

DISCOVERING STUDENT'S PREFERENCES OF LEARNING ENGLISH SPEAKING ACTIVITY DURING *PTM TERBATAS* AT MAN 1 GRESIK

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ABSTRACT Implementation of *PTM Terbatas* or limited face-to-face meetings affects English learning activities both online and offline. When it comes to learning, selection activity is crucial since it will connect to the learning outcomes. However, the primary objective of this study is to explore the student's preferences for learning English Speaking skills during *PTM Terbatas*. This study applied Qualitative research. A series of questionnaires adapted from Huang Huang and Hu has been distributed to 36 students in 12th grade and an interview guideline for the English teacher of MAN 1 Gresik. The result of this study indicated that asking and answering questions with the teacher and playing online games are the most favorable activities. The conclusion is that students prefer asking and answering questions in offline activities while in online activities, they like playing online games more than other online activities.

Keywords: student's preference, learning English speaking. *PTM Terbatas*

INTRODUCTION

Due to the implementation of *Pembelajaran Pembatasan Kegiatan Masyarakat (PPKM)* which limits activities from several aspects, including in the field of education, the application of *Pembelajaran Tatap Muka (PTM) Terbatas* creates some changes in the implementation of teaching and learning in schools, particularly in the classroom. This system. Thus, it forces the implementation of learning to be divided into online and offline following the consideration of limited time for face-to-face learning (Onde, et al., 2021). In practice, language learning activities cannot be carried out as usual, especially in English subjects which also require the enforcement of activity to improve English language skills. The researcher considers the significance of research that discusses the implementation of learning activities, especially from the aspect of speaking English.

As English has been widely used all over the world, there is a need for learners to acquire communication skills which present a vital role in order to communicate well across countries and even culture. Therefore, it can be said that speaking is the most important and one must have mastery among the four language skills (Rao, 2019). According to Richards (as cited in Lucantoni, 2017), being able to speak in a second language well is a very complex task. In agreement, Candlin (as cited in Lucantoni 2017) stated that the most difficult task faced by language teachers is to get the students to speak. Tigarajan et al. (2016) argued that one of the underpinning aspects highlighted for successful language learners is an ability to employ appropriate language learning strategy in their classroom setting. Martinez (1996) pointed out that there is a need for learners to learn how to apply certain strategies according to what actually works for them.

As a part of learning strategy, learning activity plays a significant role for successful language learners. Moreover, particular classroom settings have a prominent impact in conducting language learning activity, especially speaking (Rahmawati, et al., 2021). The learning activity that is conducted through face-to-face and through online media results in some factors in the probability of interaction as a part of speaking practice. Silva and Duante (2011) pointed out that providing opportunities to communicate orally is essential in foreign language learning. Thus, exploring students' interest in learning activities carried out in the

classroom is critical. Learning activities have an impact on student comprehension and motivation to learn (Fadilla, Relawati, and Ratnaningsih 2021). On the other hand, teachers must consider the classroom environment, the quantity of students, and the students' overall competence when selecting learning activities, particularly during the COVID-19 Pandemic.

Good communication necessitates good interaction. English teachers should create a conducive learning atmosphere to provide students with experience in order to achieve a good condition for interaction. Richards (2006) believed that learning a language best when using it to do things and through communicating in it. Thus, if the students lack experience in learning English, they will not be able to develop their communicative skill, specifically speaking. The primary goal of any English language instruction should be to equip students with the ability to communicate effectively and properly in English (Kedir, 2017).

In this case, English teachers need to be creative and choose good methods to help teachers and students present their ideas in class. According to Griffiths (2007), teachers can promote language learning strategies used by their students. Bell (2007) suggests that teachers should have a clear understanding of all methods and that they should develop their own principles-based methods or decide which principles-based methods to teach. Teachers cannot overlook the methods created and used by teachers. Teachers need a fundamental method to build their own teaching. According to Wardhaugh (1969), students should be stimulated to use the English language and attempt to use the innate process of language acquisition that they have.

The prior studies conducted about students attitude toward online to face-to-face learning transformation found that students favoured face-to-face learning than online learning (Fatmawati et al., 2021). However, topics related to the students preference to learning activity of speaking English as a foreign language either online or face-to-face mode is still unknown. Other than that, Samperio (2017) pointed out the importance of taking consideration from students' perceptions in selecting speaking activities. As a result, the preferred activity shows an engaging activity, facilitating learning, even raises interests and motivation.

Against this backdrop, this research aims to gain deeper understanding by discovering students' preferred activity in learning English speaking during the implementation of *PTM Terbatas* and how English teachers conduct English speaking activity to reach a successful language learning process. This study is conducted underlied by two research questions: 1) "What type of learning activity do the students prefer to do in learning English Speaking during *PTM terbatas* at MAN 1 Gresik?", and 2) "How is the English teacher's perception towards the English speaking activities implemented in English class during *PTM terbatas* at MAN 1 Gresik?". The results of this study are expected to generate valuable information related to the current condition of the implementation of *PTM Terbatas* in conducting English speaking activities in the English as Foreign language Classroom, and how the activities is effectively applied as a reference for teachers, lecturers, or other educators for their online teaching and learning process.

LITERATURE REVIEW

The implementation of *PTM terbatas*

According to Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning during the Pandemic Coronavirus Disease 2019 (Covid-19), or what is known as a Joint Decree (SKB) of the Four Ministers, implementation of learning in PPKM regional education units level 1-3 can be done through limited PTM and/or PJJ (*PTM Terbatas*).

There are five provisions regulated in the Decree of the Four Ministers regarding the implementation of health protocols. First, the condition of the class in all sectors of education and equality programs must pay attention to maintaining a minimum distance of 1.5 meters and a maximum of 18 students per class (about a maximum of 50%).

Second, the number of days and hours of face-to-face learning is limited with the division of study groups (shifts) which can be determined by the education unit while still prioritizing the health and safety of the citizens of the education unit.

Third, mandatory behavior in all educational units, namely using three-layer cloth masks or disposable masks/surgical masks that cover the nose and mouth to the chin, washing hands with soap with running water or hand sanitizer, maintaining a minimum distance of 1.5 meters and do not make physical contact such as shaking hands and kissing hands, wearing mask, washing hands, keeping the distance, as well as applying cough/sneezing etiquette.

Fourth, related to the medical condition of the residents of the education unit, where residents must be in good health in carrying out limited PTM.

Fifth, activities that have the potential to become crowds are not allowed to occur in the education unit. The activities in question are the canteen, where residents of the education unit are advised to bring their own food/drink with a balanced nutritional menu; sports and extracurricular activities, where residents of the education unit are advised to continue to carry out physical activities in their respective homes; and activities other than learning in the educational unit environment such as parents waiting for students in the education unit, taking breaks outside the classroom, parent-student meetings, introduction to the education unit environment, and so on.

Learning English Speaking in EFL classroom

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings, in Brown (2000:5). Among the four skills learned in language learning, speaking skill especially for a foreign language is deemed quite challenging to be mastered by language learners since it needs a great courage and provision to know how to use a language that they are not quite familiar with. Notably, to be able to speak means that the speaker should be able to deliver the message easily in a communication (Gani, et al., 2015). Speaking is one of the skills required in learning English that is the most taken into consideration in real-life circumstances. Speaking skill is considered prominent since it plays a big role in everyday interaction and frequently affects other people's impression regarding the ability to speak fluently and comprehensively (Liao, 2009). According to Brown (2004), there are some components in speaking a language, namely grammar, vocabulary, pronunciation, fluency and comprehension. Therefore, to be aware of those components should be considered in practice speaking. It means that the learners need sufficient knowledge as well as skill to know how to speak and what they want to say.

Basically, EFL stands for English as a Foreign Language. According to Berns (1990), foreign language learning is the process of learning a target language in a country that does not use this language as communication speech in the community. In this context, English as the target language is an essential part of the EFL classroom since it may have few opportunities to be used by learners outside the classroom (Suryati, 2013; Sulistiyo, 2016).

In fact, to practice speaking English is more challenging particularly in the real-life situation where the community does not use the language in everyday communication. For Indonesian learners, they surely face some problems such as lack of vocabulary, poor pronunciation, poor grammar and so on (Heriansyah, 2012). Other than that, in the implementation of teaching and learning practice, the methods and strategy also affect. In

conclusion, the way how learning speaking process in the EFL classroom takes an essential part in enhancing speaking skill.

Learning English Speaking Activity

There are numerous activities that can be used to help learners improve their speaking abilities. It is the teacher's responsibility to determine which activities are appropriate for classroom instruction. When selecting activities for students, numerous factors must be considered, including learning objectives, competency level, and instructional resources (Suban, 2021).

Some researchers found that particular communicative activity can help enhance motivation as well as improving students' speaking skill in language classrooms. For instance, doing presentations, asking and answering questions, playing games, practicing conversations, recording talks or video, role-playing, retelling and reporting information, having interviews, doing discussions, and other pair or group activities. Furthermore, the existence of several technological tools nowadays provide a beneficial assistance in conducting learning speaking activity. Regardless, the appropriate teaching strategy and consideration should be applied to create an attractive and effective lesson design (Suputra, 2021).

The most frequently used activity to create a communicative environment in the classroom is discussion, particularly in language learning (Arafat, 2016). It can be done in small or large groups where no special rules or directions are required. Some studies reported discussion activity creates a fun and supportive learning atmosphere, when students can increase their activeness and confidence in speaking (Azizah, 2018). Whilst, during remote learning, the presence of some technological tools discovers beneficial features to conduct online discussion both synchronously or asynchronously. For instance, discussion forums using chat rooms or video conferences. Furthermore, presenting any information is often applied by many teachers in post activity since it resumes all of the materials that were already explained in the class. In line with discussion, presentation activity also allows students to practice their speaking skills.

The other communicative activity that is popularly conducted to improve speaking skills is asking and answering questions. This activity is carried out through small or large groups following the teachers' instruction. It is also a strategy to know how involved students are and encourage them to be active in the classroom. Apart from large group class setting, this kind of activity provides an alternative strategy to keep students engaged and provide opportunity for those who are reluctant (Harmer, 2007). Taking the role of the questioning and answering concept, a study conducted by Sianipar, et al (2015) showed that interview strategy can improve speaking skill. According to Dandeli and Hanging (2001), students can express their ideas, emotions, and problems through interview teaching techniques. It can be effective techniques to approach the students in involving the learning process. Because it takes away the passive learners and forces him to actively engage with the subject matters.

In the aspect of planned talks to learn speaking, there are some activities that can be done during language learning such as practicing conversation and role-playing. Pair conversation enables students to speak a lot according to the teachers' instruction. To build their confidence in speaking English, teachers should know the students' learning style and needs. Moreover, students can establish their listening ability since it involves two people in order to know the topic, they must understand what their friend is talking about. Notably, role playing is one of the most typical speaking class activities. According to Larsen-Freeman & Anderson (2013), Role-plays are prominent in the communicative approach since they authorize learners to practice communicating in a variety of social circumstances and roles.

In designing attractive and interesting activities, games can be used to supplement teaching techniques to enhance the students' motivation and involvement during the learning

process. By conducting communicative games, students have a greater chance to produce a target language in more fun and communicative ways. Michael (2016) claims that games are described as voluntary, which contradicts the concept of "serious game". Furthermore, despite the fact that having fun may appear to be a pointless activity, individuals develop excellent submersion and attention skills.

As a part of training the speaking ability of students in a language classroom, several communicative activities can be chosen under the consideration of getting students to speak fluently both individually or in groups. For instance, reporting information, story telling, debate, and jigsaw. Retelling a story or storytelling not only helps develop the students' speaking skill, but also it can increase listening, reading, writing, interactional, vocabulary, and literacy (Atta-Alla, 2012). Similarly, the activity of reporting information forces the need of focusing on the topic, collecting the information, memorizing and arranging their idea to create a language expression about the story or the topic seems very desirable.

Focusing on group activity, teachers can implement debates or jigsaws. In debates, the learners are capable of making and defending informed decisions about information outside their own area because they do on a daily basis. According to Dale & Wolf (2000), a debate is a speaking activity in which opposing viewpoints are expressed and contested. There are several benefits of implementing this activity in the classroom including, increasing students' critical thinking, developing students' communication skills, expanding students' questioning skill, and vice versa. Whilst, the jigsaw strategy is an effective teaching style that encourages listening, engagement, interaction, peer teaching, and cooperation.. As a group activity, jigsaw allows the students to develop their speaking ability since they will be forced to speak up based on the topic discussion. As Harmer (2004) stated that group work has some benefits, one of them is encouraging students autonomy by allowing them to create their decision in a group without being told what to do by the lecture.

Additionally, technology, in particular, increases the opportunities for students and teachers to interact in a more flexible place and time (Sholihah, 2016). It results in the existence of alternative ways in the process of conducting learning activity both directly or indirectly. Commonly, in online learning, recording audio or video take a great role. According to Sadiman (2005:49) audio and video media is a medium to convey messages to be conveyed in the form of auditive symbols, both verbal (into words or spoken language) and non-verbal. In this case, recording audio and video is used to convey information to others which can also increase speaking skill. An example of recorder audio is podcasts. In contrast to radio, which must be performed and broadcast live at a certain frequency, podcasts are audio recordings that can be listened to by the general public via the internet. In learning English, teachers can use this kind of interesting media and according to the development of the current modern era. Moreover, an example of recorded video is vlog. Creating a vlog to promote the student's speaking skill is the current methodology right now especially during a pandemic.

METHODS

Research Design

The design of this research is descriptive qualitative study. Regarding this research design, descriptive qualitative method is defined as a one of the kinds of research that aims to obtain the current phenomenon and is directed toward determining the natural setting in a more deeper and detailed way (Creswell, 2008). As this research involves the way of obtaining a deeper understanding of a social phenomena of the students' preferences of English speaking activity during the implementation of *PTM Terbatas*, the qualitative design of this research is compatible with such intention.

Setting and Participant

The researcher conducts the research to the teacher and students of one of the classes at MAN 1 Gresik. The class where this study was conducted in particular carried out several English speaking activities during *PTM Terbatas*. This research was conducted in the first Semester of academic year 2021/2022 in October to November 2021.

This study involved participation from islamic senior high school students who are in the English majors and an English teacher. In this research, the population was the students of language majors in MAN 1 Gresik academic year 2021/2022. The total of the population is about one hundred students that is divided into tenth grade, eleven grade, and twelve grade. In selecting the research subjects, the researcher used purposive sampling technique. Purposive Sampling technique was decided as judgemental, selective, or subject sampling technique (Talis, 2018). This non-probability sampling focuses on sampling techniques where the units are investigated based on the judgment of the researcher. The researchers determined the 12th grade students of language major particularly in the academic year 2021/2022 as the sample of this study.

Data Collection

The data were collected through a questionnaire and an interview as the means of getting students' beliefs and teacher's perception on the topic. The researcher distributed the questionnaire to 36 students in a form of link through WhatsApp group in which students could state their answers toward the questions exploring their experience. The researcher also interviewed the English teacher who taught English speaking in the directed class to investigate the perception towards the teaching English speaking activity during the implementation of *PTM Terbatas* and compared it with the students' answer.

In gathering the data, the researcher followed some procedures, as follows: 1) The researcher distributed questionnaire to the sample of the study, 2) The researcher collected the questionnaire, 3) The researcher interview the English teacher, 4) The researcher transcribed the result of the interview, 5) The researcher classified the answers based on the questions, and 5) The researcher analyzed the data and make conclusion.

Instruments

In collecting the data from the subject, the researcher used questionnaire and interview guidelines. Questionnaire was determined as the first research instrument to collect the data from the students as participants. There are 20 items in the questionnaire adapted from Huang Huang and Hu (2016), with 5 points likert scale for each item (see Table 1). The questionnaire The scale is from 1 to 5 for each item which is ranged based on favorable responses. The questionnaire that was used consisted of closed-ended questions form. The questionnaire was divided into two sections including 1) Students' preferred activity in learning English speaking face-to-face during *PTM terbatas*, and 2) Students' preferred activity in learning English speaking online during *PTM terbatas*.

Table 1. Likert Scale

Responses	Numerical value
Very Helpful	5
Helpful	4
Neutral	3
Less Helpful	2
Not Helpful	1

Moreover, the researcher gained the data through interviewing an English teacher using an interview guideline. In this case, the researcher interviewed the English teacher to describe

the teacher’s perceptions toward the English speaking activity during the implementation of *PTM Terbatas*. The semi-structured interview included 10 questions. Semi-structured interview was where the questions were designed prior to the interview but allowed flexibility to the interviewee to give additional explanation or to elaborate particular issues through the use of open-ended questions (Blandford, 2013).

Data Analysis

The researcher followed some procedures in conducting data analysis in the research. To initiate, the research gathered the data that will be evaluated. Second, the researcher sorted the answers into categories based on the questions. In addition, the researcher compared the result of questionnaires to the result of the English teacher’s interview.. From the data of the questionnaire, the researcher used percentage, and to analyze it, the researcher used the formula proposed by Sudjana (2001). From the data of the interview, the researcher applied qualitative analysis using open coding. After the step, the researcher interpreted the data. The last is to draw a conclusion.

FINDING AND DISCUSSION

Finding

After analyzing the data, the computed statistical result is interpreted descriptively to find out the students’ preferred activity to learn English speaking during *PTM Terbatas* and how the teacher’s perception towards the English speaking activities during the implementation of *PTM Terbatas*. The descriptive analysis data presented the result of the mean or average value for each item in the questionnaire for each section.

In the first section, the finding is presented in two parts, namely the students’ preferred activity to learn English Speaking during learning in the classroom, and students’ preferred activity to learn English Speaking during online learning.

Students’ Preferred Activity in Learning English Speaking during The Implementation of “PTM Terbatas

Students’ preferred activity to learn English Speaking during face-to-face learning

Based on participants’ responses, the researcher presented the data with the calculation of average value for each item. The researcher ranked the items from the highest mean value to the lowest mean value to identify the activity that is considered helpful to be conducted in learning English speaking during face-to-face learning based on students’ perspectives and experiences.

Table 2. The result of students’ preferred activity to learn English Speaking during face-to-face

Rank	Activity	Mean
1	10. Asking and Answering questions with teacher and classmates	4.47
2	1. Playing Games in the classroom	4.44
3	6. Doing interviews with friends	4.44
4	9. Doing discussion in the classroom	4.39
5	3. Retelling a story in front of the class	4.22
6	2. Role-playing in front of the class	4.19
7	4. Doing presentation in front of the class	4.19
8	5. Conducting debate in the class	4.17
9	8. Practice conversation in pairs in front of the class	4.14
10	7. Doing jigsaw activity in the class	4.08

Regarding the Table 2., the rank order of activity shows that most of the students consider asking and answering questions with teacher and classmates in the classroom (item 10) to be the most favorable way to learn speaking during the implementation of *PTM Terbatas* with

mean value 4.47. It can be concluded that the majority of the students agreed that QnA activity in the classroom setting helps them to learn English during face-to-face learning. Furthermore, the positive perceptions on the application of playing games and interviewing with peers have higher responses based on students' answers ($M=4.44$). It means that the students have higher interests in those activities rather than the other activities, and consider games and interview activities helpful to improve their speaking skills. Contrarily, doing jigsaw is less favorable than other activities with a mean score of 4.08. According to the average value of response that still indicates positive responses dominating, it shows that jigsaw is less favorable but does not mean the activity is not helpful for students' learning speaking activity.

In conclusion, from the mean value of responses which is inclined to positive perceptions ($M>3.60$), students' as the participants of this study tend to agree that the speaking activity listed above is helpful to support and facilitate their learning English speaking activity during face-to-face learning.

Students' preferred activity to learn English Speaking during online learning

Based on participants' responses, the researcher presented the data with the calculation of average value for each item. The researcher ranked the items from the highest mean value to the lowest mean value to identify the activity that is considered helpful to be conducted in learning English speaking during online learning based on students' perspectives and experiences.

Table 3. The result of students' preferred activity to learn English Speaking during online

Rank	Activity	Mean
1	14. Playing online games	4.19
2	12. Asking and answering questions through online media	3.94
3	17. Reporting Information through online media	3.94
4	18. Recording audio and video	3.89
5	20. Online discussion using online video conference (synchronously)	3.81
6	11. Doing online presentation	3.78
7	16. Making vlogs	3.78
8	15. Making podcasts	3.75
9	13. Practicing conversation in pair using video conference	3.67
10	19. Online discussion using chat room (asynchronously)	3.61

Concerning table 3, the rank order of activity indicates that most students consider playing online games to be the most favorable way to learn speaking during the implementation of *PTM Terbatas* with mean value 4.19. It was presented that most of the students agreed that playing online games can improve their speaking skill. Asking and answering questions through online media is the second option selected by the majority of students with a total value 3.94. It can be summed up that two activities explained are the most interesting speaking activities during online learning. However, the other activities does not mean it can not be applied to improve a student's speaking skill, but the decision of this result is based on the students' opinion. All of these activities can be useful for teachers and students where they can employ it according to the learning objectives.

Teacher's Perception Towards The English Speaking Activities Implemented in English Class during PTM Terbatas

Based on the result of an interview with the English teacher, the researcher presented and described the data based on some points.

The implementation of PTM Terbatas and English Speaking Activities

Q1. How does the implementation of PTM terbatas affect the English speaking learning activities?

Based on the teacher's response, the implementation of PTM Terbatas affects a student's speaking activity in the aspect of limited time and setting, as well as the need of applying certain media like video conferencing. The teacher assumes that online learning activities cannot be conducted as good as face-to-face learning. Thus, the force of having limited space to conduct particular learning activities results in the different level of a student's speaking skills rather than during face-to-face learning.

Q10. What is your consideration in applying certain English speaking activities during the implementation of PTM terbatas?

In applying certain speaking activities, the English teacher considers some aspects to have an optimal learning process. It includes time management, learning objectives, and students' characteristics. The time management means that during PTM Terbatas, it has a shorter time allocation than the normal. Moreover, the teacher also adjusts the types of speaking activities to the objectives of a particular lesson that will be achieved. Additionally, the characteristics of students including the students habits and needs are also carefully considered.

Students' Activeness in Learning English Speaking During PTM Terbatas (Q2-Q4)

Q2. How active are the students in learning English speaking during face-to-face learning?

Regarding the application of speaking activity in the classroom, the teacher assumed that the majority of the students are engaged following any activity determined by the teacher.

Q3. How active are students in learning English speaking during online learning?

The teacher stated that, because WA groups are mostly applied instead of video conferences, students are less active in speaking during online learning. As a result, learners are more engaged in writing.

Q4. Does the students' activeness in learning English speaking different during offline and online learning? and How?

Based on the teacher's opinion, students' participation in online and offline classes differs significantly. When online learning students tend to maximize their writing skill since they may feel less confident to speak up using voice notes in WA Group. Meanwhile, in offline class students are very enthusiastic to talk, even if it's only to clarify the information that has not been understood. In addition, teachers can keep an eye on things and encourage them to speak up.

The Most Favorable Activity Learning English Speaking During PTM Terbatas (Q5-Q6)

Q5. What is the most favorable activity during offline learning in PTM terbatas? How do you assume?

Based on the teacher's perspective, the students are mostly interested in discussion activity, because learners are able to share any information with their peers. Also, they may gain new things from the activity.

Q6. What is the most favorable activity during online learning in PTM terbatas? How do you assume?

In conducting online activity, the most favorable activity to learn and practice speaking is creating a vlog/video, because students are compelled to speak up on the matter in some way.

The Benefits and Challenges in Teaching English Speaking During PTM Terbatas (Q7-Q9)

Q7. What are the benefits of the implementation of PTM terbatas on conducting learning English speaking?

Apart from the negative impact of the implementation of PTM Terbatas, the teacher found that it is easier to handle the class with fewer students and it combines both traditional

and modern teaching methods. In fact, with a small number of students in a class, a teacher can easily focus on them individually.

Q8. What are the challenges faced by an English teacher in conducting English speaking class during PTM terbatas?

The difficulties or challenges faced by teachers mostly in terms of time management and students' language proficiency. In practice, PTM Terbatas forces teachers to adapt to a new regulation and learning system. Therefore, it needs more time management strategy to encounter this problem well. Other than that, since speaking activity is mostly supported in face-to-face learning, the teacher found that there is a different level of students' language proficiency after learning completely online for a long time.

Q9. What do you do as the English teacher to solve the problem in teaching English speaking during the implementation of PTM terbatas?

As a teacher, well-considered lesson planning plays a big role in conducting effective teaching and learning activities. Therefore, the teacher needs to do the best to design the lesson, prepare the material, and choose the appropriate activity in teaching speaking both during online and face-to-face learning.

Discussion

In this section of discussion, the researcher presented the discussion after getting the result of the research. The result of the research was described after the researcher did an analysis of the data. This discussion is concerned about the students' preferred activities of learning English speaking followed by the English teacher's perceptions during the implementation of *PTM Terbatas*.

Regarding the preferred activities in learning English speaking during PTM Terbatas, the activities are divided into face-to-face learning activity and online learning activity. In fact, both of the implementations of learning systems have their own advantages and disadvantages. The result of the data shows a slight difference in students' perceptions, but they tend to choose face-to-face learning activity rather than conducting online. It refutes the statement stated by Huh et al. (2010), that there is no need of imparting educational practices between online and offline classrooms on the students' performance. Moreover, Detwiler (2008) argued that online education provides better learning experience. These prior studies have different points of view with the result of this research. It can be assumed that other factors like teacher's performance, lesson design, and students' characteristics take roles.

Concerning face-to-face learning speaking activity, the teacher tends to be interested in asking and answering questions. This kind of activity that can be done in every stage of lesson design, the research supports the theory of Wardhaugh (1969), that the students should be stimulated to use the English language and attempt to use the innate process of language acquisition that they have. Whereas, in online learning, students tend to consider playing games as an activity that is helpful for their learning speaking. It is in line with the concept of the statements that pointed out that through games, students can produce and practice their language performance in fun and communicative ways, when online learning is sometimes more challenging and burdensome.

As stated by the English teacher, online learning does not provide greater chances in terms of speaking, but the teacher can select the appropriate method to support learning and teaching. During PTM Terbatas, English speaking activities can be done well by paying attention to the aspects provided. Furthermore, the result of this study supports the theory from Suban (2021) that when teachers select activities in the classroom, they not only look at the student's condition, but also the learning objectives, and students' competency.

CONCLUSION

Based on the findings and discussion, it can be concluded that: in PTM terbatas activities, the teacher's role is very important in providing suitable and effective activities in the implementation of learning. This study revealed that there are many ways that can be applied by teachers, e.g., asking and answering questions, playing online games, role playing, jigsaw, etc. however, the results of this study indicate that not all activities provided by teachers to students are suitable to be applied. From the results of the data obtained in this study, the activities in improving speaking skills that are the most appropriate according to the students of MAN 1 Gresik are asking and answering questions with teachers and classmates as an offline activity and for online activities that students like the most is playing online games.

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