, I only asked or expressed my opinion directly and verbally in this online speaking class. But before that, I gave my appreciation to the group who presented.

Students had good experiences in expressing their ideas or thoughts and talking to the whole class during the presentation. All participants of this research stated that the way that they spoke in front of the class was verbal during the virtual class. S2 expressed that she was active during the question and answer session and also actively provided feedback and questions. "So I directly express my thoughts verbally during the class discussion" she added. On the other side, S8 suggested that before that, she gave appreciation to the group who presented first, and, during the question and answer session, she expressed her opinion directly and verbally in this online speaking class.

g. Student-to-Work Group

Collaboration can be seen in teamwork where students hand in hand working together to complete a certain assignment. In doing this, the class must be divided into small groups. When the class is split into several small student groups, students, within the group, are forced to socialize and have to communicate with each other. This will open the possibility for a student to talk to all group members of hers. This interaction simply portrays the Student-Group members' interaction. This research, it is depicted in the extract below:

Extract

S5: Communication in groups is using the Whatsapp application, which is used to discuss using text and also voice notes. Not only that the presentation appearance using Google Meet

Extract

S6: In my group, we use Whatsapp groups to share tasks and use Google meet to simulate presentations one day before presentation

Generally, all students said that the communication within the group is divided into two ways, firstly using Whatsapp Groups it is used to text in the group tasks and also to collect data or material as stated by S5. Secondly, a day before the presentation day, the group can conduct a presentation simulation using Google Meet. This assisted the group to have a good presentation as stated by S6.

B. Discussion

This research aims to find out two major things about students' perception of online speaking classes at the English department of Universitas Muhammadiyah Makassar which is stated in the problem statements. First, students' perception of online participation in English Speaking classes, second students' perception of online interaction in English Speaking classes. In this part, the researcher gives further interpretation and discussion as follows.

1. Students' perception of online participation in English speaking classes

Firstly, students' perception of participation in terms of attendance in online speaking classes. The interview, it revealed that online speaking classes did not hinder students from joining the class. Students did not see virtual class as a problem instead, they felt that this course ease them to achieve or have a better or even perfect attendance rate.

This amazing academic performance could be happened because of some reasons. First, due to the online form of class, students joined the class from their homes or from anywhere they wanted. Secondly, students did not have to leave the house to catch the bus or go to campus. Therefore they did have to worry about being late or running late. Consequently, students can have consistent academic accomplishments and maintain them until the end of the semester.

Secondly, students' perception of participation in terms of preparation in online speaking classes. The majority of the students prepared themselves before entering the virtual class. Even though both lecturers and students did not meet physically. Students consciously considered that preparation is an important thing

to do. This is because the preparation can support students' participation during the online classes. Students are not the only ones who prepared teachers also needed to set some things in conducting the class.

There are several things that students and lecturers arranged in order to have good virtual teaching-learning experiences. A steady internet connection was the number one instrument to be checked. This was essential as it was the thing that connected students and lecturers. When it comes to material, students needed to brush up on the previous week's lesson since the teachers reviewed them before continuing to the next chapter. For lecturers, they have to prepare subject material every single week. Additionally, as a manner value, students were required to wear neat shirts for male and polite dresses for female students. From those explanation, it can be concluded that students prepared themselves to achieve a rewarding online speaking class experience.

Third, students' perception of participation in terms of contribution to the discussion in online speaking class. From the interview, it is shown that students were partially active in the class discussion and it happened due to some factors such as the students being actively involved because they has already known the material or they had a sufficient understanding of the given lesson. And for some, they remained calm because they did not know what the teachers were talking about.

Fourth, students' perception of participation in terms of contribution to group work in online speaking classes. It was found in the research finding that students were cooperative in finishing the group work and were collectively collaborative.

It can be seen from the interview responses that students participating. The participation varies ranging from collecting topic information to being the leader who organizes group members and making the slides show.

Another crucial point of working in a group was the communication in the group in online speaking class. Students managed to deal with this by utilizing the advance of technology. Whatsapp application and Zoom or Gmeet are the media that students use to brainstorm and exchange ideas. All of the responses explained that students were able to perform stunning contributions to the workgroup.

Fifth, students' perception of participation in terms of contribution to group work in online speaking classes. When students' speaking skills improved, students' communication skills also improved. The main reason behind this is students felt more confident in expressing their thoughts in online speaking classes because they thought there were no others students in the room watching them directly. This helped students to be braver in talking not only to the teacher but also to the class. The last reason was the group presentation that was given by the lecturers. The presentation train students' communication skills to speak in front of the class presenting the topic material. The research findings discovered that the majority of the students felt that their speaking and communication skill was improved.

2. Students' perception of online interaction in English speaking classes

First, students' perception of interaction in terms of student-to-student in online speaking classes. From the interview, it can be concluded that interaction between students took place during the class, particularly in the question and answer session where the students had the opportunity to ask questions, express opinions,

and give comments. Although students had the chance to interact with each other, students did not satisfied with the amount of time they gained from the classes.

Furthermore, students felt that online speaking class was not a good medium to build student-to-student communication. People are less attracted to search more about their classmates since they did not meet physically. Meeting someone on the internet is completely different than meeting directly. Therefore, the communication was not intense.

Second, students' perception of interaction in terms of teacher-to-whole class in online speaking class. It was found from the research findings that all participants were pleased with the way lecturers communicated and delivered the lessons. In online speaking context, the lecturers used the classroom discussion method which imposed students to speak and express their statements.

In terms of communication, lecturers utilize the Whatsapp application to inform the class that she would be able to conduct a class or not. Besides, in a few cases, when the lecturers were not able to join the class, they will leave an assignment on Google Classroom. These were successfully effective to build and maintain teacher-to-whole class interaction.

Third, students' perception of interaction in terms of teacher-to-whole class in online speaking class. As explained in the research findings, this type of interaction can be seen in th2ree different ways. Firstly, lecturers individually correcting on a student's mistakes such as slightly mispronouncing. Secondly, just before the class began, the lecturers asked students to turn on their devices' cameras individually. Lastly, as a part of checking students' readiness, lecturers mentioned

students' names one by one as they went through all the attendance lists.

These communications constituted constructive feedback and can be perceived as supportive strategies in making sure that lecturers not only pay attention to the whole class but also to an individual student. This is really important in the teaching-learning process because some students need special attention. In addition, helpful suggestions can motivate a student to enthusiastically participating and engage in the class.

Fourth, students' perception of interaction in terms of students-to-teacher class in online speaking classes. Based on the interview responses, this study discovered that this type of interaction only occurred during the class meeting where students had the chance to verbally ask questions or clarify something to the lecturers.

Since student-to-teacher interaction is a student initiative communication to the lecturers, it is essential for both students and lecturers to preserve this interaction. In this case, the lecturers of online speaking classes performed essential interactions which built students' trust.

Fifth, students' perception of interaction in terms of teacher-to-group in online speaking class. The data showed that lecturers communicate with the work group before and after the group presented their work. The lecturers have done very excellent work. Workgroup was made to train students' teamwork skills but during the project, they need instruction before doing the assignment and also they need feedback after they presented the slides show. That is the underlying point of work group. It can be concluded that the students received helpful and necessary

instruction and fundamental feedback.

Sixth, students' perception of interaction in terms of student-to-whole class in online speaking class. The data discovered that all students were enjoying expressing their thoughts verbally in class, they also had the opportunity to speak to the whole class through a presentation. This is a clear indication that the students had the positive feelings on the way that they use in stating their ideas in online speaking class.

Verbally expressing their ideas was fundamentally essential in learning a language, particularly in online speaking classes. It trained students' in oral communication and enhanced students' confidence. Talking to the whole class is a challenging thing to do but rewarding and feasible. Furthermore, in doing the presentation students were forced to speak in English and practiced over and over before the presentation day. The key is most students cannot express their thought because they have not given their brains enough time to practice English. In this class, students experienced a good and supportive learning environment.

Seventh, students' perception of interaction in terms of student-to-work groups in online speaking classes. The students' answers clearly explained that the students creatively and cooperatively with other group members. They communicated through the Whatsapp application to share jobs and gather the information that they needed. Not only that, but they also utilize Zoom or Gmeet to hold presentation simulations two or one days before the presentation day. This is the combination of communication and preparation in the group. Therefore, It can be said that students had developed their teamwork skills properly.

B. Suggestions

After gaining students' perception of online speaking class, researcher found that there are some aspects that need to be evaluated and need to be taken more seriously. Consequently, there are suggestions for English lecturers and future researchers.

1. English Lecturers

- a. English lecturers have a significant role in controlling and conducting online speaking classes. The teachers should give an adequate amount of time to students to speak in class rather than teachers dominating the class.
- b. Based on the research findings, some students do not like the lecture teaching method, students feel that online speaking class improve their speaking and communication skill through classroom discussions and presentation group projects.

2. Future Researchers

- a. Future researchers can examine other education levels such as senior or junior high school.
- b. To get data from the research from distinct perspective, try different research methods such as quantitative or mixed method.

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APPENDIX 1

Research Instrument

Instruction

The interview will be conducted both in person and virtual via Zoom, the researcher will give the questions either in English or Bahasa Indonesia. If needed, the question will be repeated.

Questions Related to Students' Participation in classroom

1. How is your attendance in online speaking class?
2. What are the things that support or hinder you from attending online speaking class?
3. How are you preparing to attend the class?
4. What are the things that the you, teacher, or the class prepare before and after the class?
5. When it comes to speaking class, what types of students are you? active or passive
6. What are the things that encourage or hinder you from actively participating in class discussions?
7. In online speaking class, what are the example of group work that you have done?
8. In doing group work, what are the things that you contribute to the group work?
9. How do online speaking classes help you improve your speaking skills?
10. Why do you think online speaking class help you to speak in front of the class?

Questions Related to Classroom Interaction

1. How is the communication process between students in online speaking class?
2. Why do you think online speaking class is a good or bad platform to build student-to-student communication?
3. How does the teacher convey feedback in this class? Is it individually?
4. When you have question, How do you interact with teacher?
5. How do you express your opinions in class?
6. During a group project, how do you communicate with your group?
7. How do teachers communicate with the group work?
8. How do teachers deliver the subject material?
9. As a student, how do your teacher check students' readiness?
10. Why do you think that online speaking class is a better or worse form of class to learn speaking?

Research Instrument (Bahasa Indonesia)

Instruksi

Wawancara akan dilakukan secara langsung, peneliti akan memberikan pertanyaan dalam urutan yang benar. Jika perlu, pertanyaan akan diulang.

Pertanyaan Terkait Partisipasi di Kelas

1. Bagaimana kehadiran Anda di kelas berbicara online?
2. Hal-hal apa saja yang mendukung atau menghambat Anda mengikuti kelas online speaking?
3. Bagaimana persiapan Anda untuk menghadiri kelas?
4. Apa saja yang Anda, guru, atau kelas persiapkan sebelum dan sesudah kelas?
5. Ketika berbicara tentang kelas berbicara, tipe siswa seperti apakah Anda? aktif atau pasif?
6. Hal-hal apa saja yang mendorong atau menghambat Anda untuk berpartisipasi aktif dalam diskusi kelas?
7. Di kelas online speaking, apa saja contoh kerja kelompok yang sudah kamu lakukan?
8. Dalam mengerjakan kerja kelompok, hal-hal apa saja yang anda sumbangkan untuk kerja kelompok?
9. Bagaimana kelas berbicara online membantu Anda meningkatkan keterampilan berbicara Anda?
10. Menurut Anda mengapa kelas berbicara online membantu Anda berbicara di depan kelas?

Pertanyaan Terkait Interaksi Kelas

1. Bagaimana proses komunikasi antar siswa di kelas online speaking?
2. Menurut Anda mengapa kelas berbicara online adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?
3. Bagaimana cara guru menyampaikan umpan balik di kelas ini? Apakah secara individu?
4. Ketika Anda memiliki pertanyaan, bagaimana Anda berinteraksi dengan guru?
5. Bagaimana caramu mengungkapkan pendapatmu di kelas?
6. Selama proyek kelompok, bagaimana Anda berkomunikasi dengan kelompok Anda?
7. Bagaimana cara guru berkomunikasi dengan kerja kelompok?
8. Bagaimana cara guru menyampaikan materi pelajaran?
9. Sebagai siswa, bagaimana guru Anda memeriksa kesiapan siswa?
10. Menurut Anda mengapa kelas berbicara online adalah bentuk kelas yang lebih baik atau lebih buruk untuk belajar berbicara?

Interview Guidance for Reseacher

Variable	Sub Variable	Indicator	Participant	Instrument	Question's number	Number of questions
Students' Reception Online Speaking Ass	Classroom Participation	A. Attendance B. Preparation C. Contribution to discussion D. Contribution to groupwork E. Communication skills	Students of English Department of Unismuh Makassar	Semi-structured interviews	1-10	10
Students' Reception Online Speaking Ass	Classroom Interaction	F. Teacher-whole class interaction G. Teacher-Individu H. Teacher-Group work I. Student-student J. Students-teacher K. Student-groupwork L. Student-whole class	Students of English Department of Unismuh Makassar	Semi-structured interviews	1-10	10

APPENDIX 2

Interview Transcript

Name: Nasrudin

Nim : 105351112420

Class : BG4A

Introduction

Thank you so much for your time and for your willingness to participate in this research a little bit information about my research so I'm going to find out students' perception of online speaking class. Particularly about student participation in the class and also classroom interaction I have prepared some question and I have divided my question into two types the first is that participation in classroom student participation and the second one is question related to classroom interaction. I will give it in English. But the answer can be in Indonesian. The question that I want to assess is a response or response to an online speaking class, not about English language skills.

R: My first question is why do you think online speaking class and increase or decrease your attendance?.

(Nama saya Ansal terima kasih banyak atas waktunya terima kasih banyak atas kesediaan Anda untuk membantu saya dalam pertanyaan penelitian saya dan menjawab pertanyaan Anda adalah mengapa menurut Anda kelas berbicara online dan menambah atau mengurangi kehadiran Anda.)

SI: In online classes we can follow it from home, therefore we have no reason not to attend. Therefore I think Online classes increase my presence.

(Di kelas online kita bisa mengikutinya dari rumah, oleh karena itu kita tidak punya alasan untuk tidak hadir. Oleh karena itu saya pikir kelas Online meningkatkan kehadiran saya.)

R: The next question, what are the things that support or prevent students from attending the Online speaking class?

(Pertanyaan selanjutnya, hal-hal apa saja yang mendukung atau menghambat siswa mengikuti kelas online speaking?)

S1: The things that hinder are unstable internet, laziness, and maybe the students involved have organizational activities and sometimes students are more concerned with their organizational activities than their class. Then the thing that supports that is that online classes can be accessed anywhere.

(Hal-hal yang menghambat adalah internet yang tidak stabil, kemalasan, dan mungkin siswa yang terlibat memiliki kegiatan organisasi dan terkadang siswa lebih mementingkan kegiatan organisasinya daripada kelasnya. Kemudian yang mendukung adalah kelas online bisa diakses dimana saja.)

R: As we know, before learning sometimes we prepare ourselves. The question is how do you prepare before taking an online speaking class?

(Seperti yang kita ketahui, sebelum belajar terkadang kita mempersiapkan diri. Pertanyaannya adalah bagaimana persiapan Anda sebelum mengikuti kelas berbicara online?)

S1: The first thing I did was check my internet network. Because I come from a village area, so when I want to join an online class I will go to a place that has a stable network. In addition, I prepared books and stationery.

(Hal pertama yang saya lakukan adalah memeriksa jaringan internet saya. Karena saya berasal dari daerah pedesaan, maka ketika saya ingin mengikuti kelas online saya akan pergi ke tempat yang jaringannya stabil. Selain itu, saya menyiapkan buku dan alat tulis.)

R: What things do you, your lecturers, and your classmates do before and after learning.

(Hal-hal apa yang Anda, dosen, dan teman sekelas Anda lakukan sebelum dan sesudah belajar.)

S1: My lecturer prepares learning materials and also an internet connection. Usually my lecturer notifies me first if he has a network that is not supported and asks for his class to be moved to another schedule. In addition, my lecturer prepares a project that will be carried out for the next semester.

(Dosen saya menyiapkan materi pembelajaran dan juga koneksi internet. Biasanya dosen saya memberi tahu saya terlebih dahulu jika dia memiliki jaringan yang tidak mendukung dan meminta kelasnya dipindahkan ke jadwal lain. Selain itu, dosen saya menyiapkan proyek yang akan dikerjakan untuk semester berikutnya.)

R: Regarding the Speaking class, what type of student are you? is it active or passive?

(Mengenai kelas Berbicara, tipe mahasiswa seperti apa Anda? itu aktif atau pasif?)

S1: For me it depends on the learning material. If I master the material then I will be active and vice versa, if I do not understand the material then I will be a passive student.

(Bagi saya itu tergantung pada materi pembelajaran. Jika saya menguasai materi maka saya akan aktif dan sebaliknya, jika saya tidak memahami materi maka saya akan menjadi siswa yang pasif.)

R: What things motivate you or prevent you from actively participating in class discussions?

(Hal-hal apa yang memotivasi Anda atau menghalangi Anda berpartisipasi aktif dalam diskusi kelas?)

S1: The thing that hinders me or makes me feel inferior is my grammar or speaking as well as my ability and understanding of the lesson, this makes me less confident. The thing that makes me excited in class discussions is my curiosity, besides that I like debate, therefore I think online speaking can help me.

(Hal yang menghambat saya atau membuat saya minder adalah grammar atau speaking saya serta kemampuan dan pemahaman saya terhadap pelajaran, hal ini membuat saya kurang percaya diri. Hal yang membuat saya bersemangat dalam diskusi kelas adalah rasa ingin tahu saya, selain itu saya suka debat, oleh karena itu saya pikir berbicara online dapat membantu saya.)

R: What are some examples of group assignments that you have done or completed in an online speaking class?

(Apa saja contoh tugas kelompok yang telah Anda lakukan atau selesaikan di kelas berbicara online?)

S1: In my class there are 5 groups whose task is to make a presentation of the material that has been given in this case for my group the topic is "passive voice".
(Di kelas saya ada 5 kelompok yang tugasnya membuat presentasi dari materi yang telah diberikan dalam hal ini untuk kelompok saya topikny adalah "passive voice".)

R: What did I help or hinder in completing the group's task?

(Apa yang saya bantu atau hambat dalam menyelesaikan tugas kelompok?)

S1: The obstacle is the communication, in the group work there are those who don't work, besides that the network hinders the communication and also in the presentation of the presentation.

(Kendalanya adalah komunikasi, dalam kerja kelompok ada yang tidak bekerja, selain itu jaringan menghambat komunikasi dan juga dalam penyajian presentasi.)

R: In your opinion, what is the reason why there are people who do not contribute to the group?

(Menurut Anda, apa alasan mengapa ada orang yang tidak berkontribusi pada kelompok?)

S1: Because of the ability of the person and back to each other's responsibilities.

(Karena kemampuan orang tersebut dan kembali ke tanggung jawab masing-masing.)

R: How can online speaking classes help improve your speaking skills?

(Bagaimana kelas berbicara online dapat membantu meningkatkan keterampilan berbicara Anda?)

S1: In this class there are several projects, such as making a video explaining something "describing thing". This depends on the tasks themselves.

(Di kelas ini ada beberapa proyek, seperti membuat video yang menjelaskan sesuatu "mendeskripsikan sesuatu". Ini tergantung pada tugas itu sendiri.)

R: Why online speaking classes can help you improve your communication skills?

(Mengapa kelas berbicara online dapat membantu Anda meningkatkan keterampilan komunikasi Anda?)

S1: In my opinion, my communication skills have improved because in the online speaking class I have better confidence than the offline class. maybe this is because I only talk in front of the cellphone.

(Menurut pendapat saya, kemampuan komunikasi saya meningkat karena di kelas berbicara online saya memiliki kepercayaan diri yang lebih baik daripada kelas offline. mungkin ini karena saya hanya berbicara di depan handphone.)

R: How is the communication process between students in the online speaking class?

(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S1: In general, communication between students is not very good, for example there are students who are in the same class but don't know each other, maybe only know their names but don't know where they come from and so on. In addition, in the online speaking class, the lecturer dominates learning so there is no time to communicate with classmates, sometimes in this class communication is established before the lecturer joins the virtual class, but this interaction is only carried out by a few people.

(Pada umumnya komunikasi antar siswa kurang baik, misalnya ada siswa yang satu kelas tetapi tidak saling mengenal, mungkin hanya tahu namanya tetapi tidak tahu dari mana asalnya dan lain sebagainya. Selain itu di kelas online speaking dosen mendominasi pembelajaran sehingga tidak ada waktu untuk berkomunikasi dengan teman sekelas. terkadang di kelas ini komunikasi terjalin sebelum dosen bergabung dengan kelas virtual, namun interaksi ini hanya dilakukan oleh beberapa orang saja.)

R: Why do you think this online speaking class is a good or bad medium in building communication between students?

(Menurut Anda mengapa kelas berbicara online ini merupakan media yang baik atau buruk dalam membangun komunikasi antar siswa?)

S1: In my opinion, this online speaking class is a bad medium in communicating with other students because in this online speaking class we cannot meet in person. therefore our communication is less or not intense.

(Menurut saya, kelas online speaking ini merupakan media yang buruk dalam berkomunikasi dengan siswa lain karena di kelas online speaking ini kita tidak bisa bertemu secara langsung. oleh karena itu komunikasi kami kurang atau tidak intens.)

R: The next question, sometimes the lecturer gives input or feedback in class. How does the lecturer convey the feedback?

(Pertanyaan selanjutnya, terkadang dosen memberikan masukan atau feedback di kelas. Bagaimana cara dosen menyampaikan umpan balik?)

S1: Feedback is usually given after the group presentation. And begins by providing input or feedback to the group that has just presented the material. After that, the lecturer gives a team of materials or general reinforcement of the material to the whole class.

(Umpan balik biasanya diberikan setelah presentasi kelompok. Dan dimulai dengan memberikan masukan atau umpan balik kepada kelompok yang baru saja mempresentasikan materi. Setelah itu, dosen memberikan tim materi atau penguatan umum materi kepada seluruh kelas.)

R: Why is the online speaking class a good place to interact with lecturers?

(Mengapa kelas berbicara online menjadi tempat yang baik untuk berinteraksi dengan dosen?)

S1: In my opinion, online speeing classes are not a good place to interact with lecturers. the form of communication that exists is only in the form of students asking questions to lecturers after the presentation.

(Menurut saya, online speeing class bukanlah tempat yang baik untuk berinteraksi dengan dosen. bentuk komunikasi yang terjalin hanya berupa mahasiswa mengajukan pertanyaan kepada dosen setelah presentasi.)

R: During class discussions, what things do I support students to express their opinions in online speaking classes?

(Selama diskusi kelas, hal apa yang saya dukung siswa untuk mengekspresikan pendapat mereka di kelas berbicara online?

SI: Confidence increases because students only talk in front of cellphones.

(Rasa percaya diri meningkat karena siswa hanya berbicara di depan handphone.)

R: In doing group assignments, what are the things that support communication with group friends?

(Dalam mengerjakan tugas kelompok, hal-hal apa saja yang mendukung komunikasi dengan teman satu kelompok?)

SI: Networks and applications that make it easy to communicate even over long distances.

(Jaringan dan aplikasi yang memudahkan komunikasi bahkan jarak jauh.)

R: How do lecturers deliver learning materials in online speaking classes?

(Bagaimana cara dosen menyampaikan materi pembelajaran di kelas online speaking?)

SI: The delivery of material by the lecturer in the classroom is by using a discussion class where the class is divided into several groups, then each group gets a topic of discussion and then presents it alternately during the semester. Besides that, in practice, each group that presents is finished, the lecturer will explain the material by providing reinforcement and explanations that aim to complete the group's presentation.

(Penyampaian materi oleh dosen di dalam kelas adalah dengan menggunakan kelas diskusi dimana kelas dibagi menjadi beberapa kelompok, kemudian masing-masing kelompok mendapatkan topik diskusi dan kemudian mempresentasikannya secara bergantian selama satu semester. Selain itu dalam praktek setiap kelompok yang mempresentasikan sudah selesai, dosen akan menjelaskan materi dengan memberikan penguatan dan penjelasan yang bertujuan untuk melengkapi presentasi kelompok.)

R: How do lecturers communicate or deliver instructions in an online speaking class?

(Bagaimana dosen berkomunikasi atau menyampaikan instruksi di kelas berbicara online?)

S1: Sometimes lecturers talk or communicate directly through Google Meet or sometimes also use Whatsapp groups.

(Terkadang dosen berbicara atau berkomunikasi langsung melalui Google Meet atau terkadang juga menggunakan grup Whatsapp.)

R: How do lecturers check students' readiness before taking class?

(Bagaimana cara dosen mengecek kesiapan mahasiswa sebelum mengikuti perkuliahan?)

S1: Before starting the class, the lecturer asked the students to open or turn on the camera.

(Sebelum memulai kelas, dosen meminta mahasiswa untuk membuka atau menyalakan kamera.)

R: In your opinion, why online speaking class is a good form of class in learning speaking skills?

(Menurut Anda, mengapa kelas berbicara online merupakan bentuk kelas yang baik dalam mempelajari keterampilan berbicara?)

S1: In my opinion, online speaking class is a form of class that is not effective in learning speaking, this is because in this class students do not practice enough and also listen more than practice speaking.

(Menurut saya kelas online speaking merupakan bentuk kelas yang kurang efektif dalam pembelajaran berbicara, hal ini dikarenakan di kelas ini siswa kurang berlatih dan juga lebih banyak mendengarkan daripada berlatih berbicara.)

Name : Ismul Inayah Syam

Nim : 105351105720

Kelas : BG4B

R: You know that we have to attend every single class in order to understand the subject we have to be there in the class Yes that's why do you think online speaking class can increase or decrease your attendance?

(Anda tahu bahwa kita harus menghadiri setiap kelas untuk memahami subjek kita harus ada di kelas Ya itu sebabnya menurut Anda kelas online speaking dapat menambah atau mengurangi kehadiran Anda?)

S2: It's easy to attend because the class is online and can be there on time.

(Mudah untuk hadir karena kelasnya online dan bisa hadir tepat waktu)

R: What are the things that help to attend online classes, especially online speaking classes?

(Hal-hal apa saja yang membantu hadir di online kelas khususnya online speaking class?)

S2: Lecturers in the courses are smart and kind and their learning is relaxed because of online classes.

(Dosen di mata kuliahnya pintar dan baik serta pembelajarnya yang santai karena online class)

R: One of the points of participation is preparation before we attend the class. How do you prepare yourself before the class?

(Salah satu poin partisipasi adalah persiapan sebelum kita menghadiri kelas. Bagaimana ypu mempersiapkan diri sebelum kelas?)

S2: I prepare myself by studying last week's material or the previous meeting.

(Saya mempersiapkan diri dengan cara belajar materi minggu lalu atau pertemuan sebelumnya)

R: What are the things that your teacher or classmates prepare before attending the class?

(Hal-hal apa saja yang dipersiapkan guru atau teman sekelasmu sebelum mengikuti kelas?)

S2: Lecturer prepares games and quizzes

(Dosen mempersiapkan games kuis)

R: My next question, when it comes to speaking, what types of students are you?

Are you an active or passive student?

(Pertanyaan saya selanjutnya, ketika berbicara tentang berbicara, tipe siswa seperti apa Anda? Apakah Anda seorang mahasiswa aktif atau pasif?)

S2: I am an active students

(Saya seorang mahasiswa yang aktif)

R: Can you show me or anything that shows that you are an active student?

(Bisakah Anda menunjukkan kepada saya atau apa pun yang menunjukkan bahwa Anda adalah siswa yang aktif? apa bentuk keaktifan anda didalam kelas?)

S2: I am active during the question and answer session and also actively provide feedback and questions.

(Saya aktif ketika sesi tanya jawab dan juga aktif memberikan tanggapan serta pertanyaan)

R: What are the example of group work that you have done in online speaking class?

(Apa contoh kerja kelompok yang telah Anda lakukan di kelas berbicara online?)

S2: I have worked on a group presentation project. In this group assignment, my group had a topic related to Grammar.

(Saya pernah mengerjakan project presentasi secara berkelompok. Dalam tugas kelompok ini, kelompok saya mendapat topik yang berkaitan dengan Grammar)

R: In working on the project, is there any communication with friends. What are the things that support or hinder in completing the project?

(Dalam mengerjakan proyek, apakah ada komunikasi dengan teman-teman. Apa saja hal-hal yang mendukung atau menghambat dalam menyelesaikan proyek?)

S2: In doing this group task each member has task, but there are obstacles that there are group members who do not contribute in completing this group task.

(Terdapat pembagian dalam mengerjakan tugas kelompok ini, namun ada kendala dimana terdapat anggota kelompok yang tidak berkontribusi dalam menyelesaikan tugas kelompok ini.)

R: How do online speaking class help you improve your speaking skill?

(Bagaimana kelas berbicara online membantu Anda meningkatkan keterampilan berbicara Anda?)

S2: The method used by the lecturer in this online speaking class is very good, namely using the discussion method. In addition, after the presentation of the material by the group, the lecturer gave an explanation as a booster.

(Metode yang diterapkan oleh dosen dalam online speaking class ini sangat bagus yaitu menggunakan metode diskusi. Di samping itu, selepas pemaparan materi oleh kelompok, dosen memberikan penjelasan sebagai penguat)

R: What are the forms of activities in online speaking classes that can improve your communication skills?

(Bagaimana bentuk kegiatan dalam online speaking class yang dapat meningkatkan komunikasi skill kamu?)

S2: That is by the way the lecturer calls the student's name per individual to answer or explain something.

(Yaitu dengan cara dosen memanggil nama mahasiswa per individu untuk menjawab atau menjelaskan sesuatu)

R: How is the communication process between students in online speaking class?

(Bagaimana proses komunikasi antar siswa di kelas Online Speaking?)

S2: Interaction between students occurs in a question and answer session where at this time the group presenting the material will provide an opportunity for classmates to ask something related to the topic that has been presented.

(Interaksi antara mahasiswa terjadi pada sesi tanya jawab dimana pada saat ini kelompok yang mempresentasikan materi akan memberikan kesempatan kepada teman kelas untuk menanyakan sesuatu terkait dengan topik yang telah di presentasikan)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?

(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S2: Because they are far from each other, because in online speaking classes there is not enough interaction between students. The student interaction is sometimes through the lecturer.

Karena saling berjauhan ki, karena dalam online speaking class tidak terdapat interaksi yang cukup antara mahasiswa. Adapun interaksi mahasiswa terkadang melalui dosen.

R: How does teacher give or convey feedback in online speaking class?

(Bagaimana cara dosen menyampaikan masukan atau feedback dalam online speaking class ini?)

S2: After the presentation, the lecturer provided reinforcement of the material that had just been presented and gave input or feedback to the presentation group.

Selepas presentasi, dosen memberikan penguatan materi yang baru saja di presentasikan serta memberikan masukan-masukan kepada kelompok presentasi tersebut.

R: Why do you think online speaking class is good or bad media to interact with lecturer?

(Menurut Anda mengapa kelas online speaking adalah media yang baik atau buruk untuk berinteraksi dengan dosen?)

S2: There is a "raise hand" feature in the Zoom application which is very helpful for interacting with lecturers during class

(Terdapat fitur "raise hand" yang ada di aplikasi Zoom dimana hal ini sangat membantu untuk berinteraksi dengan dosen pada saat kelas berlangsung)

R: How do you express your opinion in online speaking class?

(Bagaimana kamu menyampaikan pendapat di dalam online speaking class?)

S2: I am active during the question and answer session and also actively provide feedback and questions. So I directly express my thoughts verbally during the class discussion.

R: How do you communicate with your friends within your group work?

(Bagaimana cara anda berkomunikasi dengan teman kelompok kamu?)

S2: There are applications that can be used to communicate such as Whatsapp. Communication in the group occurs using the application.

(Terdapat aplikasi yang dapat digunakan dalam berkomunikasi seperti Whatsapp. Komunikasi dalam group terjalain menggunakan aplikasi tersebut)

R: How does the teacher communicate or convey instruction to the class?

(Bagaimana guru berkomunikasi atau menyampaikan instruksi ke kelas?)

S2: Lecturers give instructions and communicate with students using two applications, namely Zoom in verbal form and Whatsapp group to give instructions in written form.

(Dosen memberikan instruksi serta berkomunikasi dengan mahasiswa menggunakan dua aplikasi yaitu Zoom dalam bentuk verbal dan Whatsapp group untuk memberikan intruksi dalam bentuk tulisan)

R: How do teacher deliver subject material in Online speaking class?

(Bagaimana cara dosen menyampaikan materi pembelajaran di kelas Online speaking)

S2: Lecturers deliver learning materials using the lecture method

(Dosen menyampaikan materi pembelajaran menggunakan metode ceramah)

R: Before starting the class, how does teacher check students' readiness?

(Sebelum memulai kelas, bagaimana dosen memeriksa kesiapan mahasiswa?)

S2: Dosen memberikan gambaran poin-poin pembahasan yang akan di bahas dalam pertemuan tersebut sebelum memulai pembelajaran.

(The lecturer provides an overview of the discussion points that will be discussed in the meeting before starting the lesson).

R: Why do you think online speaking class is better or worse form ii class to learn speaking?

(Mengapa menurut Anda online speaking class adalah bentuk kelas yang lebih baik atau lebih buruk untuk belajar Speaking?)

S2: Students can attend classes easily and on time and learning is more focused. But behind that there is interference in the form of an unstable network.

(Mahasiwa dapat menghadiri kelas dengan mudah dan tepat waktu dan pembelajaran lebih terarah. Namun di balik itu terdapat gangguan berupa jaringan yang tidak stabil)

Name : Rodhiyatam Mardhitah

Nim : 105351108920

Class : BG4C

R: How is your attendance in online speaking class?

(Bagaimana kehadiran Anda dalam online speaking class ini?)

S3: Alhamdulillah my attendance in the online speaking class was good as expected

(Alhamdulillah kehadiran saya di kelas online speaking itu bagus dan berjalan dengan lancar)

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas online speaking?)

S3: For those who support the first are the lecturers who are firm and disciplined, while for those who hinder it are some friends who have poor internet access.

(Untuk yang mendukung pertama adalah dosennya yang tegas dan disiplin sedangkan untuk yang menghambat yaitu beberapa teman yang memiliki akses internet yang kurang baik)

R: How are you preparing to attend the class?

(Bagaimana persiapan Anda untuk menghadiri kelas?)

S3: For this online speaking class, we have to prepare the assignments that have been given previously

(Untuk kelas online speaking ini kami harus mempersiapkan tugas yang telah diberikan sebelumnya)

R: What are the things that the you, teacher, or the class prepare before and after the class?

(Hal-hal apa yang Anda, guru Anda, atau kelas persiapkan sebelum dan sesudah kelas?)

S3: For details, you must dress neatly and politely. In addition, we also had to be on camera during the class.

(Untuk detailnya, kamu harus berpakaian rapi dan sopan. Selain itu kami juga harus on camera selama kelas tersebut berlangsung)

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

S3: I'm personally more of an introvert, so if the lecturer doesn't appoint me to speak, then I won't be active.

(Saya pribadi lebih ke introvert jadi kalau seumpama dosen tidak menunjuk saya untuk berbicara maka saya tidak akan aktif)

R: What are the things that encourage or hinder you from actively participating in class discussions?

(Apa saja hal-hal yang mendorong atau menghambat Anda untuk berpartisipasi aktif dalam diskusi kelas?)

S3: The main thing that prevented me from being active was that I was afraid of being wrong, lacking confidence.

(Hal yang paling utama yang menghalangi saya untuk aktif yaitu saya takut salah, kurang percaya diri)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas keompok yang pernah anda lakukan?)

S3: For this online speaking class, there is no group assignments or group work.

(Untuk kelas online speaking class ini tidak ada pembagian tugas kelompok)

R: In normal classroom setting, we sometimes communicate with our friends. How is the communication process between students in online speaking class?

(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S3: Each student meeting is divided into several small groups and given the opportunity to interact and give opinions. In addition there are also class discussions that make communication between students can be well established. (Setiap pertemuan mahasiswa di bagi kedalam beberapa kelompok kecil dan di berikan kesempatan untuk berintraksi memberikan pendapat. Selain itu terdapat juga diskusi kelas yang membuat komunikasi antar mahasiswa dapat terjalin dengan baik)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?

(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S3: In this online speaking class, I think it is a good medium because students can not only communicate but can practice pronunciation as well.

(Dalam kelas online speaking ini, menurut saya merupakan media yang bagus karena mahasiswa tidak hanya bisa berkomunikasi akan tetapi bisa melatih pronunciation juga)

R: How does the teacher convey feedback in this class? Is it individually?

(Bagaimana guru menyampaikan saran atau masukan di kelas ini? Apakah secara individu?)

S3: In each meeting the lecturer conveys input or feedback per individual during learning. Then end with giving assignments for the next meeting

(Dalam setiap pertemuan dosen menyampaikan masukan atau feedback per individu saat pembelajaran. Kemudian di akhiri dengan pemberian tugas untuk pertemuan selanjutnya)

R: How do you teacher communicate with students in the class?

(Bagaimana dosen berkomunikasi dengan mahasiswa dalam kelas ini?)

S3: Lecturers communicate via the Whatsapp application and also zoom during lessons.

(Dosen berkomunikasi melalui aplikasi Whatsapp dan juga zoom pada saat pembelajaran)

R: How do you interact with teacher when you have question or something to clarify?

(Bagaimana Anda berinteraksi dengan guru ketika Anda memiliki pertanyaan atau sesuatu untuk diklarifikasi?)

S3: In this study, I asked questions less often and more often what was said by the lecturer

(Dalam pembelajaran ini saya lebih jarang bertanya dan lebih sering apa yang disampaikan dosen)

R: How do teachers deliver the subject material?

(Bagaimana cara guru menyampaikan materi pelajaran?)

S3: In delivering learning materials, the lecturer uses the presentation method where the lecturer explains the material from the beginning to the end of the meeting

(Dalam menyampaikan materi pembelajaran, dosen menyampaikan menggunakan metode presentasi dimana dosen menjelaskan materi tersebut dari awal hingga akhir pertemuan)

R: In your opinion, as a student, how do your teacher check students' readiness?

(Menurut Anda sebagai siswa, bagaimana guru Anda memeriksa kesiapan siswa?)

S3: The lecturer checks students' readiness by asking all students to turn on their cameras

(Dosen memeriksa kesiapan mahasiswa dengan cara meminta semua mahasiswa untuk menyalakan kameranya)

R: Why do you think that online speaking class is a better or worse form of class to learn speaking?

(Menurut Anda mengapa kelas berbicara online adalah bentuk kelas yang lebih baik atau lebih buruk untuk belajar berbicara?)

S3: In my opinion, online speaking class is better and more effective, because we can interact in real-time with it, lecturers can also check students' weaknesses or mistakes.

(Menurut saya Online speaking class lebih baik dan effective, karena kita dapat berinteraksi secara real-time dengan hal itu dosen juga dapat memeriksa kelemahan atau kesalahan mahasiswa)

Name : Virdayanti Anwar

Nim : 105351101620

Class : BG4A

R: How is your attendance in online speaking class?

(Bahaimana kehadiran Anda dalam online speaking class ini?)

S4: In my opinion, you will improve because there is no such thing as being late, then you can carry out learning from home. You don't have to bother going to campus and just stay at home.

(Menurut saya kak lebih meningkatkan karena tidak ada yang namanya terlambat, kemudian bisa melaksanakan pembelajaran dari rumah, tidak perlu repot-repot pergi ke kampus tinggal dirumah saja)

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas berbicara online?)

S4: So maybe the factors that increase the presence were because from home, you can come from home, you don't have to bother going out.

(Jadi mungkin faktor-faktor yang menjadi hal yang meningkatkan kehadiran itu itu tadi karena dari rumah saja bisa dari rumah tidak perlu repot-repot keluar)

R: How are you preparing to attend the class?

(Bagaimana persiapan Anda untuk menghadiri kelas?)

S4: If I'm honest, I do not prepare myself. Because learning is online, for preparation later, you can look at google if there is such a task, it is more practical.

(Kalau saya sendiri kak jujur tidak ada. Karenakan belajarnya kan online, untuk persiapannya nanti bisa lihat google kalau ada tugas seperti itu, lebih praktis)

R: What are the things that the you, teacher, or the class prepare before and after the class?

(Hal-hal apa yang Anda, guru Anda, atau kelas persiapkan sebelum dan sesudah kelas?)

S4: For semester 4, the lecturers are the same from semester 1 to 4. Usually reviewing material from yesterday's meeting then after reviewing then explaining the material and giving assignments

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

S4: If I am appointed, then I can appear and if not, well, just be quiet

(Kalau saya kak ditunjuk baru bisa tampil dan kalau tidak yah, diam-diam saja)

R: What are the things that encourage or hinder you from actively participating in class discussions?

(Apa saja hal-hal yang mendorong atau menghambat Anda untuk berpartisipasi aktif dalam diskusi kelas?)

S4: The first is that the vocabulary is still lacking and the pronunciation is also lacking. need to think twice about participating in class discussions.

(Yang pertama kosa katanya masih kurang dan juga pronunciationnya masing kurang. perlu berpikir dua kali untuk berpartisipasi dalam diskusi kelas.)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas kelompok yang pernah anda lakukan?)

S4: In online classes, usually the most frequent ones are presentation assignments.

(Kalau di online class biasanya yang paling banyak itu tugas presentasi)

R: In doing group work, what are the things that you contribute to the group work?

(Di dalam melakukan tugas kelompok, kontribusi apa saja yang Anda lakukan untuk kerja kelompok?)

S4: The first is communication, in the division of tasks there are sometimes quarrels or debates. Second, the problem of data or material that has been obtained is sometimes difficult to collect.

(Yang pertama yu komunikasinya, dalam pembagian tugasnya terkadang ada cecekok atau perdebatan. Yang kedua, masalah data atau materi yang telah di dapatkan kadang susah untuk mnegumpulkannya.)

R: How do online speaking classes help you improve your speaking skills?

(Bagaimana kelas online speaking membantu Anda meningkatkan keterampilan berbicara Anda?)

S4: I think the online speaking class doesn't improve my skills. because in this online class sometimes in the presentation of the presentation we can see the notes that are stored next to the laptop. this is different from offline classes where in presentations we have to memorize what we want to convey.

(Menurut saya kak online speaking class tidak meningkatkan kemampuan saya. karena di kelas online ini terkadang dalam pemaparan presentasinya kita bisa melihat catata yang di simpan di samping laptop. hal ini berbeda dengan kelas offline yang mana dalam presentasi kita harus menghafal apa yang ingin disampaikan)

R: Why do you think online speaking class help you to speak in front of the class?
(Menurut Anda mengapa kelas online speaking membantu Anda berbicara di depan kelas?)

S4: In my opinion, you can improve our speaking because if our presentation is in English, of course, and if the presentation is done, we prepare before we present so that the presentation can run smoothly.

(Kalau menurut ku kak bisa meningkatkan speaking kita karen kalau presentasi kita menggunakan bahasa Inggris tentunya dan kalau presentasi itukan kita menyiapkan sebelum kita presentasi sehingga presentasinya itu bisa lancar)

R: How is the communication process between students in online speaking class?
(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S4: Until now, the communication was via Whatsapp, not via Zoom or Gmeet like this, because most of the lecturers spoke.

(Kalau sampai sekarang komunikasinya lewat Whatsapp saja tidak melalui zoom atau Gmeet seperti ini, karena kebanyakan dosennya yang berbicara)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?

(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S4: In my opinion, if you communicate directly in this online speaking class, the lecturer will be confused about which one to listen to. Because if everyone talks at the same time, what is being said will be unclear. Therefore communicating in this zoom is not good.

(Menurut saya kalau berkomunikasi langsung dalam online speaking class ini nanti dosennya bingung mau mendengarkan yang mana. Karena jika semuanya berbicara bersamaan maka apa yang dibicarakan akan tidak jelas. Maka dari itu berkomunikasi di dalam zoom ini kurang baik.)

R: How does the teacher convey feedback in this class? Is it individually?

(Bagaimana guru menyampaikan umpan balik di kelas ini? Apakah secara individu?)

S4: In this speaking for advance class, the lecturer explains again about the material that has been explained by the group.

(Kalau di kelas speaking for advance ini dosennya itu menjelaskan kembali tentang materi yang telah di paparkan oleh kelompok.)

R: How do you interact with teacher when you have question aor something to clarify?

(Bagaimana Anda berinteraksi dengan guru ketika Anda memiliki pertanyaan atau sesuatu untuk diklarifikasi?)

S4: In interacting with lecturers, students ask more questions during virtual learning.

(Dalam berinteraksi dengan dosen, mahasiswa lebih banyak menyampaikan pertanyaan pada saat pembelajaran virtual)

R: How do you express your opinions in online speaking class?

(Bagaimana Anda mengungkapkan pendapat Anda di kelas online speaking ini?)

S4:

R: During a group project, how do you communicate with your group?

(Selama mengerjakan tugas kelompok, bagaimana Anda berkomunikasi dengan kelompok Anda?)

S4: The communication is divided into two ways, namely using Whatsapp Groups and also using Gmeet. The use of Whatsapp is used to communicate in the division of tasks and also to collect data or material, while the day before the presentation there will be a presentation simulation using Gmeet.

(Komunikasinya terbagi dari dua cara yaitu menggunakan Group Whatsapp dan juga menggunakan Gmeet. Penggunaan Whatsapp, digunakan untuk berkomunikasi dalam pembagian tugas dan juga pengumpulan data atau materi sedangkan sehari sebelum presentasi maka akan ada simulasi presentasi menggunakan Gmeet.)

R: How do teachers communicate with the group work?

(Bagaimana cara guru berkomunikasi dengan kerja kelompok?)

S4: For communication, the lecturer uses Whatsapp and also Zoom, for Whatsapp it is used for VoiceNote while for Zoom it is used to bring material.

(Untuk komunikasinya dosen menggunakan Whatsapp dan juga Zoom, untuk Whatsapp digunakan untuk VoiceNote, sedangkan untuk Zoom digunakan untuk membawakan materi)

R: How do teachers deliver the subject material?

(Bagaimana cara guru menyampaikan materi pelajaran?)

S4: In the online speaking class via Zoom, then the lecturer will explain today's material, but most of the presentations are made by students every meeting.

(Kalau di kelas online speaking melalui Zoom kemudian dosen akan menjelaskan materi hari ini, namun kebanyakan presentasi oleh mahasiswa tiap pertemuan)

R: In your opinion, as a student, how do your teacher check students' readiness?

(Menurut Anda, sebagai siswa, bagaimana guru Anda memeriksa kesiapan siswa?)

S4: The lecturer checks the students' readiness by asking the presentation group's readiness.

(Dosen mengecek kesiapan mahasiswa dengan cara menanyakan kesiapan kelompok presentasi)

R: Why do you think that online speaking class is a better or worse form of class to learn speaking?

(Menurut Anda mengapa kelas berbicara online adalah bentuk kelas yang lebih baik atau lebih buruk untuk belajar berbicara?)

S4: In my opinion, online speaking class does not have positive things. Because since learning virtual speaking I have not improved, this is because when we are told to speak, we can check or open google or google translation. whereas offline it is not possible and tends to encourage us to better prepare ourselves by learning.

(Kalau menurut saya kak Online speaking class tidak memiliki hal positif. Karena semenjak belajar virtual speaking saya tidak meningkat, hal ini karena ketika kita di suruh berbicara maka kita bisa mengecek atau membuka google atau google terjemahan. sedangkan di offline itu tidak bisa dan cenderung mendorong kita untuk lebih mempersiapkan diri dengan cara belajar)

Name : Sheila Tasya Wardhani

Nim : 105351105020

Class : BG4B

R: How is your attendance in online speaking class?

(Bahaimana kehadiran Anda dalam online speaking class ini?)

S5: During this online speaking class, I have never been absent

(Selama mengikuti kelas online speaking ini, saya tidak pernah ada alpa)

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas berbicara online?)

S5: In general, I really like the lecturer because this semester he gives a lot of group discussions and this adds to the interaction in the class

(Pada umumnya saya sangat menyukai dosennya karena pada semester ini dia banyak memberikan diskusi kelompok dan hal tersebut menambah interaksi dalam kelas tersebut)

R: How are you preparing to attend the class?

(Bagaimana persiapan Anda untuk menghadiri kelas?)

S5: For me the first thing I charge my cellphone making sure my phone has adequate battery and I look for a place that is not noisy to maintain concentration.

(Bagi saya hal pertama saya mengisi daya baterai handphone saya dan saya mencari tempat yang tidak berisik untuk menjaga konsentrasi)

R: What are the things that the your teacher, or the class prepare before and after the class?

(Hal-hal apa yang Anda, guru Anda, atau kelas persiapkan sebelum dan sesudah kelas?)

S5: My lecturer really prepares his class in terms of material and student readiness so that it is clear what will be done at the meeting

(Dosen saya sangat mempersiapkan kelasnya dari segi materi dan kesiapan mahasiswa sehingga jelas apa saja yang akan dikerjakan di pertemuan tersebut)

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

S5: I see myself in the middle. I have been active several times in answering questions and sometimes not active

(Saya melihat diri saya berada di tengah-tengah. Saya beberapa kali aktif dalam menjawab pertanyaan dan juga kadang tidak aktif)

R: What are the things that encourage or hinder you from actively participating in class discussions?

(Apa saja hal-hal yang mendorong atau menghambat Anda untuk berpartisipasi aktif dalam diskusi kelas?)

S5: Maybe because I understand what other people say but it's hard for me to speak I always forget my vocabulary and a little nervous.

(Mungkin karena saya mengerti apa yang orang lain katakan akan tetapi susah bagi saya untuk berbicara saya selalu lupa kosa kata saya dan sedikit gugup)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas kelompok yang pernah anda lakukan?)

S5: In this online speaking class, it is more dominated by group assignments in the form of presentation assignments

(Dalam online speaking class ini lebih di dominasi dengan tugas kelompok berupa tugas presentasi)

R: In doing group work, what are the things that you contribute to the group work?

(Di dalam melakukan tugas kelompok, kontribusi apa saja yang Anda lakukan untuk kerja kelompok?)

S5:

R: How do online speaking classes help you improve your speaking skills?

(Bagaimana kelas online speaking membantu Anda meningkatkan keterampilan berbicara Anda?)

S5: This class helps me to appear more radiant because in online classes I don't feel nervous. It's different from offline classes where I'm afraid to move forward. Because I thought no one saw me in person.

(Kelas ini membantu saya untuk tampil lebih berani dikarenakan pada online class saya tidak merasa gugup. Berbeda dengan offline class dimana saya takut untuk maju kedepan. Karena saya pikir tidak ada orang yang melihat saya secara langsung)

R: How is the communication process between students in online speaking class?
(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S5: In my opinion, it is very difficult to communicate with my classmates in this online speaking class. However, at each meeting there is one group who will present their work. And every time you finish delivering the meter, there is a question and answer session. So it is difficult to communicate with classmates.
(Menurut saya rasa sangat sulit untuk berkomunikasi dengan teman kelas saya dalam online speaking class ini. Namun, pada tiap pertemuan terdapat satu kelompok yang akan mempresentasikan tugasnya. Dan setiap selesai menyampaikan meternya, terdapat sesi tanya jawab. Jadi susah untuk berkomunikasi dengan teman kelas)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?

(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S5: Because students don't get much time to communicate in this online speaking class.

(Karena mahasiswa tidak mendapatkan banyak waktu untuk berkomunikasi dalam kelas online speaking class ini)

R: How does the teacher convey feedback in this class? Is it individually?

(Bagaimana guru menyampaikan umpan balik di kelas ini? Apakah secara individu?)

S5: Input or feedback is given verbally in this online speaking class and each group finishes presenting their task, then my lecturer will provide feedback to the performing group.

(Masukan atau feedback di berikan secara verbal dalam kelas online speaking ini dan setiap kelompok selesai mempresentasikan tugasnya, maka dosen saya akan memberikan masukan-masukan kepada kelompok penampil tersebut)

R: During a group project, how do you communicate with your group?

(Selama mengerjakan tugas kelompok, bagaimana Anda berkomunikasi dengan kelompok Anda?)

S5: Communication in groups is using the Whatsapp application, this is used to discuss using text and also voice notes. Not only that the presentation appearance using Google Meet.

(Komunikasi dalam kelompok yaitu menggunakan aplikasi Whatsapp, hal ini digunakan untuk berdiskusi menggunakan text dan juga voice note. Tidak hanya itu penampilan presentasinya menggunakan Google Meet)

R: How do teachers communicate with the class?

(Bagaimana cara guru berkomunikasi dengan kerja kelompok?)

S5: In an online speaking class, my lecturer uses Whatsapp to confirm his presence a few minutes before the lesson starts. Besides that, he also uses apps like Goggle meet to study and organize

(Dalam online speaking elass, dosen saya menggunakan Whatsapp untuk mengonfirmasi kehadirannya beberapa menit sebelum pembelajaran dimulai. Disamping itu, dia juga menggunakan aplikasi seperti Google meet untuk belajar dan mengaranya)

R: How do teachers deliver the subject material?

(Bagaimana cara guru menyampaikan materi pelajaran?)

S5: In learning, lecturers use class discussion methods and lectures.

(Dalam pembelajaran, dosen menggunakan metode diskusi kela dan juga ceramah)

R: In your opinion, as a student, how do your teacher check students' readiness?

(Menurut Anda, sebagai siswa, bagaimana guru Anda memeriksa kesiapan siswa?)

S5: In this class, before starting the lesson, the lecturer informed that the class would start in 5 minutes. So we can get ready.

(Dalam kelas ini, sebelum memulai pembelajaran, dosen memberitahukan bahwa kelas akan dimulai dalam waktu 5 menit. Sehingga kami bisa bersiap-siap)

Name : Andi Isnaeni

Nim : 105351103120

Class : BG4B

R: How is your attendance in online speaking class?

(Bahaimana kehadiran Anda dalam online speaking class ini?)

S6: During my online speaking class, my attendance was pretty good

(Selama mengikuti Online speaking class, kehaadiran sayalumayan bagus)

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas online speaking ini?)

S6: The thing that supports me is my desire to improve my speaking skills and also get good grades in this course

(Hal yang mendukung yaitu keinginan saya untuk meningkatkan speaking skill saya dan juga mendapatkan nilai yang baik pada mata kuliah ini)

R: What are the things that the you, teacher, or the class prepare before and after the class?

(Hal-hal apa yang Anda, guru Anda, atau kelas persiapkan sebelum dan sesudah kelas?)

S6: My lecturer prepares the material before learning.

(Dosen saya mempersiapkan materi sebelum pembelajaran)

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

S6: I am personally neutral because I am sometimes active and sometimes passive. I can be active in learning if I understand the discussion and if not then I will be less active

(Saya pribadi netral karena saya kadang aktif dan juga kadang pasif. Saya bisa menjadi aktif dalam pembelajaran jika saya mengerti dengan pembahasannya begitupun sebaliknya)

R: What are the things that encourage or hinder you from actively participating in class discussions?

(Apa saja hal-hal yang mendorong atau menghambat Anda untuk berpartisipasi aktif dalam diskusi kelas?)

S6: Depending on the learning material at the meeting, sometimes I am excited to participate if I understand the learning material

(Tergantung dari materi pembelajaran pada pertemuan itu, terkadang saya bersemangat untuk berpartisipasi jika saya mengerti materi pembelajarannya)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas kelompok yang pernah anda lakukan?)

S6: The group assignment I've ever worked on was a group assignment to make a presentation

(Tugas kelompok yang pernah saya kerjakan adalah tugas kelompok untuk membuat presentasi)

R: In doing group work, what are the things that you contribute to the group work?

(Di dalam melakukan tugas kelompok, kontribusi apa saja yang Anda lakukan untuk kerja kelompok?)

S6: I made powerpoint, that's my contribution.

(Saya membuat powerpointnya, itulah kontribusi saya)

R: How do online speaking classes help you improve your speaking skills?

(Bagaimana kelas online speaking membantu Anda meningkatkan keterampilan berbicara Anda?)

S6: During this online speaking class I did not see any improvement in my speaking skills. I feel that the online speaking class is less effective.

(Selama mengikuti online speaking class ini saya tidak melihat ada peningkatan dalam skill berbicara saya. Saya merasa online speaking class itu kurang efektif)

R: How is the communication process between students in online speaking class?

(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S6: Communication between students can occur if there is a class discussion

(Komunikasi antara mahasiswa dapat terjadi jika terdapat diskusi kelas)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?

(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S6: In my opinion, online speaking class is not a good medium in building communication between students. This is because sometimes there are network constraints that make the communication not smooth.

(Menurut saya online speaking class merupakan media yang tidak bagus dalam membangun komunikasi antara mahasiswa. Hal ini dikarenakan terkadang terdapat kendala jaringan yang membuat komunikasi tersebut tidak lancar)

R: How does the teacher convey feedback in this class? Is it individually or collectively?

(Bagaimana guru menyampaikan umpan balik di kelas ini? Apakah secara individu?)

S6: Usually feedback is given individually. In an online speaking class, when a student explains something and makes a mistake, the lecturer will provide feedback to the student.

(Biasanya feedback di berikan per individu. Dalam online speaking class pada saat mahasiswa menjelaskan sesuatu dan membuat kesalahan maka dosen akan memberikan masukan kepada mahasiswa tersebut)

R: How do you interact with teacher when you have question or something to clarify?

(Bagaimana Anda berinteraksi dengan guru ketika Anda memiliki pertanyaan atau sesuatu untuk diklarifikasi?)

S6: Interaction with lecturers can occur through the Whatsapp application, in this case the interaction is in the form of chat or text. In addition, there is interaction in the form of verbal through Google Meet.

(Interaksi dengan dosen dapat terjadi melalui aplikasi Whatsapp dalam hal ini interaksinya berupa chat atau text. Selain itu, terdapat interaksi dalam bentuk verbal melalui Google Meet)

R: How do you express your opinions in online speaking class?

(Bagaimana Anda mengungkapkan pendapat Anda di kelas online speaking ini?)

S6:

R: During a group project, how do you communicate with your group?

(Selama mengerjakan tugas kelompok, bagaimana Anda berkomunikasi dengan kelompok Anda?)

S6: In my group, we use Whatsapp groups to share tasks and use Google meet to simulate presentations one day before presentation.

(Dalam kelompok saya, kami menggunakan group Whatsapp untuk membagi tugas dan menggunakan Google meet untuk melakukan simulasi presentasi satu hari sebelum presentasi)

Name : Muh Hasby Assidiq

Nim : 105351105920

Class : BG4C

R: How is your attendance in online speaking class?

(Bagaimana kehadiran Anda dalam online speaking class ini?)

S7: My attendance in online speaking class is 100%. I never miss a class.

Kehadiran saya dalam Online speaking class adalah 100 %. Tidak pernah alpa.

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas online speaking?)

S7: The first is because the course is at 2 pm, so there are no problems getting up late and so on. Second, about the value, if you want to get good grades, you must have good hair as well.

(Yang pertama karena mata kuliah nya jam 2 siang, sehingga tidak ada kendala lambat bangun dan sebagainya. Kedua, tentang nilai jika ingin dapat nilai bagus maka harus memiliki kehairan yang bagus pula)

R: How are you preparing to attend the class?

(Bagaimana persiapan Anda untuk menghadiri kelas?)

S7: My preparation depends on the assignment, for example, the assignment is a presentation, so I will prepare the powerpo two days before the class starts.

(Persiapan saya tergantung dari tugas, misalnya tugasnya yaitu presentasi maka saya akan mempersiapkan powerpoinya dua hari sebelum kelasnya mulai)

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

S7: In my opinion, I am an active student in this online speaking class. This is because when the lecturer asks a question, I answer and if the lecturer gives an assignment, I will complete it.

(Menurut saya, saya adalah mahasiswa yang aktif dalam online speaking class ini. Hal ini dikarenakan ketika dosen memberikan pertanyaan maka saya menjawab dan jika dosen memberikan tugas maka saya akan menyelesaikannya)

R: What are the things that encourage or hinder you from actively participating in class discussions?

(Apa saja hal-hal yang mendorong atau menghambat Anda untuk berpartisipasi aktif dalam diskusi kelas?)

S7: I am aware that speaking skills are needed so by actively participating in discussion classes, I am preparing myself for the future.

(Saya sadar bahwa kemampuan speaking sangat dibutuhkan jadi dengan aktif berpartisipasi dalam kelas diskusi maka saya sedang mempersiapkan diri untuk masa depan)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas kelompok yang pernah anda lakukan?)

S7: There is no group work this semester. And there are only individual tasks.

(Kalau semester ini tidak ada kerja kelompok. Dan hanya ada tugas individu)

R: How do online speaking classes help you improve your speaking skills?

(Bagaimana kelas online speaking membantu Anda meningkatkan keterampilan berbicara Anda?)

S7: In my opinion, the increase in students' speaking skills in this class depends on the firmness of the lecturer and also the level of difficulty of the assignments given. When the lecturer is firm in giving the course, the students automatically have an urge to study seriously so it is better to increase the two levels given in the assignment when the task seems easy to solve it.

(Menurut saya, meningkatnya kemampuan speaking mahasiswa dalam kelas ini itu tergantung dari ketegasan dosen dan juga tingkat kesulitan dari tugas yang di berikan. Ketika dosen itu tegas memberikan mata kuliah maka otomatis Mahasiswa juga ada dorongan untuk serius belajar sehingga sebaiknya meningkat kedua level yang diberikan dalam tugas ketika tugasnya itu rasanya Mudah saja itu tidak memberikan dampak apa-apa kepada mahasiswa tapi ketika tugasnya itu lumayan sulit itu memberikan tantangan untuk menyelesaikannya)

R: Why do you think online speaking class help you to speak in front of the class?

(Menurut Anda mengapa kelas online speaking membantu Anda berbicara di depan kelas?)

S7: Because in this online speaking class there are tasks that I think can improve my communication skills. Like a presentation assignment.

(Karena dalam online speaking class ini terdapat tugas yang menurut saya mampu meningkatkan kemampuan komunikasi saya. Seperti adanya tugas presentasi)

R: How is the communication process between students in online speaking class?

(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S7: In the online speaking class, communication between students is still constrained. Sometimes if you take a class on zoom. We still have to open the Whatsapp application to communicate with friends in class. So the communication is via text.

(Kalau di kelas online speaking komunikasi antar mahasiswa itu masih terkendala. Kadang kalau mengikuti kelas di zoom. Kita masih harus membuka aplikasi Whatsapp untuk berkomunikasi dengan teman-teman di kelas. Jadi komunikasinya melalui teks)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?

(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S7: In my opinion, this online speaking class has not yet reached the level to build chemistry or close relationships with other individuals because it is still held online so that our interest in getting acquainted is still not different from offline classes because we meet face-to-face so there is intense communication.

(Menurut saya untuk online speaking class ini belum sampai di level untuk membangun chemistry atau hubungan yang erat dengan individu yang lainnya karena masih diajarkan secara online sehingga interest kita untuk berkenalan itu masih kurang beda dengan kelas offline karena kita bertemu secara langsung sehingga ada komunikasi secara intens)

R: How does the teacher convey feedback in this class? Is it individually?

(Bagaimana guru menyampaikan umpan balik di kelas ini? Apakah secara individu?)

S7: Sometimes the lecturers in this class give their feedback directly to all students in the class, but sometimes when a student makes a pronunciation or vocabulary error, the lecturer gives individual feedback.

(Terkadang dosen di kelas ini menyampaikan feedback nya secara langsung kepada seluruh mahasiswa di kelas tapi kadang juga ketika seorang mahasiswa melakukan kesalahan pronunciation atau kosa kata maka dosen menyampaikan feedbacknya secara individu)

R: How do teacher communicate with the students in the class?

(Bagaimana dosen berkomunikasi dengan mahasiswa di kelas online speaking)

S7: During the learning process, the lecturer communicates or interacts via Zoom. But outside the learning process, lecturers use Whatsapp Groups by using Voice notes or sending texts.

(Selama pembelajaran berlangsung, dosen berkomunikasi atau berinteraksi melalui Zoom. Namun di luar proses pembelajaran, dosen menggunakan Group Whatsapp dengan menggunakan Voice note atau mengirim teks)

R: How do you interact with teacher when you have question aor something to clarify?

(Bagaimana Anda berinteraksi dengan guru ketika Anda memiliki pertanyaan atau sesuatu untuk diklarifikasi)

S7: In the online speaking class, we are free to ask questions directly to the lecturer, so I think the online speaking class is a good place to interact with the lecturer.

(Di kelas online speaking kita bebas untuk bertanya langsung kepada dosen, sehingga menurut saya online speaking class adalah tempat yang bagus untuk berinteraksi dengan dosen)

R: How do you express your opinions in online speaking class?

(Bagaimana Anda mengungkapkan pendapat Anda di kelas online speaking ini?)

S7:

R: How do teachers deliver the subject material?

(Bagaimana cara guru menyampaikan materi pelajaran?)

S7: In the online speaking course this semester, the lecturer fully explains the learning material through presentations or lecture methods using powerpoint.

(Mata kuliah online speaking pada semester ini, dosen secara penuh menjelaskan materi pembelajaran melalui presentasi atau metode ceramah menggunakan powerpoint)

R: In your opinion, as a student, how do your teacher check students' readiness?

(Menurut Anda, sebagai siswa, bagaimana guru Anda memeriksa kesiapan siswa?)

S7: My lecturer checks students' readiness by asking about last week's material or learning topics. Asked again or reviewed again.

(Dosen saya mengecek kesiapan mahasiswa dengan cara menanyakan materi atau topik pembelajaran minggu lalu. Ditanya kembali atau di review kembali)

R: Why do you think that online speaking class is a better or worse form of class to learn speaking?

(Menurut Anda mengapa kelas berbicara online adalah bentuk kelas yang lebih baik atau lebih buruk untuk belajar berbicara?)

S7: I think this is something that is effective because, of course, we interact mostly using speaking skills. So in my opinion the online speaking class is an effective class

(Saya pikir ini merupakan sesuatu yang effective karena, tentunya kita berinteraksi kebanyakan menggunakan kemampuan speaking. Jadi menurut saya online speaking class merupakan kelas yang effective)

Name : Muh. Haidir

Nim : 105351101820

Class : BG4A

R: How is your attendance in online speaking class?

(Bahaimana kehadiran Anda dalam online speaking class ini?)

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas berbicara online?)

R: How are you preparing to attend the class?

(Bagaimana persiapan Anda untuk menghadiri kelas?)

R: What are the things that the you, teacher, or the class prepare before and after the class?

(Hal-hal apa yang Anda, guru Anda, atau kelas persiapkan sebelum dan sesudah kelas?)

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

R: What are the things that encourage or hinder you from actively participating in class discussions?

(Apa saja hal-hal yang mendorong atau menghambat Anda untuk berpartisipasi aktif dalam diskusi kelas?)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas kelompok yang pernah anda lakukan?)

R: In doing group work, what are the things that you contribute to the group work?

(Di dalam melakukan tugas kelompok, kontribusi apa saja yang Anda lakukan untuk kerja kelompok?)

R: How do online speaking classes help you improve your speaking skills?

(Bagaimana kelas online speaking membantu Anda meningkatkan keterampilan berbicara Anda?)

R: Why do you think online speaking class help you to speak in front of the class?
(Menurut Anda mengapa kelas online speaking membantu Anda berbicara di depan kelas?)

R: How is the communication process between students in online speaking class?
(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?
(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

R: How does the teacher convey feedback in this class? Is it individually?
(Bagaimana guru menyampaikan umpan balik di kelas ini? Apakah secara individu?)

R: How do you interact with teacher when you have question aor something to clarify?
(Bagaimana Anda berinteraksi dengan guru ketika Anda memiliki pertanyaan atau sesuatu untuk diklarifikasi?)

R: How do you express your opinions in online speaking class?
(Bagaimana Anda mengungkapkan pendapat Anda di kelas online speaking ini?)

R: During a goup project, how do you communicate with your group?
(Selama mengerjakan tugas kelompok, bagaimana Anda berkomunikasi dengan kelompok Anda?)

R: How do teachers communicate with the group work?
(Bagaimana cara guru berkomunikasi dengan kerja kelompok?)

R: How do teachers deliver the subject material?
(Bagaimana cara guru menyampaikan materi pelajaran?)

R: In your opinion, as a student, how do your teacher check students' readiness?
(Menurut Anda, sebagai siswa, bagaimana guru Anda memeriksa kesiapan siswa?)

R: Why do you think that online speaking class is a better or worse form of class to learn speaking?
(Menurut Anda mengapa kelas berbicara online adalah bentuk kelas yang lebih baik atau lebih buruk untuk belajar berbicara?)

Name : Jumrawati

Nim : 105351100120

Class : BG4A

R: How is your attendance in online speaking class?

(Bahaimana kehadiran Anda dalam online speaking class ini?)

S8: Alhamdulillah I have no absence. So it can be said that my presence is 100% present.

(Alhamdulillah saya hadir terus. Jadi bisa dikatakan kalau kehadiran saya 100% hadir)

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas berbicara online?)

S8: Of course, because the network in my area or at my place is stable.

(Tentunya karena jaringan di daerah atau di tempat saya memadai)

R: How are you preparing to attend the class?

(Bagaimana persiapan Anda untuk menghadiri kelas?)

S8: The first thing I prepared was the place where I made sure the place had a stable network, then the second one the day before the speaking lesson, I studied the material beforehand. Third, dress neatly.

(Hal pertama yang saya persiapkan yaitu tempat saya memastikan tempat saya mendapat jaringan yang stabil, terus yang kedua sehari sebelum pembelajaran speaking, saya pelajari materinya sebelumnya. Ketiga yaitu berpakaian yang rapi)

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

S8: I am an active students

(Saya merupakan mahasiswa yang aktif)

R: In online speaking class, what are the activities that you actively participating in class?

(Dalam kelas speaking ini, kegiatan kelas apa saja yang secara aktif anda ikuti?)

S8: I actively ask questions, I actively answer and also actively participate in class discussions.

(Saya aktif bertanya, saya aktif menjawab dan juga aktif berpartisipasi dalam diskusi kelas)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas kelompok yang pernah anda lakukan?)

S8: Personally, the group work I have ever done is a presentation group assignment with the topic "conditional sentence"

(Saya pribadi kerja kelompok yang pernah saya lakukan yaitu tugas kelompok presentasi dengan topik "conditional sentence")

R: In doing group work, what are the things that you contribute to the group work?

(Di dalam melakukan tugas kelompok, kontribusi apa saja yang Anda lakukan untuk kerja kelompok?)

S8: Thank you for the question, so my contribution in the group is that I make powerpoints and also I become the leader of the group.

(Terima kasih atas pertanyaannya, jadi kontribusi saya dalam kelompok tersebut yaitu saya membuat powerpoint dan juga saya menjadi leader dari group tersebut)

R: How do online speaking classes help you improve your speaking skills?

(Bagaimana kelas online speaking membantu Anda meningkatkan keterampilan berbicara Anda?)

S8: My lecturers always ask students to speak in English when learning takes place.

So that we are accustomed to speaking in English even though it is not perfect.

(Dosen saya selalu meminta mahasiswa untuk berbicara menggunakan bahasa Inggris pada saat pembelajaran berlangsung. Sehingga kita terbiasa untuk berbicara menggunakan bahasa Inggris meskipun belum sempurna)

R: Why do you think online speaking class help your communication skill?

(Menurut Anda mengapa kelas online speaking membantu Anda meningkatkan kemampuan komunikasi?)

S8: Melalui tugas presentasi yang di berikan, saya

R: How is the communication process between students in online speaking class?

(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S8: So the interaction between students in real-time through google meet during learning.

(Jadi interaksi antara mahasiswa secara real-time melalui google meet pada saat pembelajaran)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?

(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S8: I personally think this online speaking class is enough to build interaction between students. Because in this online speaking learning we can know the attitude of other students. Like during a question and answer session or discussion. We can find out which students are easily emotional.

(Menurut saya pribadi online speaking class ini cukup untuk membangun interaksi antar mahasiswa. Karena dalam pembelajaran online speaking ini kita dapat mengetahui sikap mahasiswa lain. Seperti pada saat sesi tanya jawab atau diskusi. Kita dapat mengetahui mahasiswa mana yang mudah emosi)

R: How does the teacher convey feedback in this class? Is it individually?

(Bagaimana guru menyampaikan umpan balik di kelas ini? Apakah secara individu?)

S8: Lecturers in this online speaking course provide feedback directly to one class. Besides, the lecturer gave feedback to the group that had just finished their presentation.

(Dosen pada mata kuliah online speaking ini memberikan feedback nya secara langsung kepada satu kelas. Disamping itu dosen memberikan feedback kepada kelompok yang baru saja menyelesaikan presentasinya)

R: How do you interact with teacher when you have question for something to clarify?

(Bagaimana Anda berinteraksi dengan guru ketika Anda memiliki pertanyaan atau sesuatu untuk diklarifikasi?)

S8: Well, thank you for the question, so I personally asked my question directly during online learning.

(Baik terimakasih atas pertanyaannya, jadi saya pribadi menanyakan pertanyaan saya secara langsung pada saat pembelajaran online berlangsung)

R: How do you express your opinions in online speaking class?

(Bagaimana Anda mengungkapkan pendapat Anda di kelas online speaking ini?)

S8: During the question and answer session, I only asked or expressed my opinion directly and verbally in this online speaking class. But before that, I gave my appreciation to the group who presented.

(Pada saat sesi tanya jawab saya menanyakan atau mengungkapkan pendapat saya secara langsung dan verbal di dalam online speaking class ini. Namun sebelumnya saya memberikan apresiasi terlebih dahulu kepada kelompok yang mempresentasikan)

R: During a group project, how do you communicate with your group?

(Selama mengerjakan tugas kelompok, bagaimana Anda berkomunikasi dengan kelompok Anda?)

S8: The way I communicate with my group friends is that I use the Whatsapp application. So I divided the points and assignments to my group friends using the application. And the day before the show, we used Google Meet to prepare and simulate so that our presentation could run as plan.

(Cara saya berkomunikasi dengan teman group saya yaitu saya menggunakan aplikasi Whatsapp. Jadi saya membagi poin-poin serta tugas kepada teman kelompok saya menggunakan aplikasi tersebut. Dan sehari sebelum tampil, kami

gunakan google meet untuk melakukan persiapan serta simulasi agar presentasi kami bisa berjalan dengan lancar)

R: How do teachers communicate with the group work?

(Bagaimana cara guru berkomunikasi dengan kerja kelompok?)

S8: Besides that, the lecturer gives feedback to the group that has just finished their presentation

(Disamping itu dosen memberikan feedback kepada kelompok yang baru saja menyelesaikan presentasinya)

R: How do teachers deliver the subject material?

(Bagaimana cara guru menyampaikan materi pelajaran?)

S8: The way the lecturer provides learning materials is, the first, using google meet and the second through google classroom. For giving material using Google Meet and for giving assignments using Google Classroom.

(Cara dosen memberikan materi pembelajaran yaitu, yang pertama, menggunakan google meet dan yang kedua melalui google classroom. Untuk pemberian materi menggunakan google meet dan untuk pemberian tugas menggunakan google classroom)

R: In your opinion, as a student, how do your teacher check students' readiness?

(Menurut Anda, sebagai siswa, bagaimana guru Anda memeriksa kesiapan siswa?)

S8: The first is that the lecturer takes attendance first, asks how things are and asks the readiness of the group presenting at the meeting

(Yang pertama dosen mengabsen terlebih dahulu, menanyakan kabar serta menanyakan kesiapan kelompok yang presentasi pada pertemuan itu)

Name : Ibrahim Rahman

Nim : 1053511035

Class : BG4B

R: How is your attendance in online speaking class?

(Bagaimana kehadiran Anda dalam online speaking class ini?)

S9: Alhamdulillah I always was present during this online speaking class.

(Kalau kehadiran ku alhamdulillah saya hadir terus selama online speaking class ini)

R: What are the things that support or hinder you from attending online speaking class?

(Apa saja hal-hal yang mendukung atau menghambat Anda untuk menghadiri kelas online speaking ?)

S9: The first may be because it is my obligation to attend this course. In addition, because the class is a virtual class so it is not complicated.

(Yang pertama mungkin karena ini adalah kewajiban saya untuk hadir di mata kuliah ini. Selain itu, karena kelasnya adalah kelas virtual sehingga tidak rumit.)

R: How are you preparing to attend the class?

(Bagaimana persiapan Anda untuk menghadiri kelas?)

S9: My preparation is wearing a shirt and also preparing an internet connection.

(Persiapan saya yaitu yang mengenakan baju kemeja dan juga mempersiapkan koneksi internet)

R: What are the things that the your teacher, or your classmates prepare before and after the class?

(Hal-hal apa yang Anda, guru Anda, atau kelas persiapkan sebelum dan sesudah kelas?)

S9: In my opinion, it is the same, namely preparing the internet network and also for lecturers, usually lecturers prepare material and also for presentation groups preparing powerpoints.

(Menurut saya sama saja, yaitu mempersiapkan jaringan internet dan juga untuk dosen biasanya dosen mempersiapkan materi dan juga untuk kelompok presentasi mempersiapkan powerpointnya.)

R: When it comes to speaking class, what types of students are you? active or passive

(Ketika online speaking class, tipe mahasiswa seperti apa Anda? aktif atau pasif)

S9: I personally am an active student in this online speaking class.

(Saya pribadi merupakan mahasiswa yang aktif dalam online speaking class ini)

R: In online speaking class, what are the activities that you actively participating in class?

(Dalam online speaking class, kegiatan kelas seperti apa yang secara aktif Anda ikuti?)

S9: I myself am active in asking the presentation group and also answering questions from friends. I also actively ask the lecturer if there are things that I don't understand

(Saya sendiri aktif dalam bertanya kepada kelompok yang presentasi dan juga menjawab pertanyaan dari teman-teman. Saya juga aktif bertanya kepada dosen jika ada hal-hal yang belum saya pahami)

R: In online speaking class, what are the example of group work that you have done?

(Pada online speaking class, apa contoh tugas kelompok yang pernah anda lakukan?)

S9: There are group assignments in the form of presentation assignments with the topic "simple present tense"

(Terdapat tugas kelompok berupa tugas presentasi dengan topik "simple present tense")

R: In doing group work, what are the things that you contribute to the group work?
(Di dalam melakukan tugas kelompok, kontribusi apa saja yang Anda lakukan untuk kerja kelompok?)

S9: I help collect the discussion of material or content from the powerpoint presentation slides
(Saya membantu mengumpulkan pembahasan materi atau konten dari powerpoint slide presentasinya)

R: Why do you think online speaking class help you to speak in front of the class?
(Menurut Anda mengapa kelas online speaking membantu Anda berbicara di depan kelas?)

S9: There is an increase in communication skills but not so significant.
(Terdapat peningkatan kemampuan komunikasi namun tidak begitu signifikan)

R: How is the communication process between students in online speaking class?
(Bagaimana proses komunikasi antar siswa di kelas online speaking?)

S9: So far, communication between students is established during the question and answer session. After each group performance, other friends are given the opportunity to ask questions to the presenting group.
(Sejauh ini komunikasi antar mahasiswa terjalin pada saat sesi tanya jawab. Setiap selesai tampil kelompok maka ada teman-teman yang lain di berikan kesempatan untuk bertanya kepada kelompok yang presentasi)

R: Why do you think online speaking class is a good or bad platform to build student-to-student communication?
(Menurut Anda mengapa kelas online speaking adalah platform yang baik atau buruk untuk membangun komunikasi antar siswa?)

S9: Including a good place to establish communication with other friends. In this online speaking course, if there are things that need to be discussed, the lecturer will always provide space for it.
(Termasuk tempat yang bagus untuk menjalin komunikasi dengan teman-teman yang lain. Pada mata kuliah online speaking ini jika ada hal-hal yang perlu didiskusikan maka dosen akan selalu memberikan ruang untuk hal itu)

R: How does the teacher convey feedback in this class? Is it individually?
(Bagaimana guru menyampaikan umpan balik di kelas ini? Apakah secara individu?)

S9: So far it is usually per class and not per individual. If in the class discussion the student does not get a clear point or answer, the lecturer will explain the deficiency.
(Sejauh ini biasanya langsung per kelas dan tidak per individu. Jika dalam diskusi kelas mahasiswa tidak mendapatkan titik terangnya atau jawabannya maka dosen akan menjelaskan kekurangan tersebut)

R: How do you interact with teacher when you have question or something to clarify?

(Bagaimana Anda berinteraksi dengan guru ketika Anda memiliki pertanyaan atau sesuatu untuk diklarifikasi?)

S9: If I have questions, I personally immediately ask the lecturer if there are things that I don't understand in the online speaking class.

(Jika memiliki pertanyaan, saya pribadi langsung bertanya kepada dosen jika ada hal-hal yang belum saya pahami di dalam kelas online speaking tersebut)

R: How do you express your opinions in online speaking class?

(Bagaimana Anda mengungkapkan pendapat Anda di kelas online speaking ini?)

S9: If I personally speak directly in conveying ideas or expressing opinions

(Kalau saya pribadi langsung berbicara dalam menyampaikan gagasan atau mengeskspresikan pendapat)

R: During a group project, how do you communicate with your group?

(Selama mengerjakan tugas kelompok, bagaimana Anda berkomunikasi dengan kelompok Anda?)

S9: I created a group chat in the Whatsapp application. Through this Whatsapp group we communicate and share tasks for each group member.

(Saya membuat group chat di aplikasi Whatsapp. Melalui group Whatsapps ini kami berkomunikasi dan membagi tugas-tugas untuk masing-masing anggota kelompok)

R: How do teachers communicate with the group work?

(Bagaimana cara guru berkomunikasi dengan kerja kelompok?)

S9: Lecturers communicate with group work only when learning takes place, namely through Google Meet or Zoom. Before presentation and after presentation. If there are deficiencies in the presentation group, the lecturer will complete them by explaining these deficiencies.

(Dosen berkomunikasi dengan group work hanya pada saat pembelajaran berlangsung yaitu melalui google meet atau Zoom. Sebelum presentasi dan setelah presentasi. Jika terdapat kekurangan pada kelompok presentasi maka dosen akan melengkapinya dengan cara menjelaskan kekurangan tersebut)

R: How do teachers deliver the subject material?

(Bagaimana cara guru menyampaikan materi pelajaran?)

S9: In presenting learning materials, lecturers usually discuss a topic by first giving students the opportunity to find out information about the topic to be discussed, then the lecturer explains the topic verbally and via zoom or google meet.

(Dalam menyampikan materi pembelajaran, biasanya dosen membahas suatu topik dengan cara terlebih dahulu memberikan kesempatan kepada mahasiswa untuk mencari tahu informasi tentang topik yang akan dibahas kemudian dosen menjelaskan topik tersebut secara verbal dan melalui zoom tau google meet)

R: In your opinion, as a student, how does your teacher communicate with the students?

(Menurut pendapat Anda, sebagai siswa, bagaimana guru Anda berkomunikasi dengan mahasiswa?)

S9: Lecturers communicate using zoom. In addition, if the lecturer is unable to attend, the lecturer usually gives assignments through Google Classroom.

Dosen berkomunikasi menggunakan zoom. Selain itu jika dosen berhalangan hadir maka dosen biasanya memberikan tugas melalui google classroom.





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 219 Telp. 846772 Fax (0411) 861586 Makassar 90221 E-mail: dp3m@unismuh-makassar.ac.id



Nomor 2385/05/C 4-VIII/VII/1443/2022

Lamp 1 (satu) Rangkap Proposal

Hal Permohonan Izin Penelitian

Kepada Yth,

Dekan FKIP Unismuh Makassar

Cq Ketua Prodi Pendidikan Bahasa Inggris Unismuh Makassar

di -

Makassar

15 Dzulhijjah 1443 H

14 July 2022 M

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10413/FKIP/A.4-II/VII/1443/2022 tanggal 14 Juli 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : AMALUDDIN

No Stambuk : 10535 1111408

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Fourth-Semester Students' Perception of Online Speaking Class: Participation and Interaction"

Yang akan dilaksanakan dari tanggal 18 Juli 2022 s.d 18 September 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katirua.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,



Dr. H. Abdulkar Idhan, MP.
8461401 7716



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Universitas Muhammadiyah Makassar
Jl. S. H. Burattini, Tana Toraja
Makassar
Telp. (0411) 860 934



SURAT KETERANGAN PENELITIAN

Nomor : 1263/FKIP/05/A.5-VI/VIII/1444/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Amaluddin
NIM : 10535 1114 18
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 18 Juli 2022 s.d 31 Juli 2022, dalam rangka penyusunan Skripsi dengan judul :

"Fourth-Semester Students' Perception of Online-Speaking Class: Participation and Interaction"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

03 Muharram 1444 H

Makassar
01 Agustus 2022 M

Dekan,
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar,

Agus Akbar, M.Pd., Ph.D
NIM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl. Sultan Alauddin No 259 Makassar 90222 Tlp (0411) 86572, 891593, Fax (0411) 865588



SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menyatakan bahwa mahasiswa yang tertera namanya di bawah ini:

Nama : Rismawati
NIM : 105241103418
Program Studi : Pendidikan Bahasa Arab

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	10 %	10 %
3	Bab 3	9 %	10 %
4	Bab 4	2 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 21 Juli 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nuraini, S.Hum., M.I.P.
NBM. 964 591

Jl. Sultan Alauddin No 259 Makassar 90222
Telepon (0411) 86572, 891593, Fax (0411) 865588
Website: www.ubm.unmu.ac.id
E-mail: penerbitan@unmu.ac.id



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0545 BG-FKIP-LOA-B-VII/1443/2022

Dear AMALUDDIN

It is our pleasure to inform you that, after reviewing your paper
**FOURTH-SEMESTER STUDENTS' PERCEPTION OF ONLINE SPEAKING
CLASS: PARTICIPATION AND INTERACTION**

The manuscript ID: 205

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	X	
The author has submitted the manuscript through the open journal system (OJS)	X	
The manuscript according to the limitations or description of the journal	X	
LoCT has been submitted by the author	X	
The manuscript has followed the editorial response	X	
The article processing charge (APC) has been submitted by the author	X	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2656-5218 ISSN (online) 2622-2478. We appreciate your contribution.

We will let you know if you need make any modification as the reviewer's comments. Once your manuscript is ready to publishing, our production editor will inform you. Please feel free to email us with any questions at jcie@bg.umh-makassar.ac.id

Makassar, 23 July 2022 M
24 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umni Khaerati Sasm, S.Pd., M.Pd.
NBM. 977 807



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Interview Documentation



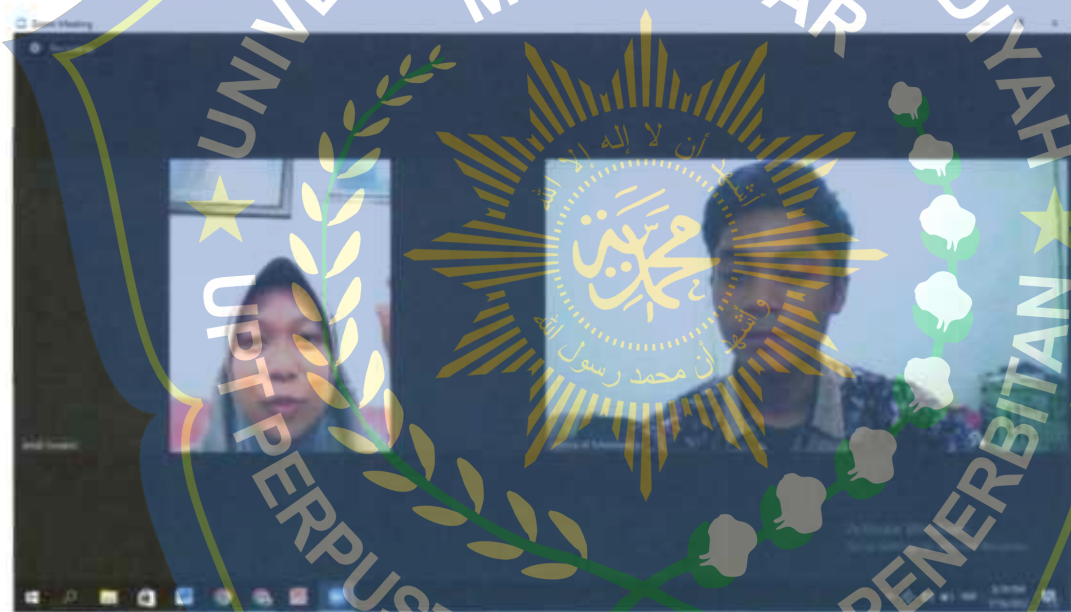
Picture 1: Face-to-face Interview on July 15th 2022



Picture 2: Face-to-face Interview on July 15th 2022



Picture 3. Virtual Interview on July 18th 2022



Picture 4. Virtual Interview on July 16th 2022



Picture 5: Virtual Interview on July 18th 2022



Picture 6: Virtual Interview on July 16th 2022



Picture 7: Virtual Interview on July 17th 2022



Picture 8: Virtual Interview on July 16th 2022



Picture 9: Virtual Interview on July 17th 2022



CURRICULUM VITAE



Amaluddin was born in Makassar, August 8th 2000. He has one older brother and one little sister. His father name is **Ahmad Latief** and his mother is **Rahmatia**. He started his education at SDN Tinakin Kab. Banggai Laut in 2006 and graduated in 2012. Then continued his education at SMPN 1 Liukang Tupabbiring and graduated in 2015, after that, he continued his education at SMAN 13 Pangkep and graduated in 2018. In 2018, he resgistered as a student and majored in English Lnaguage Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. At the end of his studies, he successfully completed his thesis entitled "Fourth-Semester Students' Perception of Online Speaking Class: Participation and Interaction".