# Teachers' Beliefs on The Implementation of Online Speaking Class During Pandemic

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| | **Abstract:** The focus of this research is to understand how the teachers' beliefs that the teachers have before they teaching speaking class. Moreover, the teacher will teach with a method whereas the teachers and students only using internet to connected with each other by using laptops. The data were collected by using questionnaire, observation and interview. In order to understand this research mixed method research is used to analyze the data. The result shows that teachers' beliefs that the teachers have is in line with the actual practice in the classroom.<br><br>**Abstrak:** Fokus dalam penelitian ini adalah mengetahui bagaimana teachers' beliefs yang dimiliki oleh para pengajar sebelum mengajar mata kuliah berbicara. Terlebih pengajar akan mengajar dengan metode daring dimana pengajar dan siswa hanya akan terkoneksi melalui internet dan menggunakan laptop. Data dikumpulkan dengan menggunakan kuisioner, observasi dan wawancara. Untuk memahami penelitian ini, penelitian mixed method digunakan untuk menganalisa data. Hasil menunjukan bahwa teachers' belief yang dimiliki para pengajar sesuai dengan praktek langsung di dalam kelas. |
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English in Indonesia is categorized as a foreign language. As a foreign language, English in Indonesia has an important role since it has been learned and tested at Indonesian school. In line with the statement above, Rahmawati and Ertin (2014) stated that English teaching in Indonesia intend to serve the 'instrumental function' which is to contribute as future orientation – to get jobs, to gain knowledge in the fields of science and technology, and most significantly, to build an open-minded attitude toward cultural differences. Al Hosni (2014) the majority of English learners perceive speaking as the most difficult skill to master. Thus, the students are still incompetent in oral communication (Al Hosni, 2014). Nevertheless, speaking skill is often associated with foreign language where the language fluency is seen from the ability of using the language in conversation. Speaking has functions which determine the purpose of its conversation practices.

There are two main functions of speaking; transactional and interactional. Transactional means that the language is used to transfers information from one speaker to others while interactional means that the language is used to maintain social relationship between speakers (Torky, 2006). According to Dulay, Burt and Krashen (Dulay et al., 1983), in full two way communication, "the learner speaks in the target language, acting as both recipient and sender of verbal messages." It means that the students should be able to understand and produce the language right away in order to be able to produce the communication.

Although it is very important to learn speaking, it is still easy to find students with low ability in speaking. The students are still lack of the competence to produce the language. According to Ur (1996) cited in Akhyak and Indramawan, (2013), there are some factors that cause the difficulty in learning speaking skill for the students. The first factor is inhibition which means that the students are worried about making mistakes, fearful of criticism, or simply shy to produce the speaking output. The second factor is nothing to say. It means that in the process of learning the language, students have no motive to express themselves. The third factor is low or uneven participation. It means that in the process of learning the language, there is only one student that are talking at a time because of the large classes and the tendency of some students to dominate the learning process, while others speak very little or not at all. The last one is mother-tongue use. It means that in the process of learning the language, students who share the same mother tongue tend to use it because for them it is easier and it makes the students feel less exposed if they are speaking in their mother tongue.

Despite the difficulties stated above, it is a must for the students to overcome these problems in order to master the skill and master the language as well. Interaction between teacher and students in the classroom is one way to practice the speaking skill of the students. Teaching and learning process helps the students to quickly organize and express their thoughts in a face-to-face setting or in an impromptu setting.

However, in today's condition and situation, it is hard for teachers and students to have a face-to-face classroom setting. It is because of the global pandemic, Corona Virus Diseases (Covid-19), affects the education system. According to Ministry of Health, decree no 9 of 3rd April 2020, stated that "Guidelines for the implementation of Social Distancing on a Large Scale for the Acceleration of the Covid-19 Management" (Fitriani et al., 2020). This statement from Ministry of Health resulting that citizen has to hold every kind of mass activities including school. In the midst of Covid-19 pandemic, online learning or online classroom becomes the solution of teaching and learning process while schools and universities are closed. According to Fitriani, Bandung, and Kadri (Fitriani et al., 2020), "online learning is a teaching and learning process that utilizes an internet connection and learning platforms." Cakrawati, (2017) stated, "teachers should be able to develop the ability to creatively use technology to meet students' learning needs." Teachers and students have to use technological devices such as smartphone and laptop to facilitate the teaching learning process in online classroom. Subekti, (2021) added that online classroom allows students to keep receiving class instructions and materials from their homes without actually have to come to the classroom on their schools and universities.

Ningsih & Fata, (2015) give insight of teachers' belief which plays an important role in the process of teaching and learning process. Few opinions and arguments would say that the beliefs teachers' hold influence teacher perceptions and judgments which affect teachers' behaviors in the classroom, or understanding the belief structures of teachers and teachers candidates is essential to improving teachers professional preparation and teaching practices (Pajares, 1992).

According to a study conducted by Subekti, (2021), there are three factors faced by the teachers which hampering the effective online learning, first factor is inadequate supporting infrastructure or resources, second is teachers' limited pedagogical skills in effectively managing online learning, and the last is the lack of teacher-student and student-student social connections during the learning process. Subekti, (2021) also found two perceived good practices, which were the combination of synchronous and asynchronous modes and teachers' understanding of students' struggle manifested in their facilitating actions. This study conducted by Subekti, (2021) investigated beliefs of nine pre-service English teachers on the implementation of online learning due to the Covid-19 pandemic. This study focused only to the general English class while the present study is focuses more on speaking class.

A study conducted by Fitriani et al., (2020) about students' perspective of online learning on speaking class during Covid-19 pandemic found that online learning did not help the students in improving their speaking skill. The finding shows that some of the problems come from internet connection, available devices, students' data, and some of the students want to share their idea in the class directly (Fitriani et al., 2020). In addition, Fitriani et al., (2020) stated that the students are more comfortable to study in offline class rather than online class because the learning environment is more interesting. Based on the research gaps and literature review, this study is conducted to answer the following research question; the first is how are the teachers' beliefs of online speaking class in Universitas Brawijaya and what are the reasons of the teachers for not implementing what they believe in.

## METHOD

This research is focused on investigating the practice and teachers' beliefs of online speaking class in Universitas Brawijaya. The researcher found mixed methods case study design is suitable for this research. This research is using mixed methods design where the researcher collects the data and analyzing the data by using quantitative design and using qualitative design. Creswell et al., (2018) stated "a mixed methods case study design is a type of mixed methods study in which the qualitative and quantitative data collection, result, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis". Fraenkel et al., (2012) stated that mixed methods research involves the use of both quantitative and qualitative methods in a single study.

According to Creswell et al., (2018), the procedures begin by collecting and analyzing both quantitative and qualitative data. Then strategies are used to merge or analyze the two sets of results, such as joint displays, employing a comparison discussion, or by transforming the qualitative data into quantitative counts. Here steps in conducting a mixed-methods study by Creswell et al., (2018) (1) distribute the questionnaire to the teachers: researcher distributes the questionnaire to the teachers. then collect the data to obtain permission, identify both the quantitative and qualitative sample, and collect closed-ended data with instrument for quantitative data while collect open-ended data with protocols for qualitative data; (2) observe the teaching and learning process: observe the teaching and learning process through online classroom. validate the teachers' practice and the students' engagement. elaborate the data with the data from the questionnaire; (3) interview the teacher: interview the teacher about the teaching and learning process; (4) the researcher will find the answer through interview if there are some beliefs that are not practiced in the classroom; (5) analyse the data: the data will be collected and combine to be analysed by the researcher.

The research will be conducted in Universitas Brawijaya where the two teachers will be the subject of the research. The teachers will be asked through the questionnaire, will be observed the teaching and learning process, and will be interviewed to see whether the beliefs are implemented or not.

## RESULT

This study investigates teachers' belief on the implementation of online platform in teaching speaking during pandemic. This chapter elaborates the findings that are answers the research questions.

### Teacher A Beliefs

Teacher A is a female with 10 years experiences in teaching English. Teacher A believes that speaking class teaching and learning process is not really suitable for the online class. It is because the offline classes will be much better because students can encourage each other directly. Furthermore, speaking in the offline class will be more challenging for the students to show their gestures and to overcome speaking anxiety. However, teacher A thinks that teaching speaking through an online platform is helping the teaching and learning process because during the pandemic situation, it is the best choice. Moreover the students are happy being engaged in the technology because they can explore many things needed for the speaking tasks.

Teacher A believes that it is challenging for her to conduct online speaking class because there are some technical problem that she faced such as the stable connection. Since there are students that live in the remote area stable connection is needed to make sure that the students catch what the teacher was saying during the class. Not only that but also when the students turn off their camera while teaching and learning process is happening, it is hard for the teacher to make sure that the students actually listening and being present at the moment.

Teacher A stated that the implementation of online platform or online speaking class went the way as she believes it beforehand. At the first meeting teacher A already give the rubric to the students and the teacher and student have agreement on what goals that they are going to go. Teacher A hope by doing so the students and the teacher will have the same perception on the goals of this speaking class of all the activities that the teacher and students having during the class. However, teacher A cannot say that it is 100% successful because there are still some technical problems and the teacher cannot make sure that all of the students really understand what the teacher was saying at the time. In addition, teacher A believes that whether it is conducted offline or online the students can grab the points of the speaking skill and the students can practice it although there are many factors influence students' performance such as student motivation and any other technical problem and environment.

### Teacher B Beliefs

Teacher B is a female with 9 years of experience in teaching English. Before the pandemic teacher B stated that she has not yet joined any online speaking class. Teacher B believes that conducting online speaking class is quite a challenge because of the internet connection teacher and students have. There are also so many difficulties in terms of pronunciation and in terms of auditory difficulties. Because of these reasons teacher B believes that speaking class teaching and learning process is not suitable for online class. Teacher B also thinks that teaching speaking through online platform is not really helping the teaching and learning process.

However, since the Covid-19 pandemic happen, teacher B always use online platform to teach speaking skill. Teacher B always makes sure that the students are practicing by setting the assignment for the students to submit the recording of the practice. Teacher B stated that the teaching and learning process of online speaking class somehow goes the way she believes it beforehand but yet there are some parts where it did not goes the way she believes beforehand. In the beginning of the class it was not goes the way she believes it. It was hard for the teacher and students to adapt. In the beginning it was hard to adapt while the teacher and the students learning how to accommodate the online platform. But as the time goes, it becomes easier for both teacher and students to adapt the new environment and the learning from online platform.

## DISCUSSION

This chapter consists of all the result and discussion from the data findings during this research. It will be presented and organized according to the research questions.

### Teachers' Belief of Online Speaking Class

Teachers' beliefs are so important because the teacher will conduct the teaching and learning practice from the beliefs that teachers' have before the class. The first and the third research questions are about how are teachers' beliefs about online speaking class. Teacher A stated that the implementation of online platform or online speaking class went the way as she believes it beforehand. However teacher A cannot say that it is 100% successful because there are still some technical problems and the teacher cannot make sure that all of the students really understand what the teacher was saying at the time. These two problems are out of the teacher's control. In addition, teacher A believes that whether it is conducted online or offline the students still can grab the points of speaking skill. However, teacher A stated that the practice went as the way she believes it beforehand because teacher A already set the goals of the course and distributed it to the students. As for the strategy and beliefs

that she prepared and believes beforehand, all the strategies are used and work well with the practice and the beliefs match the actual practice in the online classroom.

Teacher B also feels the same as teacher A. Teacher B stated that the teaching and learning process of online speaking class somehow goes the way she believes it beforehand but yet there are some parts where it did not goes the way she believes it beforehand. There is a change on her beliefs as the practice happened. At first it was not go the way she believes it but after the practice continue it become more as she believes beforehand. She stated that it is hard to predict where the class was going at the first time but as she keeps working on teaching online she finally grab the points and she could handle the class well. As the strategies that she prepared beforehand, all of the strategies are used and went well with the practice.

In line with this, Clark and Peterson (1986) as cited in Johnson, (1992) stated, teachers' theoretical beliefs are the thought to make up an important part of the prior knowledge through which teachers perceive, process, and act upon information in the classroom. In the matter of problems that teacher A and B faces while conducting the online speaking class, statement from Pajares (1992) define this matter. Pajares (1992) stated that beliefs are more influential than knowledge in determining how individuals organize and define problems and are strong predictors of behaviour. This statement means that the beliefs that teachers hold before conducting the course or online classroom is more influencing for the individuals or the students to organize and define the problems. Pajares (1992) added that it is hoped that an accurate portrayal of the relationship between teachers' beliefs and practices will contribute to a more complete description of the cognitive activity teachers engage in during literacy instruction. This statement is in line with teacher A and teacher B situation. Teacher A and teacher B try to make a relation link to the students to build students trust in matter of joining and engaging in classroom activities. Since teachers hold a very important role, teachers should have more understanding of how to run the online classroom. As for the beliefs, the beliefs that teachers hold also have to change from how to conduct offline classroom to how to conduct online classroom. The beliefs that the teachers hold are also implemented in to the teaching and learning process. It is implemented slowly and gradually as the time flies for each meeting that they have. Teacher A and Teacher B stated that all the beliefs match the actual practice in the process of teaching and learning in the online classroom.

## CONCLUSION

Teachers' beliefs is really important for the teachers to understand before they conduct the course or classroom. The connection between teachers and students also help the teachers to build strong faith about the lessons that they are learning. Having online speaking classroom is not always 100% successful. There are sometimes where the teaching and learning process is disturbed by unexpected problem such as internet connection and so on. However, the success of teachers' beliefs are all controled by the activeness and engagement fron teachers to the students and vice versa. For the further research the writer suggest that the next researcher can do research on a different subject such as writing, reading, and listening. Further researchers may explore more topic other than teachers' beliefs. Further reseatchers may also put the focus on the students preceptions and students engagement within the classroom.

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