

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

The researcher presents the result and discussion of the study. In the result, the researcher only mentions the data which is found in the Film and the classification based on the types of metaphor.

In discussion, the researcher analyzes the data based on the theory in chapter II. The types of translation in Maleficent the Mistress of Evil film and the strategies used in metaphor translation.

A. Result of Research

Researcher explains the research findings of the online learning atmosphere on speaking class at the second semester of the English Department in State Islamic Institute. To obtain data related to the online learning atmosphere on speaking class at the second semester of the English Department in State Islamic Institute as stated in the problem formulation in the first chapter, researchers uses

online or online interviews through the WhatsApp application because researcher was unable to conduct interviews or direct observations since the application of distance learning during this pandemic. The implementation of this distance learning does not only apply to the Speaking 2 class but all courses at IAIN Madura. Researchers interviewed students and lecturers in the Speaking 2 class of the Madura State Islamic Institute through the WA application by selecting several students in each class. Researchers conducted this research from May 18 to May 26, 2021.

The researcher only chooses 6-7 students to conduct interviews because the data obtained is the same and there is no new information so the researcher stops collecting data which is called saturation data. Data saturation refers to the point in the research process when no new information is found in the data analysis and this redundancy signals to the researcher that data collection can be stopped. Saturation means that the researcher can be assured that further data collection will produce similar results.

In this case, the researcher will explain the results of his research, namely; how is the online learning atmosphere on speaking class, how the process of the teacher on online learning atmosphere, and what are the advantages and disadvantages on online learning atmosphere on speaking class 2 Madura State Islamic Institute.

1. The Online Learning Atmosphere on Speaking Class at Second Semester of Madura State Islamic Institute

The speaking class is one of the mandatory subjects that must be taken to take the speaking class in the next semester. The speaking class is a little different from other classes because the speaking class directly tests the students' speaking ability (English). So that students have to prepare in advance, both internal and external preparation. Internal preparation such as mental and student self-readiness, and external preparation such as preparing learning materials by doing exercises or preparing some vocabulary related to the material. In online learning during this pandemic students have a great opportunity to prepare learning materials; even students can also use social media or other applications if they experience difficulties during online learning. According to Mrs. Afifah Raihany, the lecture of Speaking at Second Semester stated about learning atmosphere as below:

“Online learning atmosphere here is a learning atmosphere with no physical communication or no physical touch. Everything is virtual separated by speech.”¹

It is supported by the screen short of the interview with the lecture by WhatsApp as below:

¹ Afifah Raihany, Lecturer of Speaking Subject, Online Interview, May 27, 2021, 8.42 AM.

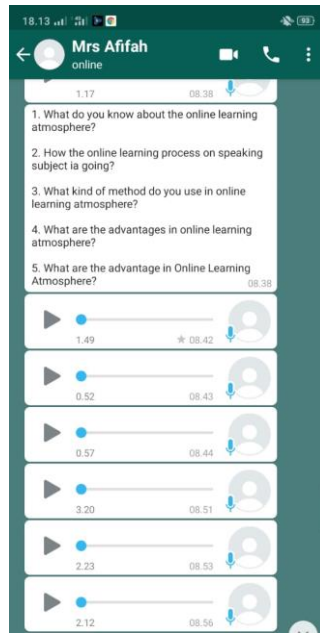


Figure 4.1 Interview with lecturer of Speaking Subject (Source: Screen short WhatsApp)

Of course, every student experiences a different online learning atmosphere. In general, there are three types of online learning atmosphere according to Nasution: the first is online learning atmosphere with teacher attitude "authoritarian", the second is online learning atmosphere with teacher attitude "permissive", and the last is online learning atmosphere with teacher attitude "real".

The learning atmosphere with authoritarian teachers tends to force and threaten students to do classroom rules. In this classroom situation, students will feel pressured and will not like the class, because a teacher does not attach importance to student feelings. If a classroom situation like this is applied in an online class, the learning objectives will not be maximally obtained. The learning atmosphere with a permissive teacher is the opposite of an authoritarian teacher. In this classroom situation, the

teacher gives complete freedom to the students. Students are free to do whatever they want. It won't even be a problem if students don't obey the rules of learning in class. The condition of this class is also not well implemented in the classroom, because this will have bad consequences for students, especially for students who like to be lazy. Therefore, a learning atmosphere with a riil teacher emerges. This class situation appears to mediate between authoritarian and permissive. This class situation is very well implemented in the classroom. A teacher is neither too pushy nor liberating. Students can study calmly and comfortably but still focus on learning goals. So, the teaching and learning process will be maximized.

Based on an interview conducted on May 3, 2021, the type of online learning atmosphere that occurs in the students of the Speaking 2 class at the Madura State Islamic Institute is an online learning atmosphere with real teachers. This is consistent with several statements from one of the students. Below will be presented the results of the students' interview taken randomly, namely representatives of each semester 2 students speaking class at IAIN Madura. The data presented will be sorted from class A to class D.

The results of the class A Speaking I interview in the second semester of IAIN Madura:

a. Ana Fitrotin:

“In the speaking class, the lecturer never enforces students with class rule and we enjoy the class with enjoy. If the assignment is more

often to make videos, and use voice notes, and giving material we only watch videos that have been recorded by the lecturer.”²



Figure 4.2 Interviews with Student
(Source: Screen short WhatsApp)

b. Elisa:

“In speaking class the lecturer conducts real. She gave the task every week, usually, the task was making a video, about the feeling when Lebaran's day, greeting, tell the experience, etc. Sometimes she had us share our statement used voice notes. I mean my lecturer in speaking class is emphatic. The deadline for the task is for the day only. I enjoyed speaking class because the lecturer gave motivation to always study hard.”³

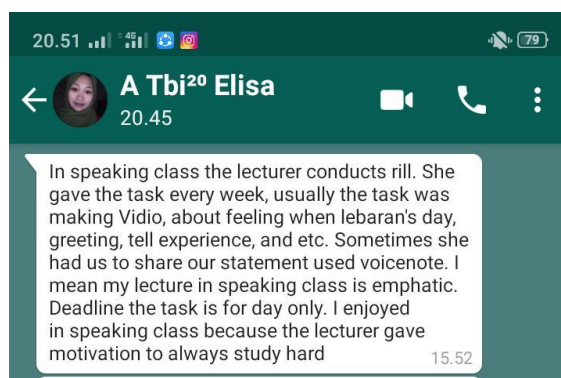


Figure 4.3 Interviews with Student
(Source: Screen short WhatsApp)

² Ana Fitroting, Student, Online Interview, May 5, 2021, 11.33 A.M.

³ Elisa, Student, Online Interview, May 5, 2021, 3.52 P.M.

c. Dwi Putri:

"In the lecturer's class is forceful and nonaggressive toward the student, to practice as a video production."⁴

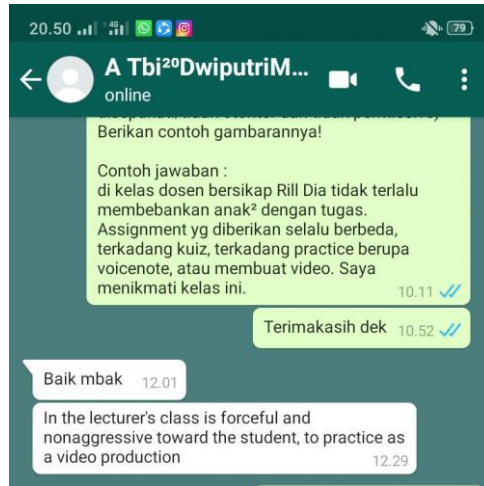


Figure 4.4 Interviews with Student (Source: Screen short WhatsApp)

d. Rudiyanto:

"In the class, the lecturer is real. She is not too burdensome with the assignment. She only gave what the student had to understand. She gave the understanding that should be deserved by students. Yaa maybe that's it. "⁵

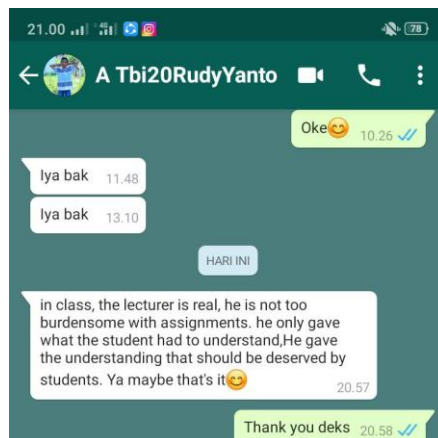


Figure 4.5 Interviews with Student (Source: Screen short WhatsApp)

⁴ Dwi Putri, Student, Online Interview, May 5, 2021, 12.29 P.M.

⁵ Rudiyanto, Student, Online Interview, May 5, 2021, 8.57 P.M.

e. Ahmad Syafi'e:

"In the lecturer's class as the lecturer, there is little pressure during study, for practice usually makes videos."⁶

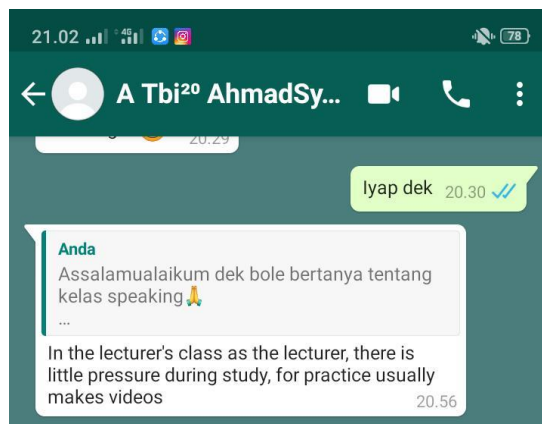


Figure 4.6 Interviews with Student
(Source: Screen short WhatsApp)

From the results of the class A interview above, it was explained that the lecturer was real in the class. Lecturer never forces students on class rules, as stated by Ana Fitrotin above. Ana Fitrotin's statement was also supported by Rudiyanto, who stated that lecturers always provide an understanding of the material to students and lecturers can understand their students.

The results of the interview for class B Speaking I in the second semester of IAIN Madura:

a. Masduqi:

"For the lecturer of speaking, she has a real attitude. Looking at the lecturer's demeanor who can't seem to be relaxed in the learning process. Some of the meetings have assigned video making. And when material giving, usually teacher gives videos to be viewed as learning. "⁷

⁶ Ahmad Syafi'e, Student, Online Interview, May 5, 2021, 8.56 P.M.

⁷ Masduqi, Student, Online Interview, May 5, 2021, 1.17 P.M.



**Figure 4.7 Interviews with Student
(Source: Screen short WhatsApp)**

b. Farur Rosi:

“In speaking class, we just study, as usual, there is no processing from the lecturer, but although there is no a processing we must follow the instruction that we have made with the teacher, the important thing is we enjoy the lesson and understood what the lecturer explained.”⁸



**Figure 4.8 Interviews with Student
(Source: Screen short WhatsApp)**

⁸ Farur Rosi, Student, Online Interview, May 5, 2021, 8.08 P.M.

c. Fatriyah:

"There is no coercion, only each task must be submitted according to the deadline and place. It is our obligation too. And almost all the meetings were given the task of making videos. His name is also speaking class. Hehe..."⁹



Figure 4.9 Interviews with Student
(Source: Screen short WhatsApp)

d. Indri Aulia:

"In the class, the lecturer is Riil, she doesn't press her students to be as active as possible, but she is structured to guide the children."¹⁰

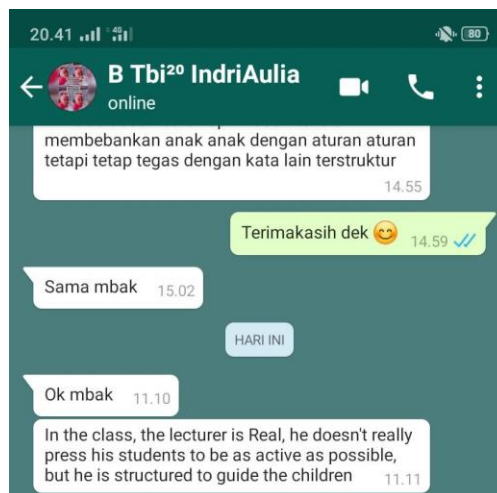


Figure 4.10 Interviews with Student
(Source: Screen short WhatsApp)

⁹ Fatriyah, Student, Online Interview, May 5, 2021, 4.25 P.M.

¹⁰ Indri Aulia, Student, Online Interview, May 5, 2021, 11.11 A.M.

e. Fifin Safitri:

“In class, the lecturer is Riil, she rarely gives assignments, even then the assignments are given such as making videos, voice notes.”¹¹

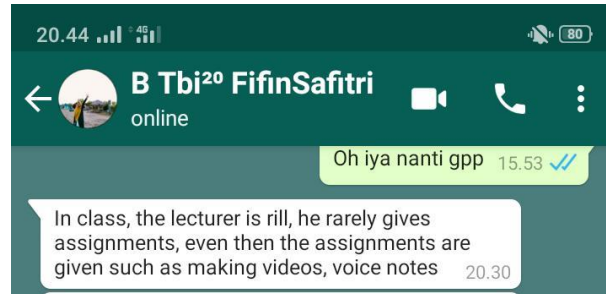


Figure 4.11 Interviews with Student
(Source: Screen short WhatsApp)

The results of the class B interview above, it is also in line with the previous class A. Namely, the lecturer has a real attitude in the classroom. The students stated that the lecturer gave them tasks such as making a video about a certain material to improve their speaking skills or the lecturer telling them to practice immediately by sending voice notes in sequence.

The results of the class C Speaking I interview in the second semester of IAIN Madura:

a. Putri Maghfirah:

“In class, the lecturer is realistic. Lecturer do not overload students with assignments. The assignments given are always different according to what was discussed at the meeting, sometimes the practice is in the form of voice notes, or making videos, but mostly making videos which are usually uploaded on social media (such as YouTube, Instagram and Google Drive). I enjoy this class.”¹²

¹¹ Fifin Safitri, Student, Online Interview, May 5, 2021, 8.30 P.M.

¹² Putri Maghfirah, Student, Online Interview, May 5, 2021, 5.19 P.M.



Figure 4.12 Interviews with Student
(Source: Screen short WhatsApp)

b. Nur Diana Alfiandi:

“In the class, the lecturer is Riil. The assignment given is in the form of making video describing someone or tell about activities. And I think it’s not hard to work with.”¹³

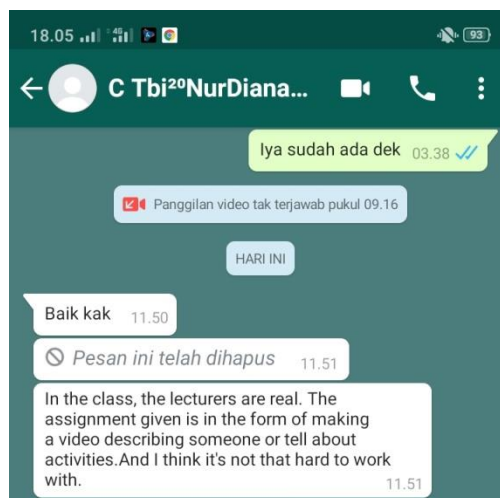


Figure 4.13 Interviews with Student
(Source: Screen short WhatsApp)

c. Fahrur Rahman:

“I don’t think my lecturer behaves like an authoritarian nor permissive person. She is Riil lecturer, she still gives us options in doing

¹³ Nur Diana Alfiandi, Student, Online Interview, May 5, 2021, 11.51 A.M.

assignments, while controlling the course of learning in a balanced manner.”¹⁴



Figure 4.14 Interviews with Student
(Source: Screen short WhatsApp)

d. Agwina Kristantika Noviyanti:

“In the class, lecturer is Riil. The tasks are making video almost in every week. But honestly, it’s a little bit heavy for us, we are not rich enough, our quota was limited. But the lecturer gives me many of tasks in making video and we must upload it in our social media. Of course, it can lose our quota. But nowadays, the lecturer has confirmed and asked us to give respect of it. We realized that this is speaking class, so it must gone like that. Beside of it, I enjoying this class.”¹⁵

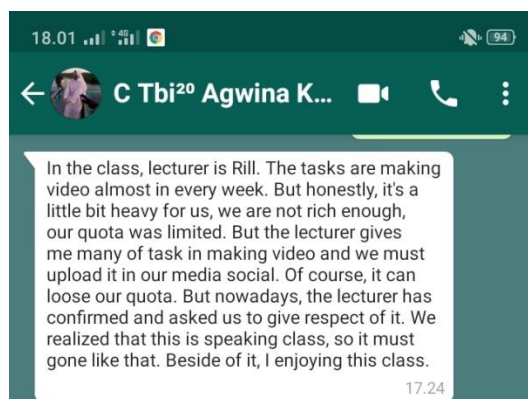


Figure 4.15 Interviews with Student
(Source: Screen short WhatsApp)

¹⁴ Fahrur Rahman, Student, Online Interview, May 5, 2021, 5.27 P.M.

¹⁵ Agwina Kristantika Noviyanti, Student, Online Interview, May 5, 2021, 5.24 P.M.

2. Mawaddatir Rofikoh:

“In the speaking class, the lecturer does not overload the students in doing assignments; the assignments given are always different, sometimes in the form of video or voice notes. And one more thing, lecturer always anticipates students not to spend too much internet quota. I really enjoyed this class.”¹⁶

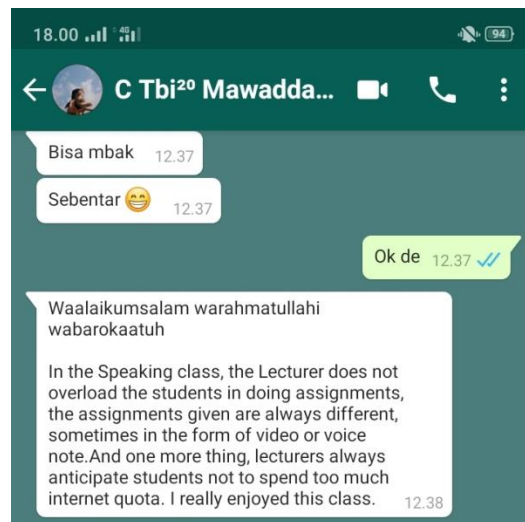


Figure 4.16 Interviews with Student
(Source: Screen short WhatsApp)

In class C also agrees with classes A and B, that the lecturer behaves Riil in online classes. The lecturer also gives variable tasks to students. Students are required to collect tasks according to the time specified and to collect them in e-learning. Fahrur Rahman states that the lecturer of Speaking 1 is neither authoritarian nor permissive. Because the lecture still gives the related task options to be given. It shows that the lecturer is very attentive to his students and wishes. The other thing that the reader does when a student objects to a video assignment that can spend a lot of quotas, the lecturer understands and tries to explain why the video assignment is to increase their speaking capacity. Finally, the

¹⁶ Mawaddatir Rofikoh, Student, Online Interview, May 5, 2021, 12.38 A.M.

students also understand. As is shown in the results of an interview by Agwina Kristantika Noviyanti.

The results of the class D Speaking I interview in the second semester of IAIN Madura:

a. Rayu Srikandi:

“In the class, the lecturer is Riil. The lecturer always gives assignments according to the material without burdening the children. The assignment given is always making videos about the material on that day, sometimes for attendance we are also given questions and have to answer them with voice notes. I like this class, but I find it a little boring because it is monotonous.”¹⁷

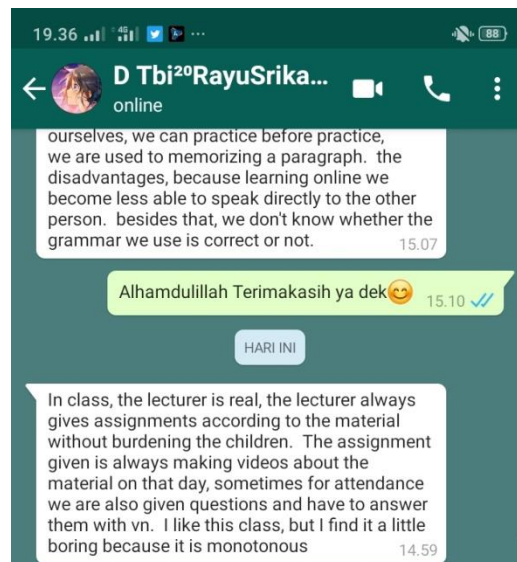


Figure 4.17 Interviews with Student (Source: Screen short WhatsApp)

b. Samsul Arifin:

“In the class the lecturer was Riil. She didn’t burden me and other student friends with assignments. And the assignments given were always different, sometimes quizzes, sometimes practice in the form of voice notes, or making videos. All of that made me and my other student friends not get bored of studying even though only through social media. And I enjoyed this class.”¹⁸

¹⁷ Rayu Srikandi, Student, Online Interview, May 5, 2021, 2.59 P.M.

¹⁸ Samsul Arifin, Student, Online Interview, May 5, 2021, 7.01 P.M.

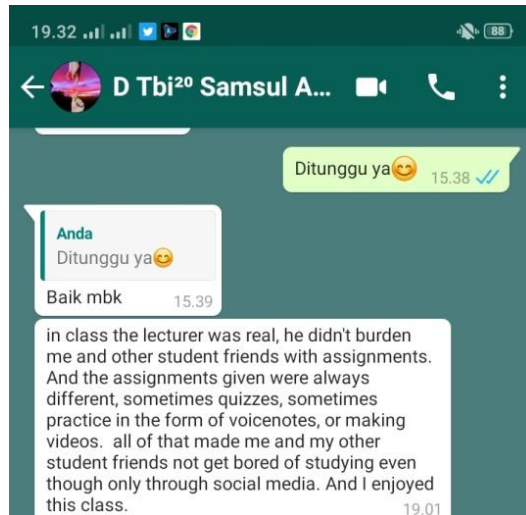


Figure 4.18 Interviews with Student
(Source: Screen short WhatsApp)

c. Sulala Wulandari:

“I think in my class use a Rill. Because the teacher gives freedom to the original student according to the given procedure. For example, when we couldn't access the e-learning assignment collection, then the mam (lecturer) gave us the freedom to collect the WAG.”¹⁹

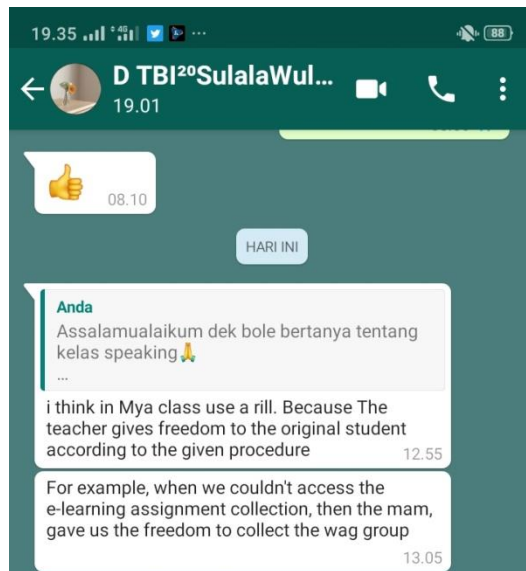
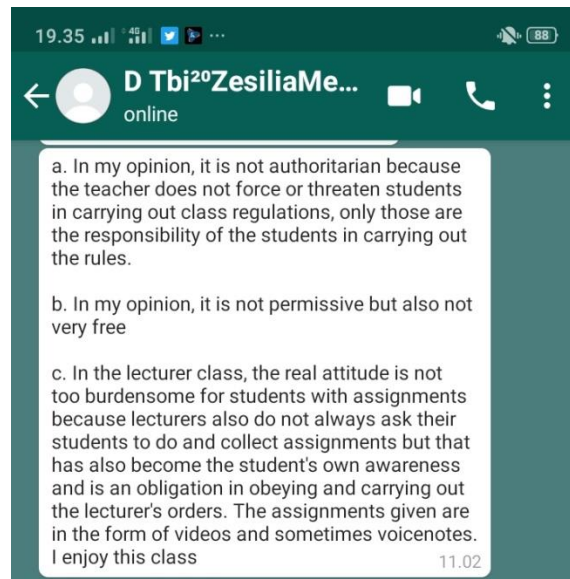


Figure 4.19 Interviews with Student
(Source: Screen short WhatsApp)

¹⁹ Sulala Wulandari, Student, Online Interview, May 5, 2021, 1.05 P.M.

d. Zesilia:

“In my opinion, it is not authoritarian because the teacher does not force the threaten students in carrying out class regulations, only those are the responsibility of the students in carrying out the rules. In the lecturer class, the Riil attitude is not too burdensome for students with assignments because lecturer also does not always ask their students to do and collect assignments but that has also become the student’s own awareness and is an obligation in obeying and carrying out the lecturer’s orders. The assignments given are in the form of videos and sometimes voice notes. I enjoy this class.”²⁰



**Figure 4.20 Interviews with Student
(Source: Screen short WhatsApp)**

Like the rest of the class, the results of the D-class interview also coincide with the statement that the lecturer behaves Riil in the class. They also get the same teaching assignments and methods as other classes. It's proven by the results of the same interview stating that they get the same job.

Students feel that their rights are fulfilled. They feel their lecturer understands their desires. Enjoy is also often expressed by students. Sulala

²⁰ Zesilia, Student, Online Interview, May 5, 2021, 11.02 A.M.

gave his opinion on the feelings he felt in an online class. In his interview, he stated that:

"I feel enjoy it because in addition to online lecturers we can do home activities."²¹

This opinion is supported by the results of the interview documentation below:

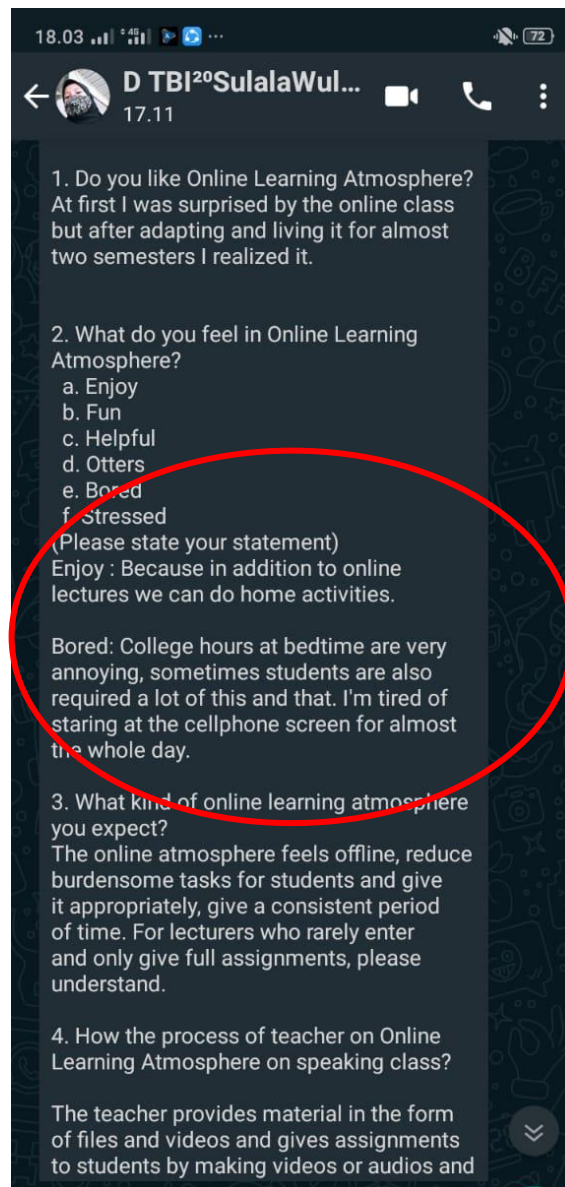


Figure 4.21 Interviews with Student
(Source: Screen short WhatsApp)

²¹ Sulala Wulandari, Student, Online Interview, May 4, 2021, 4.30 P.M.

The word "enjoy" here is following the characteristics of a learning atmosphere with a real teacher. Sulala enjoys it because when she takes speaking class, she can also do other activities at home. Apart from Sulala, other students also enjoy participating in this speaking class. Among them is Usman Alfiandi, who also felt that he enjoyed speaking class.

"Enjoy, because lectures are very conditionally and always give easy homework like a make video."²²

Besides that, some students also feel happy with the state of the online speaking class. Of course, they have a various reasons. As Mawaddatir Rofikoh argues, he states that:

"Fun, because even though online learning is not face to face with lecturers or friends, online learning can be fun with partnerships that make learning conducive and perfectly organized."²³

But apart from the above opinion, some students also feel bored and stressed about the online speaking class. Most of them feel bored because in this online speaking class they only use Whatsapp and Telegram. They feel more comfortable talking face to face with their friends. Like Elisatul Firiayah's opinion, who stated:

"I feel bored because online learning classes use WAG, Telegram only. Sometimes one of the lecturer uses Google Meet and Zoom. If the lecturer uses some of them sometimes there is no network and spend a lot of quotas."²⁴

This opinion is supported by the results of the following online interview documentation:

²² Usman Alfiandi, Student, Online Interview, May 4, 2021, 3.15 P.M.

²³ Mawaddatir Rofikoh, Student, Online Interview, May 4, 2021, 8.20 A.M.

²⁴ Elisatul Fitriyah, Student, Online Interview, May 4, 2021, 12.02 P.M.

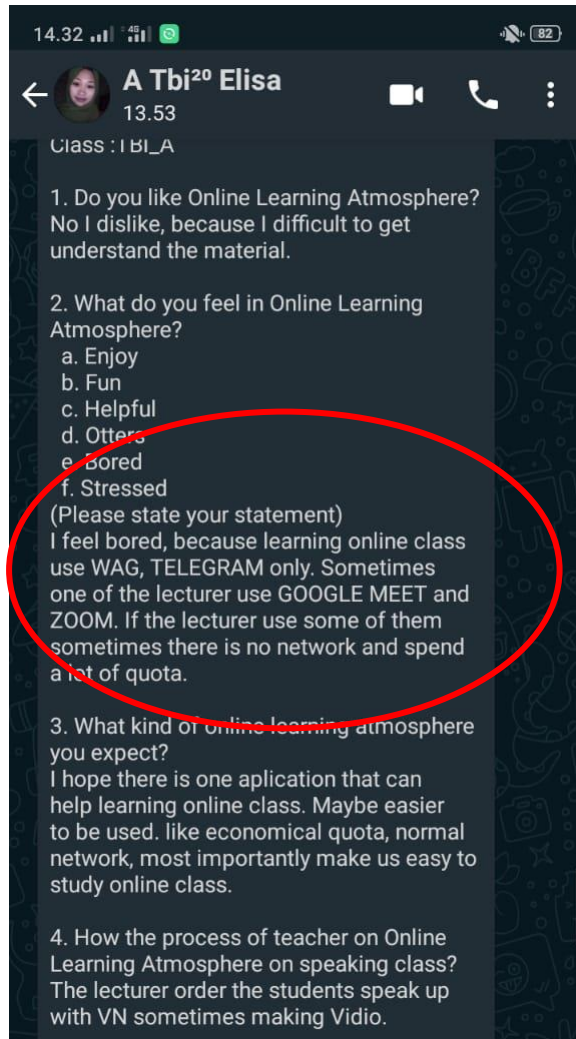


Figure 4.22 Interviews with Student
(Source: Screen short Whatsapp)

From several interviews in the above shows that the learning atmosphere in the speaking class is a learning atmosphere with real teachers. The lecturer does not continuously give assignments to students but the material is conveyed optimally. Students feel comfortable attending class. This is supported by their opinion which states that they feel they enjoy and have fun participating in class. Although some of them also feel bored with class, that does not mean they feel bored because the

teacher is authoritarian or permissive. But the reason they feel bored is that they miss practicing their speaking skills face to face with their friends.

In addition, the researcher tries to explain the process of teacher on online learning atmosphere on speaking class at second semester of Madura State Islamic Institute. By changing the face-to-face learning system to distance learning (online), the learning process can also change. In addition, the methods used by the teaching lecturers are also different from usual by adjusting the situations and conditions of students. Moreover, with the establishment of this distance learning system, it is recommended not to make students feel bored and to remain enthusiastic in learning. The online learning process in the speaking class is as follows.

First, the lecturer provides syllabus and lesson plans. Giving syllabus or lesson plans is done at the beginning of the meeting to make it easier for students to understand the material to be studied for one semester. Students can also study material before the start of lessons according to the lesson plan so that they have prior preparation. In the RPP, it is explained in full and briefly about the study contract for one semester. Not only the topic of learning material but also the percentage of assessment and agreement related to the teaching and learning process. Following Dwi Putri Meilina's statement in her interview:

"The process of learning teaching from the teacher of speaking's teacher was excellent, the timely presentation of RPS, the detailed delivery of material, and the assigning of equal duties."²⁵

²⁵ Dwi Putri Meilina, Student, Online Interview, May 4, 2021, 9.00 A.M.

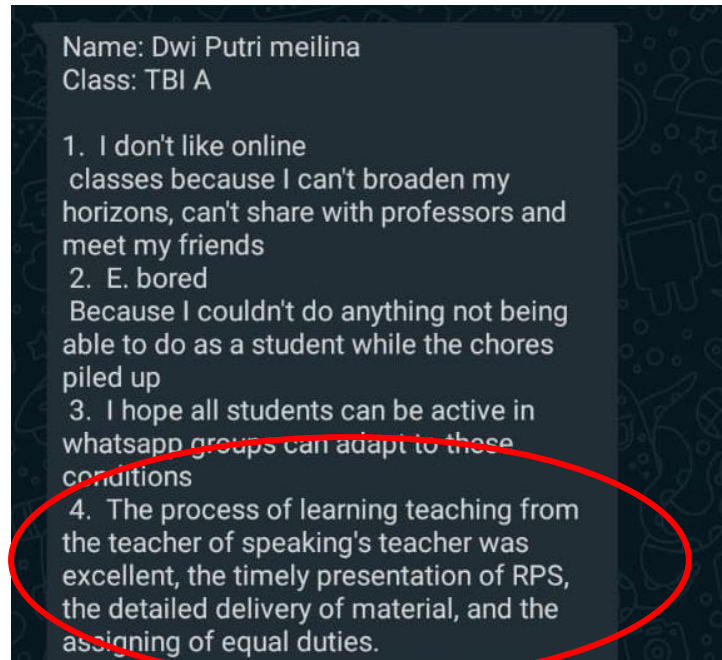


Figure 4.23 Interviews with Student
(Source: Screen short WhatsApp)

This can be useful for lecturers and students so that students are also trained to be committed and responsible for their agreements. This activity is only carried out once a semester at the beginning of the meeting.

Second, the lecturer provides material. After introducing students and learning contracts, usually at the second meeting lecturer immediately discussed the material that was already in the lesson plans. In the speaking material, students will only be given a theme about a problem or topic. From this theme, they (students) will develop it with various versions. In this activity, the lecturer will only give a little stimulus and explanation about the topic of discussion to the students and allow the students to develop the topic by themselves. This is what distinguishes the speaking class activity from other classes. Each student may have different thoughts according to their version. Because this speaking class activity is

conducted online, the lecturer first explains the form of a file or PPT and through voice notes or videos.

This is supported by Sulala Wulandari's statement:

"The teacher provides material in the form of files (PPT) and videos and gives assignments to students by making videos or audios and sending links to groups or e-learning."²⁶

This statement also supported by the atmosphere of the class on WhatsApp Group as below:



Figure 4.24 Interviews with Student
(Source: Screen short WhatsApp)

²⁶ Sulala Wulandari, Student, Online Interview, May 4, 2021, 4.30 P.M.

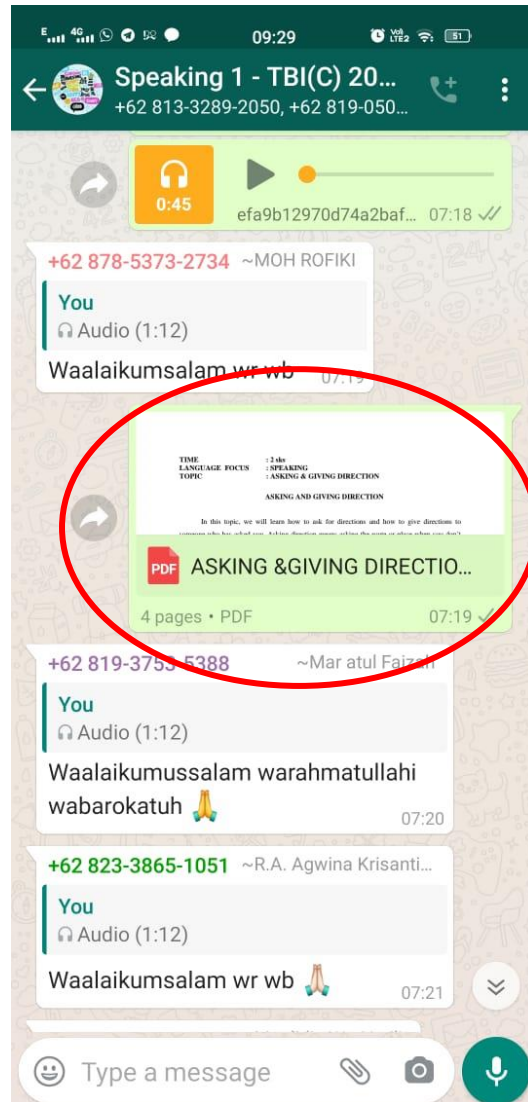


Figure 4.25 Interviews with Student
(Source: Screen short WhatsApp)

In the voice note or video, students can listen, and spontaneously they will learn to speak. They can repeat the voice note event to make them understand better.

While the method used by the lecturer is explained by the interview with Mrs. Afifah Raihany as the lecturer of speaking class at second semester as below:

“I send soft files, videos, or materials that are the results of my summary and I also use voice notes. So that they are active in this subject because this is a speaking class so I need their voices. I am not satisfied because I do not see them directly, only their voices. In addition to these methods, during lessons I also make videos. So they only send the video link on e-learning. Unless there is a problem in sending, they are allowed to send it to the WhatsApp group. In the past (last year) I also used the face-to-face method through Zoom or Google Meet only once or three times in 1 semester. But the trouble for me is because I feel like a puppet. Maybe due to a weak signal factor or so, so that my teaching extras have to be repeated. So, for this year I am using WhatsApp because I have experience using the Zoom application and Google Meet. I maximize the use of WhatsApp by sending videos and voice notes to make it easier for me to be active in class as well. ”²⁷

After providing the materials, the lecturer gives time for students to understand the material. In this activity, students are given time to understand the material that has been explained by the lecturer. Students can also directly ask questions about material they have not understood in WhatsApp group. The lecturer forbids the students to ask by privacy chat.

The next process is the lecturer gives assignment (quiz, make a video, voice note). A statement by Fifin Safitri stated:

“There is a quiz. The previous opening, continues to give the time to fill the presence, and run out, explain then there is time to ask what doesn't understand. ”²⁸

²⁷ Afifah Raihany, Lecturer of Speaking Subject, Online Interview, May 27, 2021, 8.42 AM.

²⁸ Fifin Safitri, Student, Online Interview, May 4, 2021, 2.02 P.M.

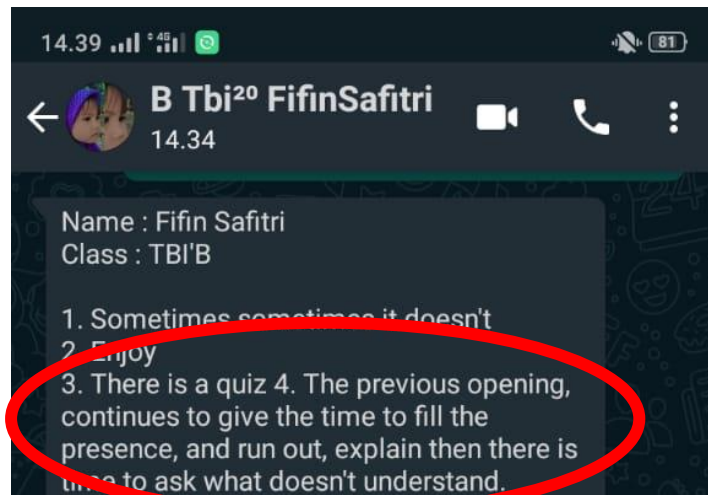


Figure 4.26 Interviews with Student
(Source: Screen short WhatsApp)

Like offline learning, lecturer learning can also provide assignments to students. In this speaking class, the assignment given by the lecturer can be in the form of a quiz. Assignment quizzes can be done by sending a voice note so it is perfect for students who like to be active in class. Apart from that, sometimes the lecturer also gave assignments in the form of videos. Students are assigned to make a video about a topic and upload it to the WA group and e-learning of their respective speaking classes. This is suitable for students who tend to be quiet or shy; they can record their video speaking without being noticed by their other friends. These assignments are always different or not always monotonous to make students feel bored in the speaking class.

As stated by Putri Maghfirah:

“For the Speaking lecturer in my class, I think he has done his job well. Like the speaking class, it certainly contains how our speaking skills are. However, because now the class is online, so the speaking lecturers in my class always give assignments that can hone our speaking skills. Whether it's making videos or using voice notes. Actually, for me who

have not been trained in speaking, this is quite difficult. However, as time went by, I slowly got to it."²⁹

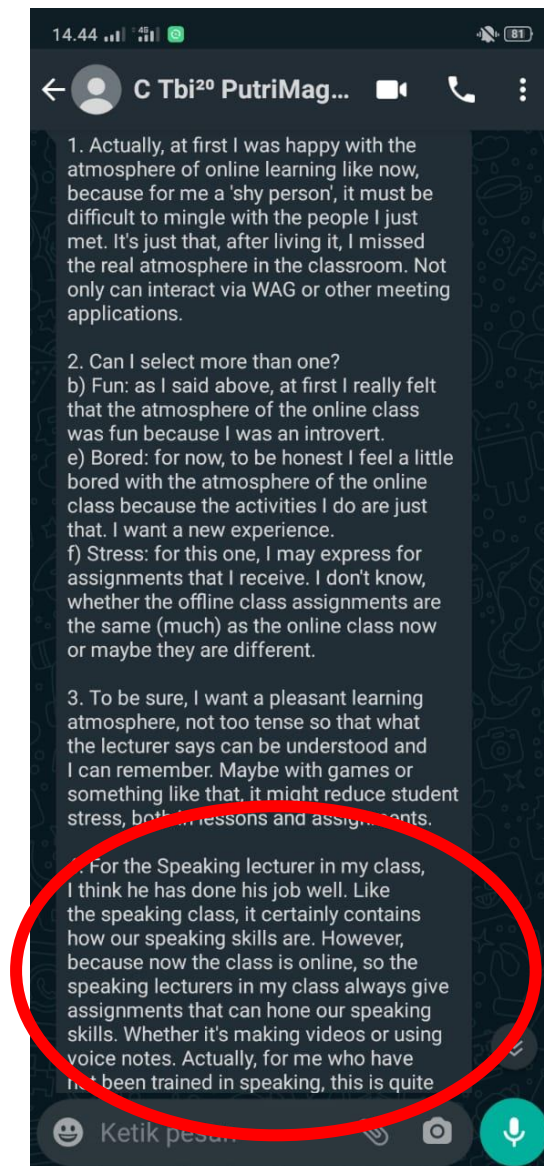


Figure 4.27 Interviews with Student
(Source: Screen short WhatsApp)

Then is the time for asking questions. The lecturer gives time to ask questions before the speaking class ends, the lecturer will give the students' time to ask questions. This is done to ensure that the students

²⁹ Putri Maghfirah, Student, Online Interview, May 4, 2021, 1.30 P.M.

understand whether they understand it or not. Here the documentation of the class B:

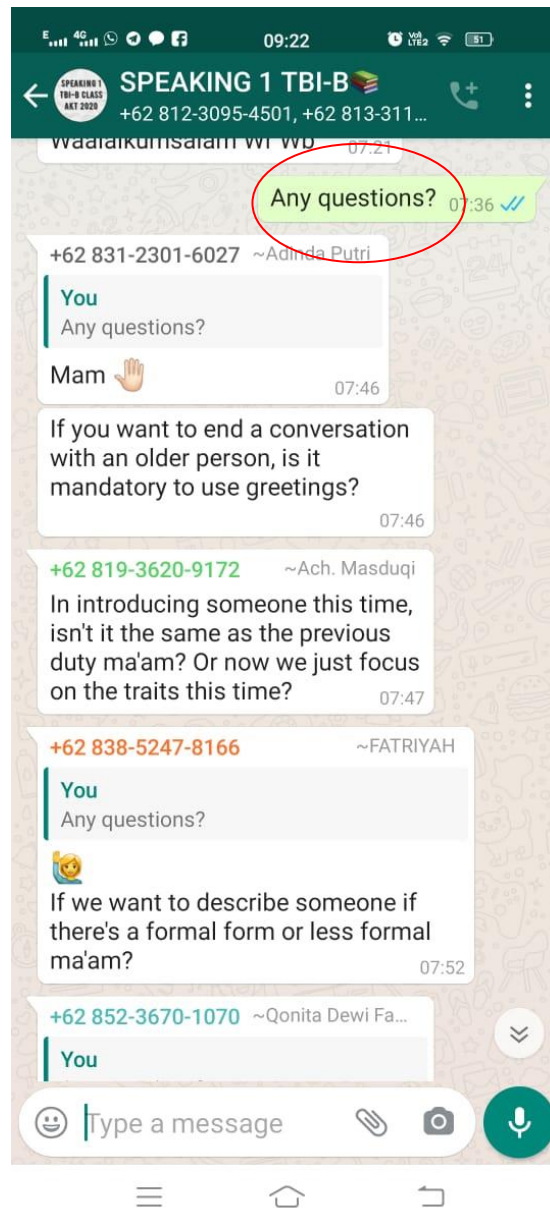


Figure 4.28 Interviews with Student
(Source: Screen short WhatsApp)

The last process is closing. The closing activity is done by reading the prayer and giving a little motivation to the students. This is usually done in every class. Prayer readings are also carried out at the beginning of

the lesson as well as at the end of the lesson. Lecturer also advised his students to take ablution 'so they learn and receive knowledge in a clean and pure state.

This statement was supported by Rimadhani Kartika:

"At the beginning, the lecturer opened the class and then asked the students to take ablution first, then the lecturer sometimes explained the material first or immediately gave the assignment, after that, there was no response at all from the students and the teacher, so the class was closed."³⁰

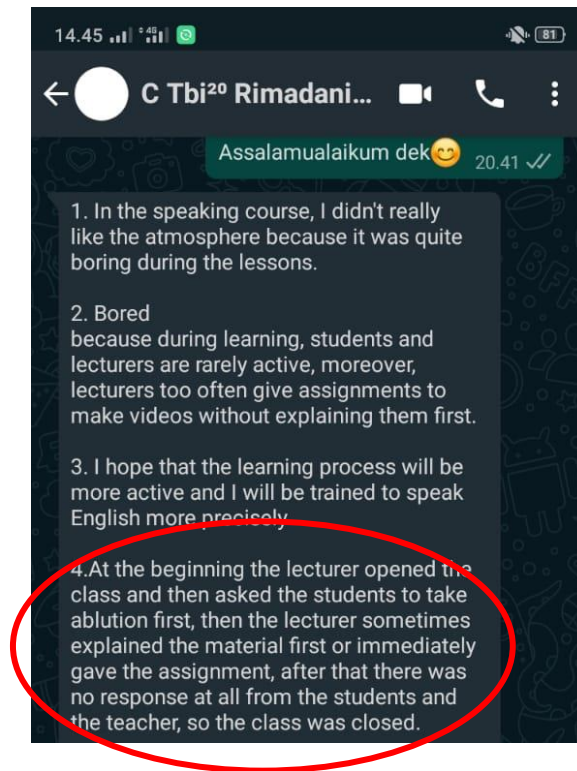


Figure 4.29 Interviews with Student
(Source: Screen short WhatsApp)

From some of the explanations and interviews above, it shows that the process of a teacher on online learning atmosphere on speaking class runs as it should and is not much different from teaching and learning

³⁰ Rimadhani Kartika, Student, Online Interview, May 4, 2021, 9.11 P.M.

activities that occur in offline or face-to-face learning. This means that students can still study with enthusiasm and calm.

2. Kind of Learning Atmosphere are Expected by the Student on Speaking Class in the Second Semester of State Islamic Institute (IAIN) Madura

In this online learning, students get new learning experiences. During the online lesson, students can open other supporting applications if they get into trouble, for example: Google or an online dictionary. Studying at home does not mean not studying and even relaxing at home. Here students or lecturers can take a speaking class while doing other activities that may be urgent or while relaxing without too much headache. For example, by drinking tea in front of the house while taking a speaking class or while lying on your favorite bed without losing concentration on the class you are participating in. So that students are not stressed and bored with online classes.

Distance learning is learning that is not done on campus or in a classroom. In a situation like this, they are allowed to do online learning in their own homes. So they don't need to come to campus or class. This is especially helpful for students whose home locations are far from campus. Besides that, students also don't need to prepare things such as clothes and other equipment. Students can wear casual clothes without being noticed by the lecturers or their classmates.

For some students who tend to be shy, they can take this opportunity to be more active than before. If they are embarrassed by their friends to ask directly during face-to-face learning, they can freely ask questions in this online class. The friends they were originally afraid of wouldn't see them in person. So they can be more confident to ask questions.

From the interview results, show that they feel happy and comfortable when taking online speaking classes. In the teaching and learning process, lecturers use Whatsapp and Telegram applications. Here will be presented the results of the students' interviews taken randomly, namely representatives of each semester 2 students speaking class at IAIN Madura. The data presented will be sorted from class A to class D.

The results of the class A Speaking I interview in the second semester of IAIN Madura:

a. Ach Syafie:

“The atmosphere is like using the Zoom or Google Meet application.”³¹

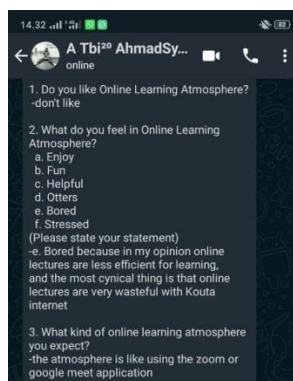


Figure 4.30 Interviews with Student (Source: Screen short WhatsApp)

³¹ Ach. Syafi'e, Student, Online Interview, May 4, 2021, 2.32 P.M.

b. Elisatul Fitriyah:

“I hope there is one application that can help learning online class. Maybe easier to be used. Like economical quota, normal network, most importantly make us easy to study online class.”³²

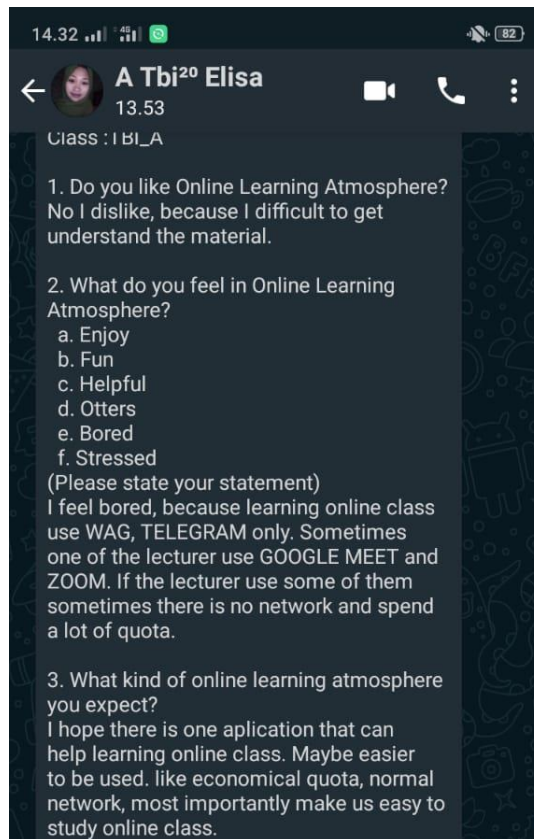


Figure 4.31 Interviews with Student
(Source: Screen short WhatsApp)

c. Cheriya Nurfajrin:

“Every day we have live video learning. I mean, my class with my lecturer is every day we learn at Google classroom or Zoom Meeting. So I think, the material would be enjoy in my brain.”³³

³² Elisatul Fitriyah, Student, Online Interview, May 4, 2021, 1.30 P.M.

³³ Cheriya Nurfajrin, Student, Online Interview, May 4, 2021, 9.21 P.M.

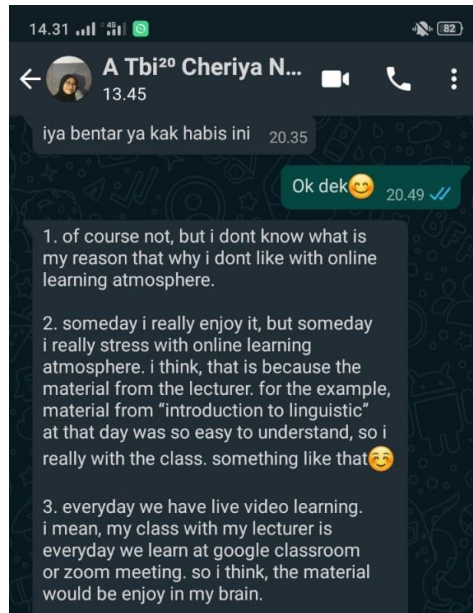


Figure 4.32 Interviews with Student
(Source: Screen short WhatsApp)

d. Dwi Putri Meilina:

“I hope all students can be active in WhatsApp groups can adapt to these conditions.”³⁴

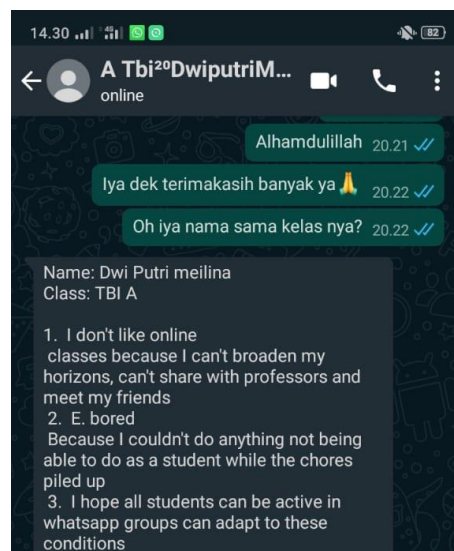
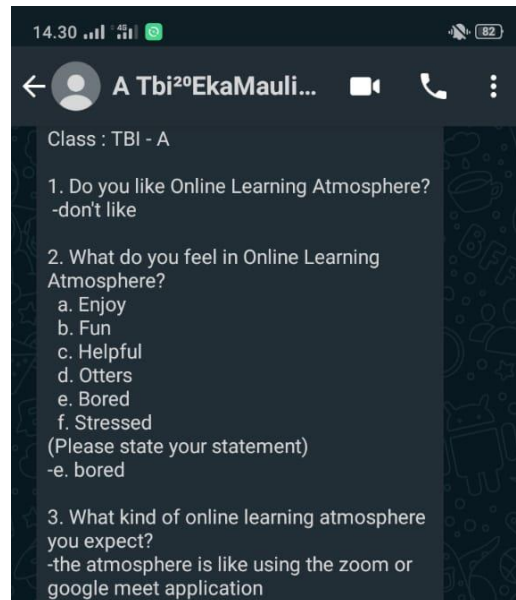


Figure 4.33 Interviews with Student
(Source: Screen short WhatsApp)

³⁴ Dwi Putri Meilina, Student, Online Interview, May 4, 2021, 8.40 P.M.

e. Eka Maulidya Putri:

“The atmosphere is like using the Zoom or Google Meet application.”³⁵



**Figure 4.34 Interviews with Student
(Source: Screen short WhatsApp)**

From the results of the class A interview above, it is explained that most of the class A students want to learn by using applications such as Zoom Meeting or Google Meet. Students think that they can immediately practice their speech live with video on the Zoom Meeting or Google Meet application. As stated by Ach. Syafi'e, Cheriya and Eka Maulidya Putri above. In addition, Elisatul Fitriyah also stated that it would be better if you use an application that does not consume a lot of internet quota and with a comfortable network. He didn't name any specific apps, just a wish.

³⁵ Eka Maulidya Putri, Student, Online Interview, May 4, 2021, 2.15 P.M.

Dwi Putri Meilina's statement is different from the others; she still enjoys learning by using the WhatsApp application but with activeness classes.

The results of the class B Speaking I interview in the second semester of IAIN Madura:

a. Indri Aulia:

“What I hope is not only the material but the practice I think must be in learning.”³⁶

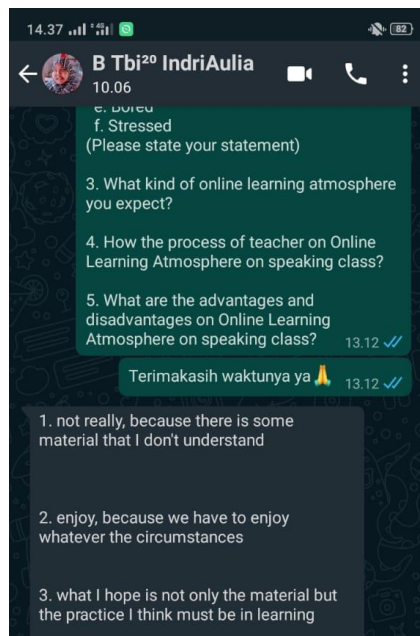


Figure 4.35 Interviews with Student (Source: Screen short WhatsApp)

b. Masduqi:

“Maybe with Zoom Meeting it would make the learning process more pleasant.”³⁷

³⁶ Indri Aulia, Student, Online Interview, May 4, 2021, 2.00 P.M.

³⁷ Masduqi, Student, Online Interview, May 4, 2021, 3.11 P.M.

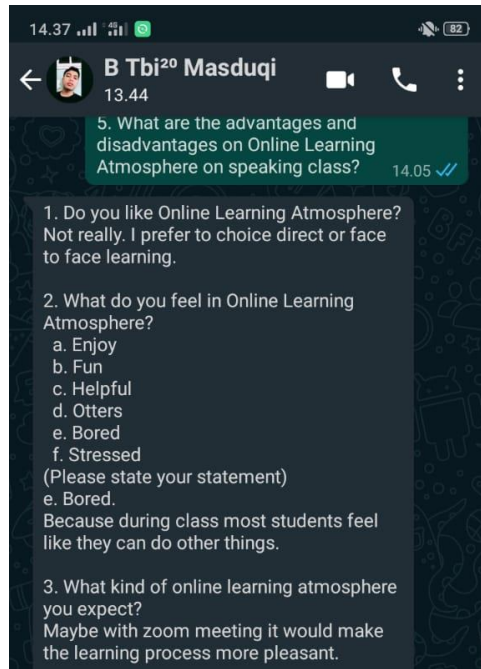


Figure 4.36 Interviews with Student (Source: Screen short WhatsApp)

c. Fahrur Rosi:

“I have no expectation in online learning, cause I hope luring learning.”³⁸

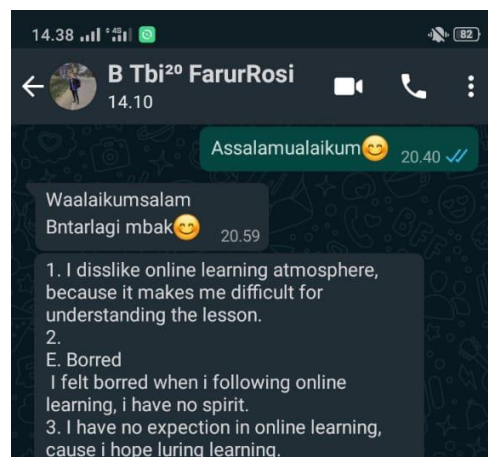


Figure 4.37 Interviews with Student (Source: Screen short WhatsApp)

³⁸ Fahrur Rosi, Student, Online Interview, May 4, 2021, 9.11 P.M.

d. Fifin Safitri:

“There is a quiz.”³⁹

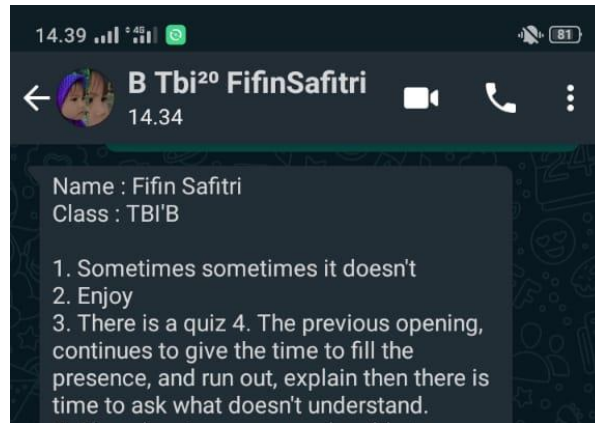


Figure 4.38 Interviews with Student
(Source: Screen short WhatsApp)

e. Hilya Nabila:

“The atmosphere I expect is the activeness of students in using voice notes.”⁴⁰

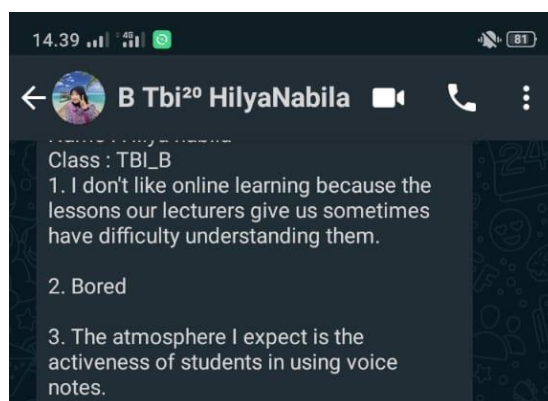


Figure 4.39 Interviews with Student
(Source: Screen short WhatsApp)

³⁹ Fifin Safitri, Student, Online Interview, May 4, 2021, 2.20 P.M.

⁴⁰ Hilya Nabila, Student, Online Interview, May 4, 2021, 2.11 P.M.

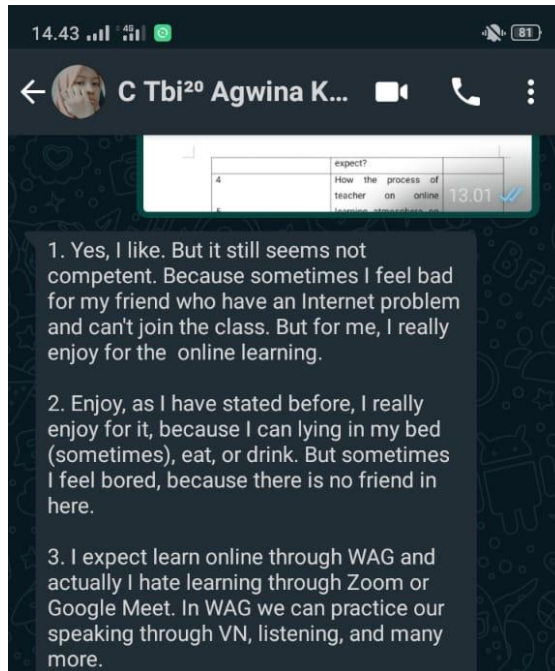
From the results of the interview above, class B is slightly different from the previous class A. If in class the most students want a class atmosphere by using the Zoom Meeting or Google Meet application, but in class B there is only one student who is taken with the same opinion, namely Masduqi's opinion. The statement by Indri Aulia, Fifin Safitri, and Hilya Nabila is in line with Dwi Putri Meilina's statement that they still enjoy learning by using applications that have been implemented by lecturers but with a more effective classroom atmosphere, such as more practice than giving material; online class atmosphere with fun quizzes; and more actively using voice notes on WAG.

The results of the class C Speaking I interview in the second semester of IAIN Madura:

a. Agwina Kristantika Noviyanti:

“I expect learn online through WAG and actually I hate learning through Zoom or Google Meet. In WAG we can practice our speaking through VN, listening, and many more.”⁴¹

⁴¹ Agwina Kristantika Noviyanti, Student, Online Interview, May 4, 2021, 1.38 P.M.



**Figure 4.40 Interviews with Student
(Source: Screen short WhatsApp)**

b. Putri Maghfirah:

“To be sure, I want a pleasant learning atmosphere, not too tense so that what the lecturer says can be understood and I can remember. Maybe with games or something like that, it might reduce student stress, both in lessons and assignments.”⁴²

⁴² Putri Maghfirah, Student, Online Interview, May 4, 2021, 2.40 P.M.

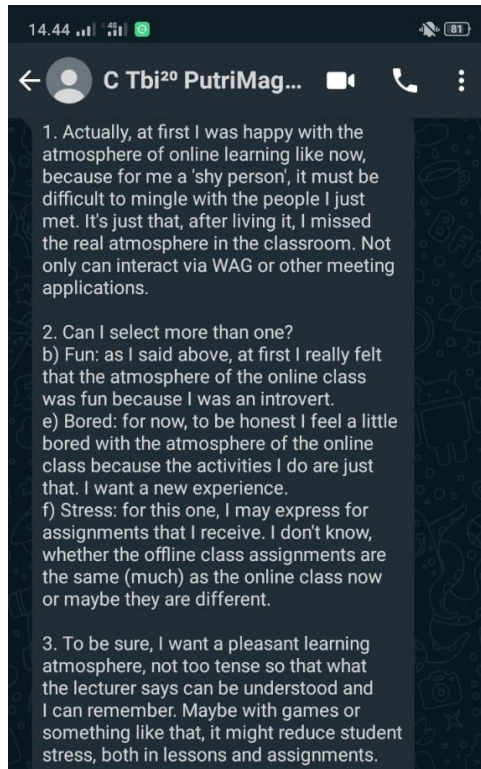


Figure 4.41 Interviews with Student
(Source: Screen short WhatsApp)

c. Mawaddatir Rofikoh:

“The atmosphere of online learning is relaxed and conducive.”⁴³

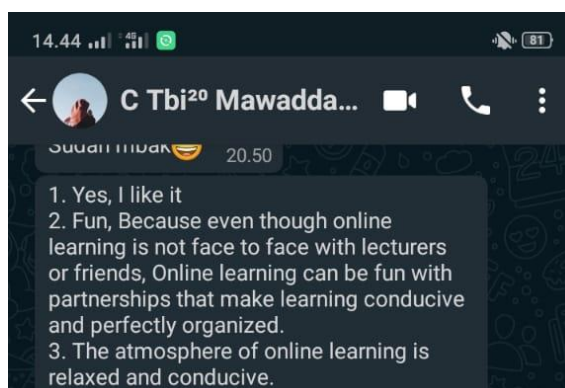
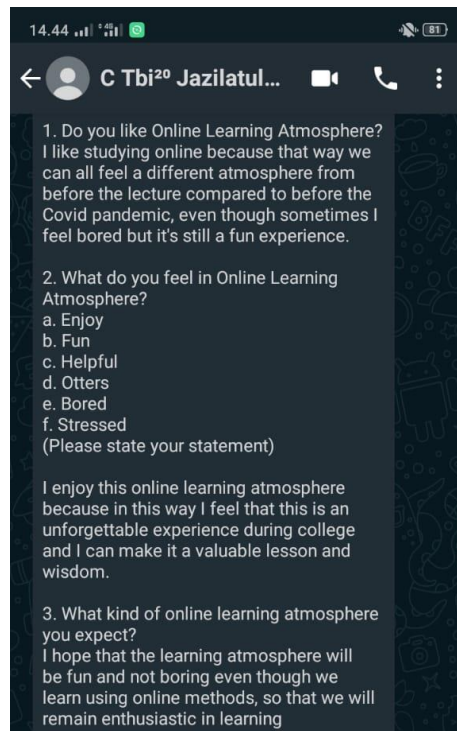


Figure 4.42 Interviews with Student
(Source: Screen short WhatsApp)

⁴³ Mawaddatir Rofikoh, Student, Online Interview, May 4, 2021, 2.12 P.M.

d. Jazilatul Munawwarah:

“I hope that the learning atmosphere will be fun and not boring even though we learn using online methods, so that we will remain enthusiastic in learning.”⁴⁴



**Figure 4.43 Interviews with Student
(Source: Screen short WhatsApp)**

e. Mar'atul Faizah:

“I thought hopefully this online learning ends soon. Because in my opinion learning online must have a lot of obstacles, whether it's quota constraints, signals, etc.”⁴⁵

⁴⁴ Jazilatul Munawwarah, Student, Online Interview, May 4, 2021, 1.10 P.M.

⁴⁵ Mar'atul Faizah, Student, Online Interview, May 4, 2021, 12.30 P.M.

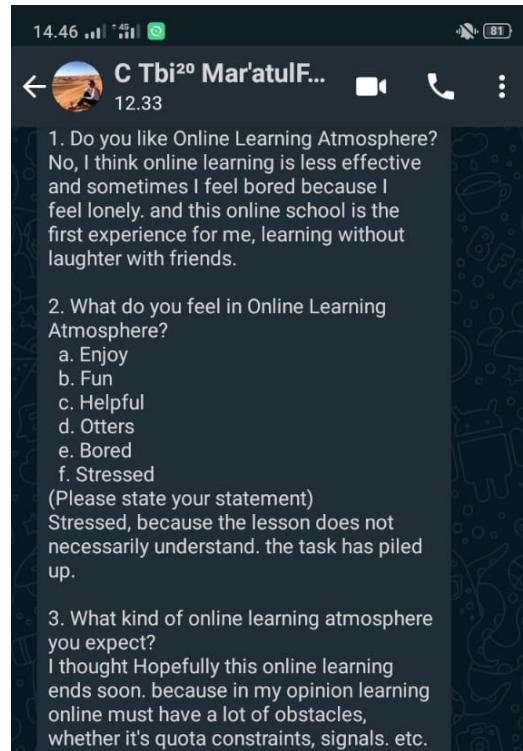


Figure 4.44 Interviews with Student
(Source: Screen short WhatsApp)

Class C also agrees with class B. They want a class atmosphere that is fun and doesn't make them bored. One of their statements is by giving games during class. Agwina Kristantika Noviyanti stated that she prefers learning by using the WhatsApp application (as applied by the lecturer). Unlike the other students, Mar'atul Faizah stated that she had difficulty in this online class and she hoped that this online class would end soon so that she could learn face-to-face. This agrees with Fahrur Rosi in the previous class B.

The results of the class D Speaking I interview in the second semester of IAIN Madura:

a. Samsul Arifin:

“Active class between student with lecturer.”⁴⁶

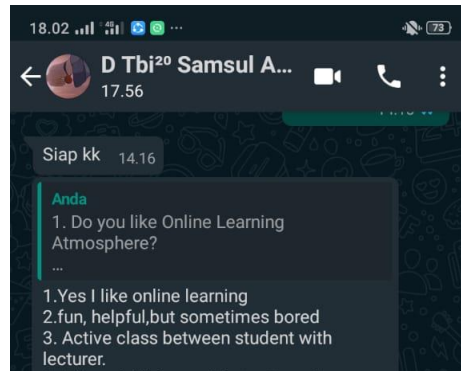


Figure 4.45 Interviews with Student
(Source: Screen short WhatsApp)

b. Usman Alfiandi:

“Just like giving practice to speak daily activities.”⁴⁷

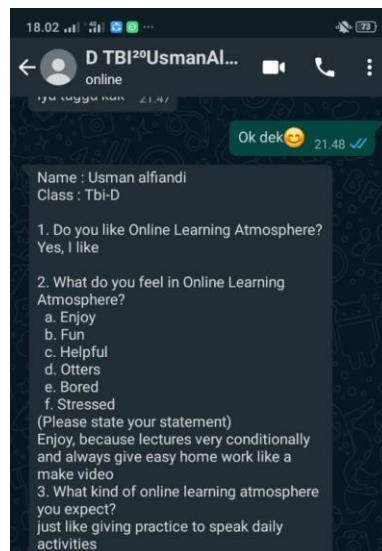


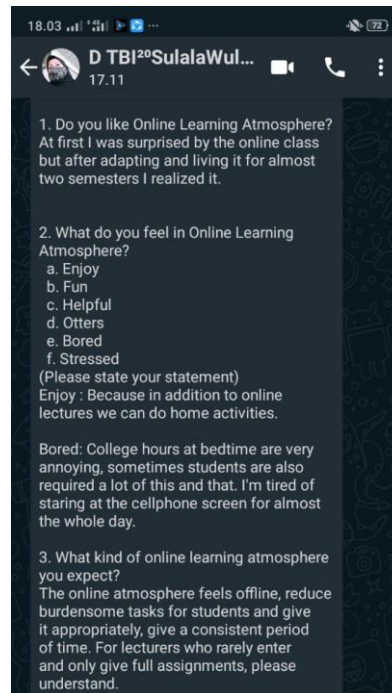
Figure 4.46 Interviews with Student
(Source: Screen short WhatsApp)

⁴⁶ Samsul Arifin, Student, Online Interview, May 4, 2021, 2.18 P.M.

⁴⁷ Usman Alfiandi, Student, Online Interview, May 4, 2021, 10.09 P.M.

c. Sulala Wulandari:

“The online atmosphere feels offline, reduce burdensome tasks for students and give it appropriately, give a consistent period of time. For lecturers who rarely enter and only give full assignments, please understand.”⁴⁸



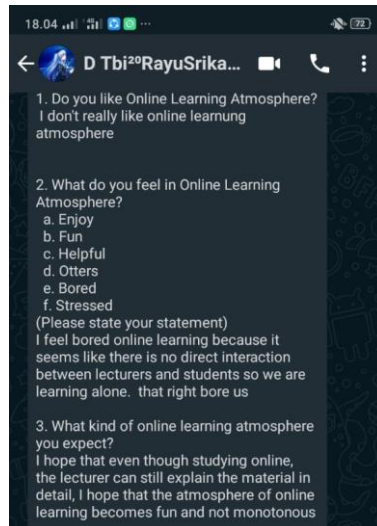
**Figure 4.47 Interviews with Student
(Source: Screen short WhatsApp)**

d. Raayu Srikandi:

“I hope that even though studying online, the lecturer can still explain the material in detail, I hope that the atmosphere of online learning becomes fun and not monotonous.”⁴⁹

⁴⁸ Sulala Wulandari, Student, Online Interview, May 4, 2021, 5.05 P.M.

⁴⁹ Raayu Srikandi, Student, Online Interview, May 4, 2021, 3.10 P.M.



**Figure 4.48 Interviews with Student
(Source: Screen short WhatsApp)**

e. Zesilia Mega Susanti:

“The atmosphere is relaxed, fun and quickly understood.”⁵⁰

Like other classes, the results of interviews conducted in class D also have different opinions. Class D students also want more fun and active class atmosphere. The word active does not mean only for students, but also for lecturers, as stated by Samsul Arifin. Sulala Wulandari also stated that the class atmosphere she wanted was an online class that felt offline. It will be difficult to combine to form an online classroom atmosphere but feels offline.

From the results of the interviews for class A to class D in the second semester of the Speaking 1 lesson above, it is explained that students have

⁵⁰ Zesilia Mega Susanti, Student, Online Interview, May 4, 2021, 8.11 A.M.

the class atmosphere they want each. Some like online learning that is applied by their lecturers, namely by using the WhatsApp application.

Whatsapp is an application that can be used to communicate with many people. As with telegram, these two applications can be used for the teaching and learning process. Here the lecturer creates a class group that will only contain all the students in the class. In the group, all students have a full role to argue. Students can send text or voice messages (voice notes). Students can also send videos, pictures, or files related to learning. The use of Whatsapp groups (WAG) has been widely used by students because it is easy to use. Below is an example of the documentation results from the speaking class atmosphere in the second-semester student Whatsapp group at IAIN Madura.

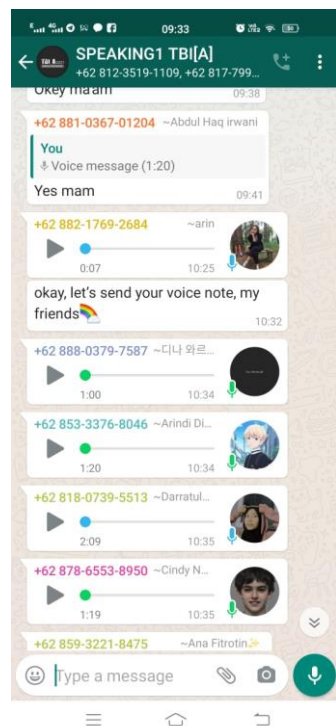


Figure 4.49 Online Learning Atmosphere
(Source: Screenshot Whatsapp)



Figure 4.50 Online Learning Atmosphere
(Source: Screenshot Whatsapp)

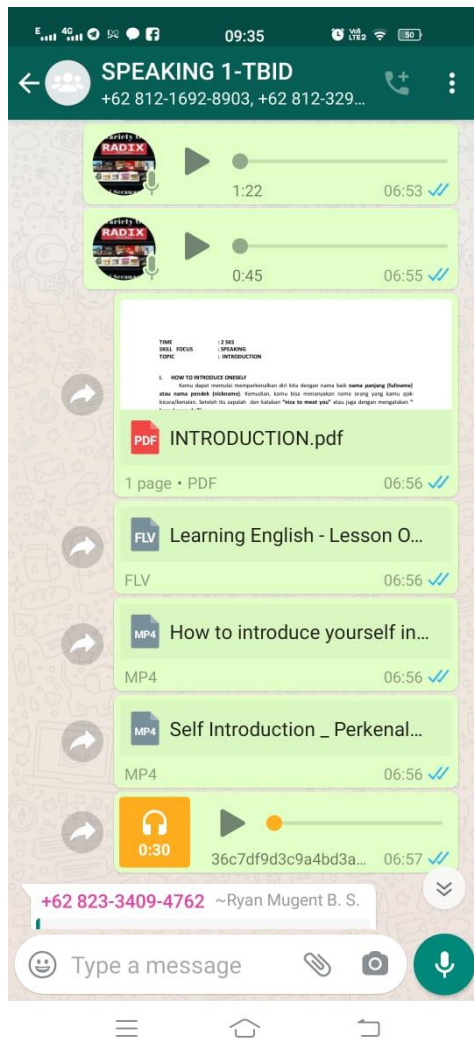


Figure 4.51 Online Learning Atmosphere
(Source: Screenshot Whatsapp)



Figure 4.52 Online Learning Atmosphere
(Source: Screenshot Whatsapp)

The class atmosphere that students want in the second semester of IAIN Madura's online speaking class is a comfortable and fun class. In addition, students also want a classroom atmosphere by using other applications such as Zoom Meeting or Google Meet. As stated by Ach. Syafie.

Zoom Meeting or Google Meet is an application that can be used by students. Unlike Whatsapp and Telegram, the Zoom Meeting and Google Meet applications are more efficient to use in online speaking classes. Students can interact virtually but still see the faces of their friends. The lecturer can also directly reach out to student activities. At Zoom Meeting, learning-related materials can also be displayed immediately and all students can immediately see them simultaneously. However, of course, this application has shortcomings, which require a lot of internet quota. Internet quota is also an important factor in online learning. If students do not have a sufficient internet quota, students cannot take online classes.

From the results of the interview, it can be seen that the students are trying to relax and enjoy the learning process as well as trying to take this online speaking class. But of course, there are still some of them who have problems in the teaching and learning process. On several occasions, they want to learn using the Zoom Meeting or Google Meet application. Even though the Whatsapp application is quite effective, it also needs learning variations such as using Zoom Meeting or Google Meet even though it still requires a larger internet quota. So that students will not be bored in learning.

Most of them want a class atmosphere that is fun and certainly doesn't make them bored. Several students in the interview above mentioned that it would be more fun if there was a game or quiz in this online class of speaking I. Some of them also stated that the online class atmosphere that felt offline was also fun to apply. If it is related to some of the opinions of

students in the interview above, the classroom atmosphere using the Zoom Meeting or Google Meet application means a semi-offline class atmosphere. Because the online class in this case is class of speaking I, so they can practice their speaking skills through live video.

B. Discussion

This section presents the discussion based on the finding of the research. The researcher explains and describes the online learning atmosphere in speaking class at the second semester of State Islamic Institute (IAIN) Madura.

In addition, there are some research focuses that will be discussed in this section, namely: how the online learning atmosphere on speaking class is and what kinds of online learning are expected by the students in speaking class. This will explain following the literature review in chapter II.

1. The Online Learning Atmosphere on Speaking Class at the Second Semester of State Islamic Institute (IAIN) Madura

Under the theory described in Chapter II which explained that, there are three types of online learning atmosphere according to Nasution: the first is online learning atmosphere with teacher attitude "authoritarian", the second is online learning atmosphere with teacher attitude "permissive", and the last is online learning atmosphere with teacher attitude "riil".⁵¹ The results of the students' online interviews, the

⁵¹ Nasution, *Berbagai Pendekatan dalam Proses Belajar & Mengajar*, 119.

atmosphere of the online speaking class is using riil teacher. The classroom atmosphere with authoritarian and permissive teachers is not used in the speaking class at the second semester of the State Islamic Institute (IAIN) Madura. Real teacher is best way to use in a classroom setting, especially in online classroom atmosphere. Following the learning objectives, namely not burdening students in class. The classroom atmosphere with riil teacher can make students feel enjoy, fun, and helpful in class. Under some of the opinions of students in the second semester speaking class in the results of the online interview above. Almost all of the students stated that they enjoyed taking the speaking class. When researchers asked about their feelings during the speaking class, the students answered with reasons. However, some of them think that they are still bored with the atmosphere of the speaking class. This happened not because they were bored with the teacher's authoritarian or permissive methods, but they missed their friends. Students in speaking class usually practice their speaking skills directly with their friends. But because of this pandemic condition, they have to learn distance. But they miss their friends. Students in speaking class usually practice their speaking skills directly with their peers. But because of this pandemic condition, they have to learn distance.

The classroom atmosphere with riil teachers is also in line with the teaching and learning process which is also applied by the lecturers in the online speaking class in this second semester. In the teaching and learning process, the lecturer always provides a brief explanation of the material at

the beginning. After that, the lecturer gave the students' time to ask questions about the material they did not understand. When finished, the lecturer will continue to the practical session. In this session, the lecturer has a variety of lessons every day, so meeting one will not be the same as meeting two. For example, by giving quizzes, asking students to practice via voice notes or video. At the end of the lesson, the lecturer gives students another chance to ask questions if there are still things that are not understood regarding the material. Then the lecturer closed the meeting with a prayer.

Here we can also understand that the lecturers in speaking learning still use the classroom atmosphere with riil teachers. Although it is difficult in this pandemic situation and will be a challenge for lecturers. The lecturer doesn't even use a permissive teacher. So that students are not too freed but learning material is still obtained as it should. The atmosphere of online learning with the attitude of Riil teachers can be seen by the presence of several characteristics. The characteristics are controlled freedom, sufficient freedom to play, learn according to students' interests, and assign tasks according to teacher guidance and supervision.

The first is controlled freedom. Controlled freedom means giving freedom to students accompanied by lecturer control over them. Freedom in this case does not mean giving full trust to students and letting them go. Students also need to be controlled which is not a burden and a pressure for them. If students feel pressured by the lecturer's overly controlling attitude, it will have an impact on the teaching and learning process. They

will not feel happy attending class. In this first case, when compared with the results of the second-semester student interviews above, it shows that the lecturer applies the characteristics of controlled freedom to students. This is shown from the results of interviews which state that the lecturer does not restrain students with rules that are torturing students. Lecturer provides freedom for them to have an opinion if there is something they do not agree with. On the other hand, the lecturer continues to monitor them by reminding them of the tasks that need to be completed and submitted according to the specified time limit, and if they experience problems they can directly ask WAG. This shows the lecturer's controlling attitude towards students.

The second is enough freedom to play. The wordplay can mean doing something that pleases students, such as by giving games or quizzes in the teaching and learning process in online classes. Lecturers also apply this second characteristic. Even though games and quizzes are not given at every meeting, the lecturer still gives them at certain intervals. This is done so that students do not feel bored. In addition, wordplay can also be described by doing fun activities at home. As in some of the opinions of students in the interview above, students can take online class of speaking I while relaxing at home, on their terrace, or in their room. They feel enjoy.

The third characteristic is learning according to students' interests. From the outside, class of speaking I is not in harmony with this characteristic. Because students are required to take class of speaking I,

which is not their own choice. However, if it is returned to the initial goal of students entering the English Language Education Department, they should understand that class of speaking I is indeed needed and is closely related to the majors students take. So that the third characteristic is also in line with the attitude of the Riil teacher in class of speaking I as stated by the students.

The last characteristic is giving assignments following the guidance and supervision of the lecturer. A lecturer cannot give assignments as they please which are not appropriate and are not under his supervision. In the online speaking class for second-semester students at IAIN Madura here, the lecturer gives assignments according to the material being studied by the students. Before giving the assignment, the lecturer explains in advance the tasks that must be done by students, so that students understand the lecturer's instructions. Not only that, but the lecturer also provides supervision to students by explaining the collection of assignments that they must do. Students can collect assignments in the *e-learning* that has been provided by the specified time. Another thing that lecturer do is supervise them on the problems they face. Example in collecting assignments, students who have difficulties or problems can directly ask questions in the class group (not by sending private messages, so other students can listen and get those who have the same problem to be solved). In addition, it can train students to speak up. Other supervision such as continuing to monitor students during class. Lecturer supervises

students by taking student attendance to check their presence or allowing them to express opinions or ask questions to find out their understanding.

From the four characteristics described above and compared with the results of student interviews, it can be said that the lecturer on the subject of speaking I applies a learning atmosphere with riil teacher attitudes.

2. Kind of Learning Atmosphere are Expected by the Student on Speaking Class in the Second Semester of State Islamic Institute (IAIN) Madura

The needs and desires of students must also be considered by the lecturer. If students feel comfortable and calm following class, they will also easily understand the subject matter. From the findings obtained from the interview results above, it was found that some of the students enjoyed online classes using the WhatsApp application. They want a more active and fun WhatsApp group atmosphere, such as with a quiz from a lecturer. This has been applied by the speaking lecturer to the second-semester students. However, some of the students also wanted a different classroom atmosphere, such as using the Zoom Meeting application or Google Meet. they assume that using Zoom Meeting or Google Meet apps can easily practice their speaking skills. Because with Zoom Meeting or Google Meet, students can see the faces of their friends even through a laptop screen.

As explained in the findings above, students are bored because they cannot speak directly to their friends. So they assumed that if this online speaking class can take place by looking directly at the faces of each classmate, they would feel happy and enjoy following the class.

Based on the interviews of the lecturer speaking I, explained about the method which is used in online learning Speaking I at the second-semester of IAIN Madura, which the lecturer gives one of the tasks in the form of a video where this video will be uploaded to social media within the specified time frame. It's a form of problem-solving for students who want to practice their ability to talk to video. This one assignment can help students, even though it's not a live video but an individual. Many of the second-semester students on the subject speaking I like this one assignment form. As stated by Usman Alfiandi, one of the two D-class semester students, who stated that he enjoyed the lecture because the lecturer gave an unpaid job. Some students also enjoy the online class of speaking I, but some are also bored. Boring words here are supported by student statements, namely by giving a quiz or a game to students. So this can be a solution or an answer to the desired online class of speaking I of students in the second semester in IAIN Madura, which is an active, fun class, there are quiz and games in the learning process.

All of these classes are described in the PAKEM features based on Suparlans' theory and the result of the research from the interview as below:⁵²

1) Active

Active means that students can interact actively with situations and conditions in the classroom. Being active in the classroom can be exemplified by the activeness of students when the lecturer gives assignments in the form of students' speaking practices by sending voice notes in turn. This is an opportunity for students to develop their speaking skills. Lecturers or students in the class can also directly listen to and monitor student activity. So at the end of the lesson, the lecturer can also evaluate the results of the practice. Dwi Putri Meilina, Hilya Nabila, and Samsul Arifin have stated that they want an active class atmosphere.

2) Fun

This characteristic is often mentioned by students about the class atmosphere they want. The fun does not mean free without control. This will contradict the classroom atmosphere with the attitude of the Riil teacher. Fun means creating a comfortable and safe learning atmosphere both physically and emotionally. A fun classroom atmosphere can arouse students' enthusiasm for learning. Under the opinion of the second-semester students majoring in English Education at IAIN Madura in the interview above, fun classes can be

⁵² <https://bdkbanjarmasin.kemenag.go.id/berita/pembelajaran-aktif-kreatif-efektif-dalam-pembelajaran-h-abdul-hamid>, accessed on 4th June 2021, 1.20 P.M.

implemented by giving games or quizzes to students. The lecturer also applies to learn methods by giving assignments in the form of games or quizzes. The assignment given by the lecturer for the subject of speaking I can vary according to the situation and condition of the students.