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## EFL TEACHERS AND STUDENTS' VOICES ON EMERGENCY REMOTE TEACHING IN SPEAKING CLASS

by

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### **Abstract:**

*Adapting to the current condition of the COVID-19 pandemic has become crucial to keep teaching-learning going since the shift of traditional classes to emergency remote teaching. Meanwhile, teachers and students have difficulties implementing emergency remote teaching(ERT), especially in speaking classes. Thus, this present research aimed to explore the teachers' and students' voices on emergency remote teaching in speaking classes to contribute to the previous related studies by employing a phenomenological study, as the research design, at a private university in Ciamis, Indonesia. The data were collected by distributing close-ended questionnaires and semi-structured interviews with 15 EFL students and 2 EFL teachers who have experienced emergency remote teaching in speaking class. The results of this study revealed that speaking class-based emergency remote teaching could be carried out interchangeably through synchronous and asynchronous platforms, namely Zoom Meeting; Google Meet; Google Classroom; and Video Recording, along with its benefits and drawbacks. Furthermore, the successful implementation of emergency remote teaching could not be separated from the solutions to overcome the problems and the school support in training teachers and students to implement emergency remote teaching and become well-trained in utilizing technology.*

**Keywords:** ERT; speaking class; student voice; teacher voice; phenomenological study

### **Abstrak:**

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*Beradaptasi dengan kondisi pandemi COVID-19 saat ini menjadi sangat penting untuk menjaga belajar-mengajar tetap berjalan sejak pergeseran kelas tradisional ke pengajaran jarak jauh darurat. Sementara itu, guru dan siswa mengalami kesulitan menerapkan pengajaran jarak jauh darurat, terutama di kelas berbicara. Dengan demikian, penelitian ini bertujuan untuk mengeksplorasi suara guru dan siswa tentang pengajaran jarak jauh darurat di kelas berbicara untuk berkontribusi pada studi terkait sebelumnya dengan menggunakan studi fenomenologis, sebagai desain penelitian, di sebuah universitas swasta di Ciamis, Indonesia. Data dikumpulkan dengan menyebarkan kuesioner tertutup dan wawancara semi-terstruktur dengan 15 siswa EFL dan 2 guru EFL yang telah mengalami pengajaran jarak jauh darurat di kelas berbicara. Hasil penelitian ini mengungkapkan bahwa speaking class-based emergency remote teaching dapat dilakukan secara bergantian melalui platform sinkronus dan asinkron, yaitu Zoom Meeting; Google Meet; Google Kelas; dan Perekaman Video, beserta kelebihan dan kekurangannya. Selain itu, keberhasilan penerapan pembelajaran jarak jauh darurat tidak terlepas dari solusi untuk mengatasi masalah dan dukungan sekolah dalam melatih guru dan siswa untuk menerapkan pengajaran jarak jauh darurat dan menjadi terlatih dalam memanfaatkan teknologi.*

**Kata kunci:** *suara guru, suara siswa, studi fenomenologis, pengajaran jarak jauh darurat, kelas berbicara.*

## INTRODUCTION

The term teacher and student's voice is regularly invoked in efforts to improve the quality of education. When it is invoked, it tells about a particular type of speech when teachers and students express their ideas and experiences to influence the policy and practices of education (Gyrko, 2012, p. 2). In the decision-making process of educational policy, it is essential to acknowledge their lived experiences in the teaching-learning activity to inform and inspire new approaches to the teaching-learning process. They may provide timely feedback on reform and drive future modification, which is particularly important in any system that prioritizes continuous improvement (Rennie Center for Education Research & Policy, 2019). Hence, policies are more likely to be implemented as intended and result in positive education outcomes when the teacher's and students' voices are included in education reform because they possess critical knowledge about the classroom and the teaching-learning activity, which is essential for policy information and implementation.

Moreover, in a chaotic situation that has occurred due to the COVID-19 pandemic, which has also impacted Indonesia since March 2020 with 2.983.830 confirmed cases until now (World Health Organization, 2021), the Government of Indonesia imposes restrictions on community activities (Emergency PPKM) to prevent the spread of the virus. Hence, all educational activities are not allowed to have face-to-face meetings, including the teaching-learning process; it has changed into emergency remote teaching (ERT), which has become inevitable and inseparable in today's teaching-learning activities. As written by (Hodges et al.,

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2020a), since the unexpected situation occurred, the teaching-learning process is carried out through emergency remote teaching. Nevertheless, the sudden move from traditional classes to online classes creates new challenges for teachers and students even though the use of technology has been adjusted in the classroom for decades. Amin *et. al.* explained that interactive online whiteboard with a smart pen had replaced the conventional classroom equipment used to be utilized previously in face-to-face classrooms, such as whiteboards and markers, due to the advancement of information and technology (Amin & Sundari, 2020).

Teachers and students need to adapt to the current chaotic situation. (Lestiyawanawati & Widyanoro, 2020) argued that teachers and students were burdened due to the limitation of the technology and their ability to organize the devices. Besides, since the teachers have limitations in controlling students' progress, they are worried about the quality of the teaching-learning process due to the lack of preparation they have, as stated by (Marshall et al., 2020)) that teachers did not have good preparation teach online all of a sudden.

Emergency Remote Teaching (ERT) is a common mode for conducting the teaching and learning process during the Covid-19 outbreak. Affouneh in Hazaea (2022) defined ERT as a kind of teaching that was not usually planned in advance and involved a sudden shift of teaching space due to emergency situations (Hazaea et al., 2022). This teaching mode is purposed for temporary use.

Implementing emergency remote teaching in English as a Foreign Language (EFL), especially in speaking classes, gets even more severe when the content transmission involves several elements and aspects, including facial expressions and body language (Granados, 2020). Therefore, the teacher's role is essential in selecting effective media for teaching and students' practice. Besides that, the teacher should be creative and innovative to give students a suitable and attractive strategy.

Similar views on teachers' challenge in teaching students by means of ERT mode is also elaborated by several researchers. Lassoud *et.al.* in Hazaea (2022) found that teachers faced several obstacles involving educational, technical, and financial obstacles. This showed that ERT is not simply shifting modes of teaching from traditional face-to-face mode to online one. There is much more than those things (Hazaea et al., 2022.). According to (Leu, 2005), teachers are expected to play the most crucial role in designing and managing the students'

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learning process. Thus, to achieve this quality, teachers should use their energy, knowledge, and motivation. They should play various roles based on the skills and needs of their students. The teacher's role in English Language Teaching (ELT) is to be an organizer, motivator, assessor, and facilitator (Koran, 2015). Furthermore, he also says that the teacher must be a prompter, participant, and feedback provider in speaking class to ensure their students understand what they should do. Therefore, ERT challenges the teacher to have a significant role in creating a practical and meaningful teaching-learning process for their students, especially in speaking class.

Emergency Remote Teaching (ERT) is actually beneficial in the context of teaching and learning since it promotes the students' learning autonomy. Defianty *et.al.* (2023) believed that the shifting from traditional face-to-face teaching to remote and online learning could cause greater learner autonomy. However, the traditional teacher-centered learning in Indonesia that emphasized the didactic nature showed that the learners' autonomy might not be ready to be promoted (Defianty & Wilson, 2023).

Since emergency remote teaching is an alternative way to keep the teaching-learning process going, including in ELT, some studies were conducted on this topic. First, a previous study was conducted by (Naqvi & Zehra, 2021), which explored the challenges, the teacher self-efficacy in terms of technology, and the engaging practices that EFL teachers acquired during the crisis. Second, a study was carried out (ERARSLAN, 2021). This study aims to extensively describe English language teaching and learning in the first year of the pandemic. Third, a study was conducted by Zulfa (2021) that sought how teachers implemented emergency remote teaching in the English language and what respondents' perceptions toward feelings, benefits, drawbacks, and achievement of emergency remote teaching in the English language were. Having highlighted previous studies on emergency remote teaching in ELT, a research gap is observable. The three previous studies concerned the challenges and innovative practices, English language teaching and learning in the first year of the pandemic extensively, and the way teachers implement emergency remote teaching. It has been revealed that the teacher's and students' voices on implementing emergency remote teaching in speaking classes remain unexplored. Therefore, this article is aimed to answer the research questions as follows:

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1. *How do EFL teachers encounter emergency remote teaching in speaking classes amidst the COVID-19 pandemic?*
2. *What are the EFL teachers' and students' voices on the implementation of emergency remote teaching (ERT) in speaking classes?*

## METHOD

### *Design*

The research design of this study is a phenomenological study. According to (Christensen et al., 2015), the primary objective of a phenomenology study is to explicate the meaning, structure, and essence of a person's lived experiences or a group of people around a specific phenomenon. It is used to execute the problem and its impact on society; the phenomenological study is valuable in the educational field. Thus, this study is sufficiently intriguing to investigate the EFL teacher and students' voices on the implementation of emergency remote teaching in speaking class; it would be profound by using phenomenological study because it is a direct excavation of the lived experiences of the participants without being affected by previous theory and assumption.

### *Participants*

The participants of this study consist of 2 EFL teachers and 15 students of the English Education Program at *Universitas Galuh*. It used purposive sampling, in which the researcher intentionally selected individuals and sites to learn or understand the central phenomenon (Creswell, 2014a). According to (Kelly, 2014), purposive sampling is used to select the respondents that are most likely to yield appropriate and valuable information. The reasons for adopting purposive sampling are based on the assumption that, given the aims and objectives of the study, specific kinds of people may hold different and vital views about the ideas and issues in the questions that need to be included in the sample (Campbell et al., 2020). The chosen participants are selected based on the criteria that they are; (1) EFL students at university; and (2) Have experienced learning speaking through ERT during the COVID-19 pandemic. Therefore, to focus on particular characteristics of the participants that are of interest and squeeze lots of information out of the data that have been collected, the researcher used purposive sampling.

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***Data collecting technique***

This study gathered data using a questionnaire and interviews to get profound answers about the issue. The researcher used a Likert scale of closed-ended questions, as a data questionnaire, through Google Forms to facilitate the researchers specifying the students' thoughts. It contains 15 questions divided into three indicators; students' feelings, benefits, and drawbacks of an emergency remote teaching in speaking class. There are scales from 1-5; 1 (Strongly disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly agree). Meanwhile, the semi-structured interview was arranged to get the teacher's and students' voices, containing eight questions for students and 9 for teachers. The interview process was carried out once through the WhatsApp application.

***Data analysis technique***

The researcher used triangulation in the data analysis technique. (Given, 2012) defines triangulation as discovering the correct data by measuring two points. It compares the interview and questionnaire data results based on their indicators to confirm that the data are valid and clear. The analysis started with the interview recorder file; then, the researcher transcribed the interview data, as stated (Creswell, 2014). The researcher grouped the file record based on the participant, listening to the audio carefully and transcribing it into a file document. The researcher wrote the interview data by selecting the word correctly and using it as a comparison to strengthen the other instrument of this study. Subsequently, the researcher selected the questionnaire data with the highest to lower percentage scores on the Likert scale which are divided into some indicators based on the researcher's needs. Then, the researcher recapitulated the data of the questionnaire into a file to explain based on the indicator and compare it to the interview data.

**RESULT AND DISCUSSION**

***Result***

In this section, the researcher elaborates on the results of the interview and questionnaire with the participants regarding their voices on the implementation of an emergency remote teaching in speaking classes amidst the COVID-19 pandemic. The interview was divided into two parts; the first part was given to 2 EFL teachers to observe their experiences in

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implementing emergency remote teaching in speaking class and the second part was given to 15 EFL students to analyze their voices on experiencing learning to speak through emergency remote teaching supported by the questionnaire data that have been analyzed by the researcher.

***EFL teachers and students’ experiences in learning speaking through ERT***

The findings data from the EFL teacher's interview show that emergency remote teaching is carried out synchronously and asynchronously using several support platforms. In synchronous learning mode, the teachers use two platforms; Zoom Meeting and Google Meet. At the same time, teachers use Google Classroom and Video Recording to carry out asynchronous learning. In line with the findings data, the teachers use Zoom Meeting or Google Meet as synchronous platforms to practice the students’ speaking skills. Meanwhile, the teachers use Google Classroom as the asynchronous platform to send the materials. At the same time, a video recording is also used to check the student's performance in speaking. It can be seen in the following quoted teacher’s statement:

*“...I usually post the material in the Google Classroom and then have some discussion there. Of course, it has been written. After that, I usually ask them to join the Zoom meeting to discuss the material and try to practice it. Sometimes, I also use the video....” (Didih)*

**Table 1. Students’ questionnaire of their performance in learning speaking through emergency remote teaching**

No.	Statement	SD	D	N	A	SA	Total
1.	Emergency remote teaching is an enjoyable and interesting learning tool in speaking class.	6.7% (1)	26.7% (4)	20% (3)	40% (6)	6.7% (1)	100% (15)
2.	It is possible always to learn to speak through emergency remote teaching.	0% (0)	20% (3)	33.3% (5)	33.3% (5)	13.3% (2)	100% (15)
3.	I learned to speak better if emergency remote teaching is used.	6.7% (1)	46.7% (7)	26.7% (4)	13.3% (2)	6.7% (1)	100% (15)
4.	I feel active and confident with emergency remote teaching in speaking class.	0% (0)	26.7% (4)	26.7% (4)	26.7% (4)	20% (3)	100% (15)
5.	My performance in speaking English would be better through the emergency remote teaching mode than the traditional classroom mode.	0% (0)	40% (6)	40% (6)	0% (0)	20% (3)	100% (15)

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The implementation has several benefits and drawbacks, which influence the effectiveness and convenience of the learning activity as experienced by the teachers and students. In addition, the teacher's and students' solutions to overcome the drawbacks, the school's support in training the teachers and students to implement emergency remote teaching, and their comments or suggestions are also discussed.

**Table 2. The benefits of emergency remote teaching in speaking class**

<b>Indicators of the Result of the Interview</b>	<b>Code</b>	<b>Significant Statements</b>
The benefits of teaching speaking through emergency remote teaching.	B1	"...at least we still can do teaching activity."
	B2	"...we are forced to be more creative in preparing the material and teaching activity."
	B3	"...we can do teaching anywhere, from home, office, or somewhere else."
	B4	"...one of them is being self-aware. Students are aware of their schedules. They join Google Classroom on time and are accustomed to discussing their difficulties in understanding the material."
	B5	"...the student can improve their skill in using or utilizing technology for their learning. For example, they uploaded the video on YouTube and then gave comments to other students or other channels."
	B6	"...the benefits of ERT are for the students themselves. They are better organized, I think. Be more organized in doing their assignments, discussing, something like that."
	B7	"...and the benefit for me myself, I can see whether my student focuses on my class by seeing or watching their response, both in Google classroom or in Zoom cloud meeting."
	B8	"...it is a challenge for teachers to create a good atmosphere for them to learn to be interactive in the class, to make them enjoy and fun learning."

In Table 2, it can be seen that emergency remote teaching had many benefits in speaking classes. It showed that the learning activity can still be done amidst the COVID-19 pandemic through emergency remote teaching. It means that emergency remote teaching was an alternative way to keep the learning activity going. Based on the finding of B2, the EFL teachers were forced to be more creative in preparing and teaching activities. It is in line with the finding of B8, which showed that emergency remote teaching was a challenge for the teachers to create a good atmosphere for the students to learn interactively in the class.

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Besides, the teachers were also challenged to make the students enjoy and have fun learning because teaching online was different from face-to-face learning. It needs good preparation from the teachers, so they need to be well-prepared with the learning material, media, and activity.

*The drawbacks of ERT in speaking class*

**Table 3. The drawbacks of emergency remote teaching in speaking class**

Indicators of the Result of the Interview	Code	Significant Statements
<b>The drawbacks of teaching speaking through emergency remote teaching.</b>	D1	“...In online learning, so many obstacles occurred...it can be from the connection... The connection was unstable; it disturbed the teaching-learning process.”
	D2	“...or the student's lack of motivation also.”
	D3	“...but those whom I thought need more practice keep silent... They just appeared at the beginning of the class. Then they disappeared, maybe sleeping or something.”
	D4	“...also the lack of quota. Most of the students complain that they have limited quotas.”
	D5	“...the other weakness of ERT is less interaction.”
	D6	“...we cannot see the facial expression, and also, we cannot listen to their pronunciation.”
	D7	“...we do not know about the comprehension, the student comprehension of the material because we cannot guarantee that they do not cheat when they have a performance.”

Table 3 presents the drawbacks of emergency remote teaching in a speaking class. The first drawback, coded as D1, indicated that the most challenging problem was the internet connection. Because of the unstable connection, the material was not delivered well. Sometimes, the students cannot catch it, so they must repeat or reconfirm their understanding of the materials. D4 revealed that the lack of internet quotas also occurred during emergency remote teaching implementation. Most students complained that they had limited internet quotas, so they could not join the class effectively. It might be due to the use of Zoom Meeting because it consumed much quota, according to the EFL teachers who said they used Zoom Meeting to practice students’ speaking skills.

*The school support in training teachers and students to use ERT*

**Table 4. The school support in training teachers and students to use emergency remote teaching**

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<b>Indicators of the Result of the Interview</b>	<b>Code</b>	<b>Significant Statements</b>
<b>The school support training teachers and students to use emergency remote teaching</b>	SS1	<p>“Yes. Several times to lecturer...and the lecturer practice what they learn to the students... Lecturer attends some webinars on how to conduct online teaching.”</p> <p>“...The University and the faculty organize many webinars, seminars, and training for teachers, lecturers, and staff to prepare for emergency remote teaching. Some of the topics talk much about the use of technology for teaching and then how to use some applications and also about the LMS or learning management system and how to use the low bandwidth application for teaching.”</p>

It has been disclosed previously in the introduction part of this paper that the achievement process of emergency remote teaching involved teachers, students, and school support, so the researcher sought school support to implement emergency remote teaching at *Universitas Galuh*. The data finding in SS1 showed that the University and faculty organized several webinars, seminars, or training for the teachers to be ready for emergency remote teaching. Some discussed topics are using technology for teaching, applications or platforms, and the Learning Management System (LMS). After attending the webinars or training, the teachers practiced what they learned with the students. Therefore, the learning process through emergency remote teaching could be carried out, and the teachers were well-educated about online learning.

***Participants’ comments or suggestions to improve ERT activity, especially in speaking class***

The last indicator of the EFL teachers’ and students’ voices talk about their comments and suggestions about emergency remote teaching implementation. The findings show that the internet connection should be improved so that all students, including those who live in remote areas, can access the internet and participate in class effectively. As we know that internet instability still becomes a significant problem amidst emergency remote teaching.

**Table 5. The EFL teachers’ comment or suggestions to improve emergency remote teaching activity especially in speaking class**

<b>Indicators of the Result of the Interview</b>	<b>Code</b>	<b>Significant Statements</b>
<b>The EFL teachers’ comments or suggestions to improve emergency remote</b>	TC1	<p>“...maybe it is about the connection that should be improved...so that all students, including those who live in a remote area, can access the internet.”</p>

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<b>teaching activity, especially in speaking class</b>	TC2	“...the teacher or lecturer should give more motivation to their students, especially those lacking motivation.”
	TC3	“...We have to be ready to be well-prepared in the digital era, knowing about technology and well trained in how to not only about teaching but also evaluate or assess the teaching-learning process.”
	TC4	“...the institution should organize the agenda for teachers or lecturers to learn more about technology and its implementation in their classroom.”

Another suggestion was addressed to the teachers to give more motivation to the students, especially those who lacked the motivation to participate in the emergency remote teaching activity, as shown in TC2. As mentioned in D2, one of the drawbacks of emergency remote teaching was the lack of student motivation. Therefore, the teachers should give more motivation to attract the students and increase their motivation to participate in class. Moreover, every teacher and student is now facing the era of digitalization, so the use of technology is not only for emergency remote teaching but also for the upcoming years, even after the pandemic. Thus, they need to be ready for it, and students have no more barriers to joining the digital or virtual classroom.

***Discussion***

Moving the instruction of the teaching-learning process online enables the flexibility of time and place; however, the sudden shift from offline to online learning creates new challenges for teachers and students, who need to adapt to the current emergency. The findings data from the EFL teacher's interview show that emergency remote teaching is carried out synchronously and asynchronously using several support platforms. Synchronous learning is commonly supported by video conferencing media such as Zoom meetings. It facilitates the teacher and students to have discussions in real-time. In contrast, asynchronous learning uses platforms such as Google Classroom to help teachers manage the student's assignments, save time, keep classes organized, and improve communication with students (Hrastinski, 2008).

In line with the findings data, the teachers use Zoom Meeting or Google Meet as synchronous platforms to practice the students' speaking skills. Meanwhile, the teachers use Google Classroom as the asynchronous platform to send the materials. At the same time, a video recording is also used to check the student's performance in speaking.

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Based on the findings of the study, there are benefits and disadvantages of ERT mode of teaching both for the teachers and the students. For the teachers, one of the benefits of ERT is that through synchronous and asynchronous platforms, they can deliver the materials, have discussions with the students, and give feedback to them. As Nayman (2022) explained that one of the advantages of online education is the easy access to materials and many online tools, such as break-out rooms, videos, and helpful graphic organizers (Nayman & Bavli, 2022). Therefore, the learning activity can still be conducted amidst the attack of the COVID-19 pandemic. It is in line with (Amiti, 2020), who says that in conducting emergency remote teaching during the COVID-19 pandemic, there are two ways of teaching students; synchronous and asynchronous.

Furthermore, ERT brings positive impacts both for the teachers and students. One of the positive impacts is that both teachers and students are forced to be aware of technology and more digitally literate. This view is also supported by Nugroho (2021) who stated that teachers (and students) must be aware of digital device use since it was very useful and had significant impact on language learners (Nugroho & Haghegh, 2021).

Using good platforms can determine the students' performance and convenience in learning speaking, which determines their excitement; they will be active or passive participants in the class. Besides, their personality and feeling also determine their performance in speaking English through this emergency remote teaching mode. Based on the questionnaire data (See Table 1), the indicator of students' performances in emergency remote teaching in speaking class had several types. Most of the students had the same point of view that emergency remote teaching was an enjoyable and interesting tool, and they felt active enough to participate in the class. However, implementing emergency remote teaching in speaking classes could not always be done because their performances would not be better than in the traditional classroom.

Emergency remote teaching, of course, forces teachers to be more creative in both preparing and teaching activities. Their creativity will influence the learning atmosphere and make the students enjoy and have fun learning. It is supported by Jacobs & Lawson (2017), who argue that creativity makes students feel more enjoyable and successful. Besides, emergency remote teaching can be carried out anywhere, not only on campus, giving teachers

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and students the flexibility of time and place. It is in line with (Shim & Lee, 2020), who mentions that the fact that emergency remote teaching allows students to reduce their commuting time to campus and let them use that time for other activities makes them satisfied. Therefore, it helps them to flexibly join the class everywhere and saves more cost and time they have.

Furthermore, students are forced to be self-learners and explore more about the materials. They can explore the materials from Google, YouTube, or Podcasts to enrich the material given by the teacher. (Schlesselman, 2020) states that online learning allows students to engage with the material through realistic practices and real-world context. As a result, they have more comprehension of the materials.

However, the drawbacks of emergency remote teaching cannot be separated from its successful implementation. The drawbacks can come from several factors, the teacher or students themselves, or even it is due to unexpected things such as a bad internet connection. According to (Schlesselman, 2020), some problems can occur during the implementation of emergency remote teaching due to the technology, accessibility, connectivity, and time zone issues that affect its success. Having supporting devices is a necessity throughout emergency remote teaching. Not all students have an adequate device to support their learning activity. Hence, it still becomes a problem to implement emergency remote teaching.

Another drawback of ERT seen from teachers' perspective is that sometimes the circumstance makes teachers feel somehow lonesome when teaching through online platforms. This is due to the fact that most of the time that teachers seem to talk to themselves rather than talk with students. Ubaidillah (2023) showed studies that explored how ERT had affected the emotional feelings of the teachers, that ERT showcased multiple and complex emotions of teachers starting from the transition to distant education, the technological challenge they encountered, and students' emotional support (Ubaidillah et al., 2023).

Implementing online learning also requires the teacher and students to have many internet quotas and a stable internet connection. At the same time, teachers and students face internet quota limitations and the instability of the internet in learning speaking courses through this emergency remote teaching. According to (Shim & Lee, 2020), the enormous drawback of emergency remote teaching is related to the instability of the network, and it

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disrupts the learning process. As a consequence, another drawback occurs; the lack of interaction among the class, moreover during synchronous learning through Zoom Meetings or Google Meet; as we know, the unstable internet connection makes the interaction ineffective. To overcome the problems, the teacher uses the asynchronous platform to give feedback and provides a video recording so they can still get the materials when they cannot join the class. In addition, the teacher also asks the students to record their performance as a way to practice their speaking skills.

Aside from the initiative from the teacher and students, school support in training them to succeed in implementing emergency remote teaching has a crucial role. Stanley (2013) stated that internal school support could direct a better learning process. (Hodges et al., 2020) share the same idea that faculty support teams play a significant role in the experiences of teaching-learning activities. The result of the present study shows that the faculty has organized many webinars, seminars, or training for the teachers and staff to encourage them to become familiar with emergency remote teaching; some of the topics talk about the use of technology and Learning Management systems (LMS) for teaching-learning activity. After attending the webinars or training, the teachers practiced what they learned with the students. Hence, the learning process through emergency remote teaching can be carried out effectively, and the teachers are well-educated about online learning. Besides, the faculty also organized socialization for the students concerning the implementation of emergency remote teaching. Therefore, the successful implementation of emergency remote teaching cannot be separated from school support.

The last indicator of the EFL teachers' and students' voices talk about their comments and suggestions about emergency remote teaching implementation. The findings show that the internet connection should be improved so that all students, including those living in remote areas, can access the internet and participate in class effectively. As we know that internet instability still becomes a significant problem amidst emergency remote teaching. It is supported by (Shim & Lee, 2020), who argue that the enormous drawback of emergency remote teaching is related to the instability of the network, which disrupts the learning process. Moreover, synchronous platforms in speaking class will be more effective and need a stable internet connection. Furthermore, every teacher and student is now facing the era of digitalization; is supported by Budhwar (2017), who claims that the 21st-century era is

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frequently regarded as the technology era. Hence, the use of technology is not only for emergency remote teaching but also for the upcoming years, even after the pandemic. Therefore, they need to be well-prepared to know about the technology and be well-trained in the teaching activity and evaluating or assessing the teaching-learning process. Aside from that, the faculty should arrange agenda for teachers to learn more about technology and its implementation in their classroom to make them well-trained in utilizing technology. Therefore, they enable the provision of a practical online class for the students using the proper platforms.

This research is practically in line with Zulfa's (2021) research which studied how emergency remote teaching is implemented and the participants' perceptions of it. The results of both previous and present studies show that emergency remote teaching runs well, along with some drawbacks that occur and are faced by the teacher and students. However, the difference between the previous and present studies lies in the research participants; the previous study observed high school participants; meanwhile, in this study, the researcher focused on EFL teachers and students who learn to speak at a Private University. Furthermore, this recent study's results also support the study organized by (ERARSLAN, 2021). The study elaborated that the emergency remote teaching created challenges concerning the internet connection issue and students' access to computers or smartphones. On the other hand, the present study also indicates that several drawbacks occurred amidst the implementation of emergency remote teaching, including the instability of the internet connection and the adequate devices along with the solution. In conclusion, the present study not only has similarities with the previous study of another researcher but can also reinforce it.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

The significant results of this present study exhibit that emergency remote teaching in speaking classes is implemented using synchronous and asynchronous platforms. By maximizing those platforms, the teaching-learning activity can be carried out amidst the COVID-19 pandemic. In its implementation, of course, some benefits and drawbacks occurred. Emergency remote teaching in speaking classes is beneficial to encourage teachers'

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creativity in preparing and teaching the material and provide the flexibility of time and place for both teacher and students. Students are required to be self-learners and enrich the materials given by the teachers by exploring more on Google, YouTube, or Podcasts. Meanwhile, the drawbacks of emergency remote teaching would arise in the learning process since the unprepared things in this chaotic situation. Several drawbacks occurred and disrupted the learning activity. The most crucial problem is the instability of the internet connection, which makes the learning activity less effective and interactive. In addition, adequate devices to support the learning activity still become a handicap for some students, and they lose their motivation and seriousness in learning. Nonetheless, some solutions can be done to overcome the problems. The teacher can provide a Video Recording concerning the materials as the solution for those who cannot participate in synchronous learning due to the unstable internet connection. Besides, the other solutions require them to record their speaking performance, be proactive, and take the initiative to be self-learners. Meanwhile, the school's support in training the teachers and students is vital in this case. So, the speaking class through emergency remote teaching can be carried out effectively.

***Limitation***

The present study focuses on the teacher's and students' voices on implementing emergency remote teaching in Speaking classes. It limits the study to the teachers' encounters with emergency remote teaching and the teachers' and students' voices on the implementation of an emergency remote teaching in Speaking classes amidst the COVID-19 pandemic. The implication of the study is aimed at enriching the teachers' insight into using effective teaching methods of implementing emergency remote teaching in speaking classes in the era after the pandemic.

***Implication***

The results of this study can be an overview for the students to participate in emergency remote teaching, especially in speaking class. They should be more severe and motivated in learning to speak to enhance their speaking ability. Additionally, for teachers who will teach speaking through emergency remote teaching, the finding of this present study can be used as a reference in the teaching activity, including giving more motivation and attention to their students. Furthermore, for further researchers, if they are interested in doing the same

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research, they can explore the school support in organizing emergency remote teaching or even the teachers' experiences in evaluating online language classes.

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