CHAPTER 4

DATA ANALYSIS

In this chapter, the researcher analyzes the data collected and discusses the challenges teachers encountered while teaching speaking in virtual classrooms and how they modified their teaching methods to deal with those challenges. She used open-ended interviews and class observation from speaking teachers in three different universities in Central Java.

4.1 Teaching Challenges in Virtual Speaking Classrooms

Teaching speaking virtually is more complicated than teaching speaking in a traditional classroom where students and teacher can meet face to face (Gultom, 2020). With the sudden shift in the educational system during the pandemic era, some challenges cannot be avoided during the teaching learning process in virtual classrooms. Both lecturers and students experience the challenges in their classrooms. The findings of this study found some challenges that lecturers faced when teaching speaking in a virtual environment. Lecturers are urged to make speaking prompts in order to make students speak in the virtual classrooms. Lecturers are challenged to provide the students with suitable activities in virtual classrooms. The most aggravating challenge is the unstable Internet connection, for the internet is the pivotal aspect in the virtual classrooms. Not only the students but also the lecturers might face technical problems or difficulty in the middle of virtual

classes. Students can be very silent during virtual classes because of the technical difficulties or they cannot comprehend the topic discussed. This can make the lecturers have difficulty to measure students' speaking competence. Considering those challenges, the lecturers stated some strategies that they apply during teaching speaking in virtual classrooms. They should be creative in finding topics so that students can relate. Additionally, the lecturers should explore some activity ideas in advance to increase students' engagement in the class. While they knew that they will encounter some problems during the teaching learning process, they have to be prepared with various platforms to counter technical difficulties. There has to be 2 way interaction so the teaching learning process can run smoothly. Therefore, lecturers also have to accommodate learners' different needs and difficulties. The researcher found some data of what challenges occurred during the teaching learning process in virtual classrooms through the interviews, then made use of the data from class observation to prove the validity of the interview.

4.1.1 A Challenge in Making Students Talk

It could be difficult to maintain the interaction with students in virtual meetings. This challenge can occur in both offline and virual classes. The one that is being discussed here is focused on the one that experienced by speaking lecturers in virtual classrooms. The respondents in this study

suggested that some factors may account for students' reticent. One of them said:

"If I have to compare, it's totally different. It is not easy to make the students active in virtual meetings, face to face like this because of some reasons like, I think everyone understands this although it's not supposed to be like that. But they're supposed to be active. But if I have to compare, it's totally different. Traditional class is where students are more active but in virtual class I think they are less active. I didn't say that they are totally passive, it's just that they are less active in traditional classes." (Mr. Hans, interview, October 13, 2021)

Mr. Hans thought that the difference between teaching in virtual classrooms and teaching in traditional classes is that the students are less active in the virtual classes than in traditional classes. He mentioned the factors that make students less active in the virtual classes, e.g. students have different personalities. That is what teachers actually have to pay attention to when they want to maintain the interaction with the students. He, himself, also still learned how to manage the classes so all students could participate in the discussion. He stated:

"I think of course ya there are challenges. For example some students, they are actually not passive but they are maybe not, they're maybe shy,

because we have different personalities yea, students got different personalities. Some are very talkative, some are very shy and then I think that's the main problem. Some students are trying not to get involved in speaking exercises for example, making dialogues or giving opinions like that. Some of them may lead the discussion, lead the conversation and be very creative in giving opinions. I think it's about a different way of learning I guess from a student. I think that's the biggest challenge that I still have to learn to manage, especially in this situation of pandemic." (Mr. Hans, interview, October 13, 2021)

Mr. Hans' statement was in line with what other respondents believed. Mrs. Rachel, for instance, said:

"For me and for everybody else because we did struggle at the very beginning, to tell you the truth, I was one of those who protested because in speaking classes, it's difficult to have students speak up into the digital platform." (Mrs. Rachel, interview, September 14, 2021)

Students' unwillingness to talk is exacerbated with the fact that almost all students did not have their camera on. Regarding this matter, Mrs. Sarah said:

"For last year, I have to find something to make the students speak or sometimes I don't like it when students don't want to open their cameras." (Mrs. Sarah, interview, October 11, 2021)

Most often, students were likely to turn their microphones and cameras off. It makes the respondents doubt whether they truly understand the materials. Usually in the offline speaking class, lecturers can see students' expressions, yet it cannot be done easily in the virtual class when the students always turned their cameras and microphones off. Murniati (2020) also states that non-verbal cues are very prominent in representing how people form relationships with others. During the class observation, the researcher saw many students tend to be quiet especially in Mrs. Rachel classes. Some of the students even do not give reasons why they cannot answer or give their ideas or opinions related to certain things.

4.1.2 Unstable Internet Connection

In this study, the respondents reported unstable Internet connection as one of the main challenges in a virtual environment. In some areas, the Internet connection was not as smooth as it should be. It was unfortunate for those who experienced delays and could not follow the discussion in the class because of the connection problem. On this point, Mrs. Rachel stated:

"It's because of the internet connection. It's either our provider is not at its best or it could be because the one we use in University A is not performing well." (Mrs. Rachel, interview, September 14, 2021)

Mrs. Rachel said that teachers had to rely on the Internet connection provided by the university. However, sometimes the connection slowed down temporarily and it would affect the delivery of materials and the teaching and learning process.

"One of the advantages is that, if I share a screen, or I share a material, (unclear voice) the material is in the middle. I can also switch to other materials without any trouble like even sharing the YouTube. To do that, you can make use of the plus sign at the bottom left and just upload the link there. Everybody can see it, but it is depending on how good somebody's internet provider is. For me, I maybe see that YouTube is running smoothly without any disturbances. Maybe for students the YouTube is lagging and the voice is not coming through at the same time as the picture, the visualization, but you'll also have that same trouble when using Zoom and Google Meet although there are cases where you can play with the settings, so that the problems can be minimized." (Mrs. Rachel, interview, September 14, 2021)

From the interview, we can infer that the Internet connection affected some applications which require streamings. Lousy Internet connection could cause lagging on certain audio or video although the lecturers used different platforms,

Not only Ms. Rachel that experienced this challenge, but also Mr. Hans stated this problem in his interview:

"Because I myself sometimes have problems with connection, I think we have to understand this. I have to understand the students if the students have to understand me. Sometimes because they get bad connections there must be something wrong, not about the connection only ya. So, I think we should see it in the normal way... For the speaking classes, the challenge is not because of the technology. I think it's not about the gadget I think. It's about the signal that sometimes come in and going and then I think it's not easy for us even when we use various sophisticated technology like Zoom for example." (Mr. Hans, interview, October 13, 2021)

He and his students sometimes had connection problems. For him, when they faced technical problems in virtual classrooms, he believed that the problem lay more with the Internet connection rather than gadgets.

However, he said we had to understand this kind of situation because we were in the virtual classrooms.

Although the interviewee didn't mention them specifically in their interview, some of the classes that the researcher observed often experience these challenges. In Ms. Sarah's class, there was one time when students were asked to open their cameras. One student already opened his camera, but the lecturers could not see his video. After several seconds, the video finally could be seen.

This challenge is very common in the virtual classrooms. Slow Internet connection often hinders the teaching learning process in the classroom. Both teachers and students may experience this problem. This correlates with the findings of many studies related to the challenges of online classrooms (Forrester, 2020; Murniati, 2020; Syafrayani et al., 2022). This challenge can be difficult to overcome since the issue of the slow internet connection may come from sources that teachers and students have no control of.

4.1.3 Teacher's Low Digital Literacy

It is not easy to interact on an online platform. It's not the same as interacting in a traditional class. Either the students or the teacher will sometimes have unexpected technical problems. In this study, some

respondents faced this challenge, yet sometimes the solutions cannot fix the situation immediately. There will be some limitations of online platforms too. Teachers who possess lower digital literacy are likely to have more problems when dealing with technical difficulties. Mrs. Rachel said:

"Some teachers who are not digitally oriented, they are having lots of trouble in what they usually did in face-to-face conversation activities with the BBB...We often do that after a few minutes we got kicked out, even the teacher not only the students is saying that BBB is in trouble. So everyone decided to "Okay we get into Gmeet." But when we get into Gmeet, there are students who are saying "Mam, I'm sorry but my phone is not compatible to use Gmeet on the phone" So for those kinds of cases, if there are more than three having the same thing, then I rely on the Line group... In BBB, unfortunately, if I get them to have all the camera on - it turns out there is a limitation as well. We're not able to see everybody's face on them. Unlike zoom and Gmeet when we can see everybody's face, for BBB there is, I think, there is some limitation… Fifteen people only, I think." (Mrs. Rachel, interview, September 14, 2021)

Technical difficulties may occur due to the limitation in the platform or teacher's digital literacy. Lecturers sometimes found it difficult to look for

immediate alternatives in the middle of the teaching learning process in the virtual classrooms.

> "Making quizzes is difficult. It is not easy to do, and so when a student said "Mam, I forgot to submit!", it becomes troublesome because then I had to change the due date, and I have also to change the possibilities so that the students can come into the quiz again and setting up other things to make sure the students would not be able to answer previous questions already answered." (Mrs. Rachel, interview, September 14, 2021)

In this case, Mrs Rachel shared her experiences in making quizzes. The lecturers still gave grace periods for students who were late to submit the quizzes. However, it was not easy to change the settings of the quiz in order to allow students to retake the quiz.

There were respondents who would like to try new applications, but they had problems mastering these new applications Mrs. Sarah said:

> "For now, it's still hard for me to operate Microsoft Teams, that's the problem. I'm still learning how to operate it, so I still rely on Gmeet. If we use Microsoft teams, I can ask the students to do a teamwork in the breakout room, they can discuss there. That's what i expect, but i'm still in the middle of learning process. So it's still classical, i ask them to ask

their friends about this or that practically like what we've done in the beginning." (Mrs. Sarah, interview, October 11, 2021)

For herself, she was still learning how to use certain platforms so that she could manage her students when she had to assign group discussions.

This challenge is also one of the challenges that can hamper the teaching learning process after the Internet connection problem. The time will be spent while the teacher or the students cannot operate a certain program. From the class observation, the researcher found several incidents where the respondents were struggling with technical difficulties. There was a moment when Mrs. Anne struggled to use Whiteboard in Microsoft Teams. As a result, students had to wait and the teaching learning process had to be paused.

4.1.4 Limited Application or Platform Functionalities that Hinder Task Management

Not all virtual platforms have perfect features that can be used for teaching learning process. Some limitations on the platforms can limit task management in the virtual classes. Mrs. Rachel said:

"We are used to having students do role plays in front of the classroom, and that was difficult to do in either in Zoom, Gmeet or in(unclear voice)

Cyber University B, Big Blue Button, we call it BBB system. (Mrs. Rachel, interview, September 14, 2021)

Mrs Rachel experienced the challenge in virtual classes, while she used to ask students to do role play in front of the classrooms in offline classes. Likely, Mrs. Sarah found difficulty to find activities for virtual classes.

"I still try many ways. I expect to make a drama class but it's still long way to go, so I will go with retelling." (Mrs. Sarah, interview, October 11, 2021)

For Mrs. Sarah, she expected to make a drama class in the virtual classes. But she said it's still a long way to go because she had to learn more about the platforms that she used.

The activities to improve students' speaking skills in virtual classes can be different from the one that lecturers use in offline class. The activities that are done in offline class sometimes cannot be applied in virtual class. So the lecturers have to modify the activity that will increase students' participation and improve students' speaking skills. Some were represented in the form of personal opinion and supported by the lecturers' personal experience, so it did not appear to be in the class observation period.

4.1.5 The Absence of Non-Verbal Cues

Non-verbal cues are important in any interaction. Non Verbal Cues can be defined as the action of the face, body, or voice, not including the words (Haidir & Salim, 2012). In a virtual environment, these non-verbal cues are often absent; thus, lecturers had to augment the interaction among students in the virtual class by giving assignments that might show these non-verbal cues, such as creating videos or audios.

Mr. Hans admitted he used to deliver the lesson with the help of video or audio from native speakers. He thought that it will help the students a lot, for the students would not only learn about the verbal language but also the non-verbal one.

"So the video or audio is usually spoken by what we call a native speaker. By giving the input, the students got many things to absorb. Some expressions, the grammar, and the intonation. Maybe they can also if in video, they can also learn facial expressions and gestures because I think that's important in communication right. And after giving the input, I usually ask them to do the exercise from the simple one. It depends on the level ya, for speaking one for example, I ask them to repeat more. But for speaking three, I also still give them time to repeat the examples, but then maybe I put some blank spaces and then

they can repeat, filling up the blank space. Then after repeating the conversation, just like in the video or audio, I usually give them questions to do, some exercises can be written, and can be orally. And then I ask them to create their own conversation or dialogue. Then sometimes I ask their friends to give input. To give feedback about the dialogue. Sometimes mostly I give them feedback. I think that's alliciating input and then some exercise and then the end is the creation of the conversation and then the feedback. That's the thing I do in class." (Mr. Hans, interview, October 13, 2021)

Similarly, Mrs Anne responded:

"There are a lot of differences. When we are in a speaking class, the priority is not only verbal communication but also the gestures are important. Sometimes it helps a lot. The challenge here is we cannot see those gestures in online classes. Some physical activities cannot be done in online classes so we have to find something to improve students' participation. The last choice is giving them video assignments because in the form of video, they can freely express themselves. They can be more confident in videos. When we have offline classes, I tend to give students less assignments because I usually assess them in class. However we cannot do that while in the online class. It's different when it comes to online classes. It will take more time if we call all the

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students one by one, not to mention if there are troubles." (Mrs. Anne, interview, September 13, 2021)

Here, Mrs. Anne compared that it was hard to have some physical activities in the virtual classrooms. Also she mentioned that it will take more time to call and assess the students one by one in virtual classes, while this could be done easily in the offline classes.

Sometimes the respondents were challenged to provide the students with unique teaching methods and interactive activities in online classes by using the available platform. Some respondents still tried many ways in order to make suitable activities that can be done by all students. In Mr. Hans' classes, he often played videos from native speakers. The students were asked what they can comprehend from the videos. Some were represented in the form of personal opinion and supported by the lecturers' personal experience, so it does not appear to be in the class observation period.

4.1.6 Difficulty in Measuring Students' Speaking Competence

One aspect that the lecturer assesses in speaking class is students' speaking competence. The way the lecturers know how well these students speak is by listening and watching their performance in speaking classes. The lecturers need to observe students' competence. However this cannot be

done easily in a virtual class. The students can read from the script that they have made before. Here is the dialogue derived from the transcript:

"We can know whether this student reads the script or speaks without the script. That's the challenge. So measuring students' competence in online classes is not as easy as in offline classes. There must be some differences. However, as a lecturer we have to know, like for example there are 10 students, their abilities can be seen from the first semester. Sorry, I cannot open my camera because of the bad connection. That's the reason. The intonation and vocabularies must be clear. That's the challenge for speaking lecturers, but the teaching learning process must go on and students' competence can be seen." (Mrs. Sarah, interview, October 11, 2021)

Mrs. Sarah stated that it is not easy to measure students' competence in virtual speaking classes. The speaking lecturers are challenged to be able to assess how their students speaking abilities. The same challenge happened to Mrs. Rachel. She could not assess students' understanding when most of her students turned their cameras off.

"We're challenged to somehow reach out to the students to finally make that student understand the material that we're giving. This is what we see is lacking in online class. We cannot really see how the student is

responding to question "Do you understand", especially also in the case that most students are not on-cam...Online is more challenging because when we share screen, we are having difficulties in knowing how each student is understanding what is being said/ given online. If offline, we kind of know if students understand or not by seeing their faces. But in an online class, especially when you cannot be on camera, we cannot see everyone's expression in the classroom – so we cannot know exactly whether you understand or not." (Mrs. Rachel, interview, September 14, 2021)
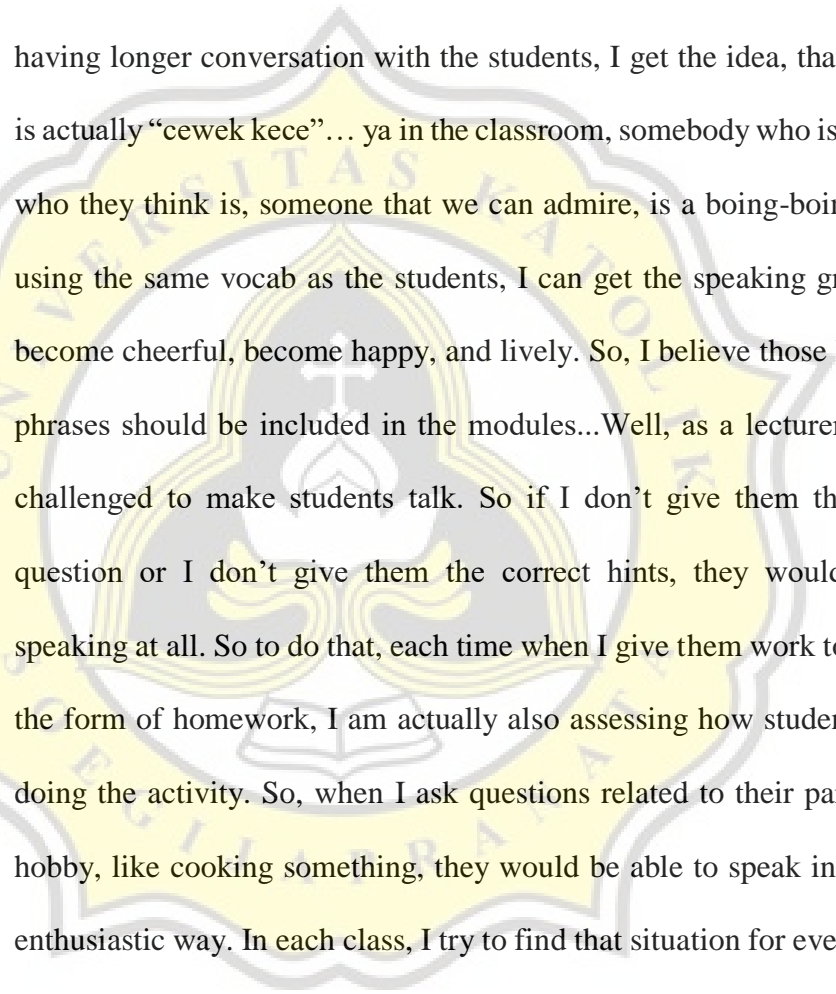
The lecturers somehow were curious whether their students truly understood what was being delivered or not. This challenge was aggravated when the students were not on camera. The lecturers were not able to see students' faces and facial expressions. This made it even hard to know whether the students comprehend the material given or not. Based on the all class observation, most of the students turned their cameras off most of the time unless their lecturers asked them to turn them on. This could result in lecturers' difficulty to assess students' understanding.

4.2 Teaching Strategies in Virtual Speaking Classrooms

Teaching strategies consist of some elements that teachers give to the students to facilitate and encourage class participation. Some strategies can be applied in the teaching learning process to cope with the challenges that teachers might face in virtual classrooms. Applying some teaching strategies can minimize the trouble that the teachers might face and smoothen the teaching learning process in virtual classrooms. The researcher asked about the strategies that speaking lecturers applied when they were teaching during in virtual speaking classrooms.

4.2.1 Looking for Various Topics Relating To the Students

In this study, most respondents stated that this strategy can increase students' participation in the synchronous virtual speaking classes. This strategy focused on the virtual speaking classes. From this interview, teachers stated that the students will be more comfortable to share their ideas if they know and relate to the topics and know what the teachers are discussing. This study shows that the lecturers have to modify and adjust with the topics that students can relate to. The lecturers tried to find what young people like nowadays. They realized as the time went by, the method should be different too. What teenagers or adults say nowadays can be different from the past Here is a quotation taken from the interview transcript:

"To be in tune with the young people, I also urge students to not just say the conventional lines of "Hi how are you doing but change into "How's your boing doing?" Phrases like "boing boing"…well, at first I asked myself, "What is that?", it's not a usual thing for my generation but after having longer conversation with the students, I get the idea, that boing is actually "cewek kece"… ya in the classroom, somebody who is pretty, who they think is, someone that we can admire, is a boing-boing. By using the same vocab as the students, I can get the speaking group to become cheerful, become happy, and lively. So, I believe those kind of phrases should be included in the modules...Well, as a lecturer we're challenged to make students talk. So if I don't give them the right question or I don't give them the correct hints, they wouldn't be speaking at all. So to do that, each time when I give them work to do, in the form of homework, I am actually also assessing how students like doing the activity. So, when I ask questions related to their particular hobby, like cooking something, they would be able to speak in a very enthusiastic way. In each class, I try to find that situation for everybody to finally speak a lot and not just be quiet in class." (Mrs. Rachel, interview, September 14, 2021)

By having a lot of conversations with her students, Mrs. Rachel was able to know what kind of vocabulary youngsters use nowadays. During the class

observation, the researcher saw that Mrs. Rachel tried to engage with the students, tried to relate the material they discussed with the students' reality. Mrs. Anne also mention the same thing:

"For the idea, one of the sources is from YouTube or Google. We cannot always depend on our way of thinking. Actually those sources like YouTube or Google help a lot to know what youngsters like nowadays. If I go with my way of thinking, it cannot be the same. If we often see YouTube, TikTok, it will be like, "O they like this trend nowadays." Later it will be adjusted with the material in classes. " (Mrs. Anne, interview, September 13, 2021)

Mrs. Anne considered following youngsters' trends through YouTube or TikTok then integrating those trends in the material they were going to discuss. In the beginning of her class, sometimes Mrs. Anne gave some quizzes about the latest song. It was proved that it could elevate students' participation in virtual speaking classes.

"The cultural facts can also be put in the module. Situations like what's happening now in the pandemic era can also be put into the setting. A local setting of the Indonesian Independence Day where you are competing into eating the krupuk can be changed also because, ya, we don't have that anymore. That's already outdated, what we have now is

competing into Tik Tok. Trying to say something with Tik Tok. Those kinds of things would help to elevate and get students get the same wavelength. So, It will be more enjoyable that way rather than having a module with trying to why we would want to know how to operate a photocopy machine like in the old times, or why would we want to know how to send some text by using a fax machine." (Mrs. Rachel, interview, September 14, 2021)

The effort in relating to students' interest is also evident in the respondent's attempt to update their speaking modules by integrating popular culture and current social media such as TikTok and Instagram.

This strategy has increased students' participation in the classroom resulting in each student getting a chance to talk and share their ideas. In one of Mrs. Sarah's classes, each student got a chance to talk about their favorite food. The teaching learning process does not focus only on the teachers' explanation and theory from the modules, yet students' experience in certain topics also contribute a lot. When the students were in the situation of understanding or being related with the situation explained, they could speak their opinion more and engage in the discussion.

4.2.2 Exploring Various Activities to Increase Students' Engagement

The teacher can explore some activity ideas on some platforms. In the virtual speaking classroom, respondents thought that this strategy was helpful. There are already a lot of sites on the Internet where they can find ideas for the activity that will be applied in speaking classes. For Mrs. Anne, she usually explored YouTube or reading books to find activities' ideas. She stated:

> "We can explore by accessing YouTube more often, reading books. There are a lot of ideas for games that maybe suitable for speaking classes." (Mrs. Anne, interview, September 13, 2021)

Meanwhile, in Mrs. Rachel class, she managed to make students do role plays in Zoom. Mrs. Rachel said:

> "Ehmm, I just remembered. When I said at first that using the BBB is challenging because we cannot do role plays, now I have been able to get students do role plays by putting them into small BBB classrooms, where as a teacher I can fly into every little classroom. Sometimes, they don't realize I'm there and when I give a comment, they get surprised and say, "oh mam you're in here"… "yeah I was listening to you and so I know that you were speaking in Indonesian when you are supposed to do this in English'. They said that they felt shy using English, but when

it makes them challenged with the fact that they have to speak English all the time because they don't know when I come into the little classrooms... So, if you're using this kind of platform in Zoom now, like in mine, I don't know how it is in yours, but in the way I look that you're above me, in the video, in trying to make a conversation, it would be, "Hello Jane. How are you?" (looking downwards) and then you go "Hello Ms. Rachel" (looking upwards) so when they make a role play with Zoom, they need to try to find out, who is on the right, who is on the left, who is on the top, and who is on the bottom, so when it is presented to the other friends - although we're all in our own home, it looks like we're talking to each other. For this, there must be someone who directs." (Mrs. Rachel, interview, September 14, 2021)

The class observation from Mrs. Rachel proved that this strategy can be applied in online classes. The respondents even gave the researcher the example of video assignment that makes use of a role play by Zoom. It gave students chances to improve their speaking skill with their partner.

4.2.3 Using Various Platforms to Counter Technical Difficulties

While in virtual classes, the teachers cannot depend on only one platform to do the teaching learning process. This study shows that some platforms help the respondents to make the teaching learning process easier. They also

could find an alternative platform that can support the teaching learning process. When there were also students that face technical difficulties that could not be avoided, lecturers could facilitate them by giving the material or teaching video that can be accessed anytime. Here is the dialogue derived from the interview transcript:

"Usually, I input the audio and video in OBS. OBS is an open broadcasting studio. It's a small studio that we can use for broadcasting video and audio online. I think that's very helpful because we can't just share screen the video on Google Meet. So I use the OBS and I also use some of the stuff like Jamboard. Jamboard is an online whiteboard by Google I guess. I use a Jamboard for writing like writing on a whiteboard in real class. So I try to make the situation light. I think that's mostly what I use. And I also use some websites, special websites, like BBC learning English.com, voice of America, and I also like to ask my students to watch TED.com. It's a speech, I think you know that." (Mr. Hans, interview, October 13, 2021)

Mr. Hans usually used a certain platform like OBS to play a video and jamboard to write on a whiteboard. He thought that those platforms could support his teaching, other than the video conference platform. He also made use of some websites as his teaching sources.

Meanwhile, Mrs. Rachel made use of Line group and made the situation similar as in the Big Blue Button. So, this could be a solution for those who could not join a video conference at the beginning. What Mrs. Rachel did in her Line class group can be seen from her statement:

"For Line, you can do what you would do in the classroom. I can also make a situation like the BBB, where I share my material on the Line group. I can even share also videos into the Line group of the students. What's nice about line also is I can see each one of them, meaning I see their faces, I see what they're doing if they are not on camera. In comparison to BBB, in Line we can also see the cover of students, who like to use animation as well." (Mrs. Rachel, interview, September 14, 2021)

The other alternative that Mrs. Rachel did to help students that had difficulty to access the classes besides sharing the material through Line class group was record herself delivering the material. Mrs. Rachel said:

"When all cases are not dependable, meaning that, like let's say students are saying, "ma'am we can't get into the BBB, but we're always kicked out" or maybe "I'm having problems with my internet provider, so, I can't join Zoom because my internet is lagging. For these situations then, the final way for me to deliver my lectures is for me to video

myself. I record myself, pretending there are students in front of me, then I will upload the result either to the students Gmeet, I mean the email, which is University B's email." (Mrs. Rachel, interview, September 14, 2021)

Mrs. Sarah found that using Google Meet to hold video conferences with the students was much easier so she keeps using that platform. Besides, Mrs. Sarah also made use of the e-learning provided by the university to collect students' assignments. She said:

"I prefer to, at the end I keep using University X Gmail and the students can access it, it's more comfortable than before. We didn't use Gmeet before. If we wanted to use it, we had to make it manually, and it's not compatible with e-learning. Now, I can use Gmeet and it's easier for me...Because of this pandemic, I usually also make use of the e-module, because it will be complicated to use e-learning because I have to download the files one by one, the link will be on the e-learning. It's comfortable to use e-learning to send the assignment videos. We can access them anytime. The platform is like Google Classroom, it's so comfortable for me." (Mrs. Sarah, interview, October 11, 2021)

All those three respondents used various platforms while in the classroom. It helped them a lot while presenting the material, finding the video for

teaching, playing the video smoothly so the teacher and the students don't have a time gap. In Mrs. Rachel's classes, she usually used Adobe Reader to present the material and Google to present videos and some exercises for students. It is stated in the interview that Mrs. Rachel makes use of Line for the alternative platforms. In Mrs. Sarah's classes usually made use of Google Meet and Microsoft PowerPoint. Mrs. Anne made use of Microsoft Team as a meeting platform and use various platform to deliver the material, e.g. Microsoft Whiteboard.

4.2.4 Accommodating Students' Different Needs and Difficulties

In this study, some of the respondents expressed their concerns with the students' needs and challenges during virtual classrooms. To remedy the situation, the respondents reported that they were willing to extend the deadline or give alternatives for students to do and submit their quizzes. Below is the excerpt from Mr. Hans' interview:

> "I facilitate them once in a while connection problem or the technical problem in submitting the material. I give them time to do that but if you repeat the same problem again and again, I think I have to ask that student what is going on. Maybe I give some, not punishment ya, maybe they have consequences. But I facilitated some normal problems." (Mr. Hans, interview, October 13, 2021)

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Mr. Hans accommodated the students' problem in submitting the assignment by giving them extra time. However, there would be some consequences if the students kept reporting the same problem frequently.

"If a student cannot join the class on that day, I let her/him. It also happened in the last semester , so in this new semester I told them to install Ms. Teams in advance because we use that platform for teaching the learning process, after that they say, "Ms, I cannot." Then what's the problem." (Mrs. Anne, interview, September 13, 2021)

Here, Mrs. Anne told her students in advance to install the platform that was going to be used, namely Microsoft Teams in advance. This would make them easier to access Mrs. Anne classes as the teaching learning is done. Similarly, Mrs. Rachel accommodated her students who needed extra time in doing their assignment. Mrs. Rachel said:

"Some would say, "We're so tired, we need more time". Well, I'd say, "make your time - your quality time to do the best in what you are doing...It's unfortunate for those students, who do have delays in internet connection, and so for that reason as long as the students is communicative by saying, "Mam I'm sorry, but I just had an electricity blackout and I cannot submit my work in the due time, then I would say "You can send in your work any time when the electricity is on". It is

good that this student is very communicative by saying, "Mam my electricity just run out when I was working on it, so I may be submitting in one hour. Is it okay? " I said "It's fine for me" To tell you the truth, I never make any deducted marks meaning that if somebody is late in submitting I don't minimize the marks." (Mrs. Rachel, interview, September 14, 2021)

Mrs. Rachel said she was pretty much flexible in dealing with students' difficulties when completing tasks. She said she understood her students' situations if they would like to ask for an extension. She usually gives grace periods so that students can still submit their assignments beyond the due dates.

Likewise, what is said by Mrs. Sarah in her interview, she considered giving additional time for the students who were not able to present at the specified time. Mrs. Sarah stated:

"If there is a writing assignment, I expect at the end of the class in the next meeting the students that are not able to present in the class at that time can show their assignment. I give them extra time, it will not be possible if it's only one hour, it must be more than that. My classes are split into morning class and afternoon class, in the afternoon class there are students who already work so it must be tiring, but how if we don't

teach them. What will happen to their assignment, Mrs. Jane." (Mrs.

Sarah, interview, October 11, 2021)

In Mrs. Rachel's classes, sometimes the students got troubles with their microphones or their cameras. Mrs. Rachel always asked the students about the trouble and then gave some suggestions that could help the students fix it like rejoining the platform. When students were facing technical difficulties, lecturers could provide assistance in solving them. Although lecturers could not directly help students, they could guide students what to do through online platforms, phone calls, or text messages.