



## The online global quarantine conversation club as the way to trigger students' ability in speaking English

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### Abstract

Global Quarantine Conversation Club (GQCC) is a speaking practice program that involves more than 20 countries across the world. Since the English subject has not attracted students' attention yet, this program is expected to trigger the students in learning English. The study purposed to describe the implementation of GQCC, to analyze the students' perception toward the implementation of GQCC, and to analyze the teacher's reflection toward the implementation of GQCC. This study belonged to qualitative research approach with case study design. One English teacher and two students of a senior high school in Gresik, Indonesia, were selected as the subjects of the study. The instruments used in this study were observations, interviews, and documentations. The result showed that (1) the teachers and the students' activities were doing briefing and rehearsal in pre-program, doing presentation and group discussion during program and doing evaluation and reflection in post program, (2) the students found that the GQCC program gave positive impact on their English as well as gave them new cultural knowledge, and (3) the teacher was becoming aware about the need of improving the students' speaking skill through some accelerated programs as well as the technology literacy. This study gave some recommendations for both school and further research.

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## INTRODUCTION

Mastering English skill is still becoming a big challenge for students, especially speaking skill. The problem is that most students fail to use English as a means of communication whereas they have been learning English since elementary school. This phenomenon mostly can be found in very school in Indonesia. The failure of communication in English is caused by many factors. Wahyuningsih (2020) conducted research on investigating English speaking problems involving 30 students of English language education department at State Islamic Institute of Kudus exploring the factors of why English lesson failed to be studied by Indonesian students. They stated that the problems encountered by the students in English language education department especially in speaking English cover the lack of appropriate vocabulary, the lack of grammar mastery, the lack of correct pronunciation, the lack of input of English outside the class, the lack of confidence and the lack of English-speaking curriculum development (Songbatumis, 2017). Another research was also conducted by (Rihardini et al., 2021) involving 115 students from tenth and eleventh grade students of SMK Negeri 10 Malang exposing that the Indonesian students had low degree of willingness of communication which causes the low effort on practicing English. Basically, the existence of those problems has long been identified by the school community especially the teachers. However, the teachers fail to provide the real solution. Consequently, that condition brings about the negative perception of the students on learning English at school (Riadil, 2020).

Theoretically, Nanay (2013) says that perception sometimes deals with the action. Wood (1996) states that teacher's perception is linked to belief, attitude, and knowledge. Knowledge refers to a subset of facts in a broad sense. Belief refers to a conception (narrower than knowledge) believed by people that influences attitude (Skott, 2015). Attitude refers to a person's action or behavior that reflects his/her beliefs (Aw & Olafson, 2014). In addition, Eggen & Kauchak (2001) stipulated that perception seen from its process related to the people's effort to attach meaning to experience. It means that experiences will be very valuable if taken from meaning studies as a result of perception activity. Related to EFL teaching and learning program, perception is very important not only in providing estimation but also in providing the development of teaching and learning purpose (Chen & Hoshower, 2003). By asking perception to the students, the teacher can develop the changes in ELT classroom as the way to achieve the determined goal.

Teaching reflection means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation (Tice, 2004). By getting the information about what is going on in our classroom from the beginning to the end, analyzing and evaluating it, the teacher can explore the effectiveness of their teaching in the classroom by solving the problems exist. Tice (2004) revealed that reflective teaching therefore implies a more systematic process of collecting, recording and analyzing our thoughts and observations, as well as those of our students, and then going on to making changes. Similarly, Fatemi et al. (2011) using teachers' perspective in defining reflection stated that reflection "involves thinking about and critically analyzing our experiences and actions, and those of our students, with the goal of improving our professional practice". In another word, reflection is critical thinking on what happened in the classroom related to students-teachers' experiences and actions. Related to the factors which influence the teachers to do reflection, Moradkhani & Shirazizadeh (2017) revealed that there are five factors influencing teachers to do reflection, they are; knowledge of reflection, institutional demands, teachers' attitude toward teaching, availability of resources, and collegial support.

Several researches had been conducted related to the importance of students' perception and teachers' perception on the implementation of English teaching and learning (Alsanie et al., 2018; Khoirunnisa et al., 2018; Liansari et al., 2021; Resmini, 2019; Riadil, 2020; Rianto, 2020; Shukri, 2014). Khikmiah (2011) had conducted the case study on the impact of English club towards students' speaking skill at the eleventh grade students of state senior high school 1 of Pekalongan. They stated that English Club had many advantages which could improve and develop students' speaking skill. Similarly, Kusriandi (2016) had carried out the study on students' perception on English extra-program in speaking practices at Madrasah Aliyah Pembangunan Mandirancan involving 26 students who joined an English club. The findings revealed the suggestion that the students should join English club of extra-program because it can improve students' speaking skill. Related to the teachers' perception related to the importance of reflective teaching, Cholifah et al. (2020) did research on investigating teacher's perceptions of reflective peer observation to promote professional development involving the service teacher in one of Senior High Schools in Surakarta

who teaches English with 10 years of teaching experience. They found that the teachers have positive perceptions of peer observation as a professional development tool. Similarly, Shukri (2014) had conducted the research on female teachers' perception of reflective teaching as a teacher development tool in the Saudi context with one hundred female teachers as the subject of the study. The finding supported the hypothesis in which the participants' perception revealed a strong relationship between reflective teaching and professionalism in teaching (Shukri, 2014).

Besides, there were some researches regarding with the importance of conducting reflection in teaching English (Ayoobiyan & Rashidi, 2021; Farrell, 2021; Fatemi et al., 2011; Hashim & Yusoff, 2021; Mede, 2010; Yalcin Arslan, 2019). Fat'hi et al. (2015) conducted research involving 648 teachers as the participants of the study. The findings showed a meaningful positive relationship between the post-method attitudes of the participating English language teachers and their reflection in teaching. In addition, Kholis & Madya (2021) conducted a research in Jogjakarta involving 131 EFL teachers of public senior high school and revealed an insightful finding that the EFL teachers are mostly in the level of pedagogical reflection measured from four levels of reflective teaching stage, namely pre-reflection, surface reflection, pedagogical reflection, and critical reflection. In advanced, Ayoobiyan & Rashidi (2021) did the similar research using EFL Iranian teachers as the subject of the study to uncover the relationship teachers' reflection and resilience. The results showed positive relation on teachers' reflection and their resilience.

As the new model to accelerate the students' ability in speaking English, Global quarantine conversation club was expected to solve the classic problem of English interaction in Indonesia since they used presentation (Hammad, 2020; Le Hoai, 2021; Ng et al., 2012) and group discussion as its core of activities (Al Jawad & Abosnan, 2020; Ganji et al., 2020; Safarnejad & Montashery, 2020; Yu & Hu, 2017). Global quarantine conversation club was a conversational class involving participants from around 20 countries over the world. The purpose of the class meeting was to practice English internationally by discussing the actual problems which possibly existed in every country. There were many countries involved in this program, such as Indonesia, India, America, Turkey, Pakistan, Thailand, Japan, Singapore, Canada and so on. The program was under the coordination of Kasabian Armen from the USA and Kohei Nakashima from Japan and conducted twice a week. The first was on Friday evening under the coordination of Kasabian Armen from USA and the second was on Saturday under the coordination of Kohei Nakashima from Japan. From a preliminary study conducted at school through interview and observation, it was found that the existence of this program in that school was very unique and special because this program was successful in attracting the attention of the school community especially the students. Specially, the existence of this program could wake the school community up and did some progressive actions related to the development of English at school. Those are the considerations of the researcher to conduct this research. In addition, the research related to the implementation of extra program especially using Global Quarantine Conversation Club was still under-researched since the researches mostly focused on the instructional practices in the classroom-curriculum based (Çelik, 2020; Isti, 2018; Kheryadi & Hilmiyati, 2021; Songbatumis, 2017). This fact, then, was used by the researcher as the gap of the study. Therefore, the researcher was trying to investigate the implementation of the Global Quarantine Conversation Club Program at a senior high school in Gresik as well as the students' perception and teacher's reflection toward this program. The detail research questions were presented as below:

1. How was the implementation of the Global Quarantine Conversation Club Program at a senior high school in Gresik?
2. How was the students' perception toward the implementation of the Global Quarantine Conversation Club Program at a senior high school in Gresik?
3. How was the teacher's reflection toward the implementation of the Global Quarantine

## **METHODS**

This research employed a qualitative approach with case study design (Creswell & Poth, 2016). The researcher used this design under some considerations, (1) the novelty of the program in Indonesia which has just existed during the pandemic era, (2) the involvement of around 20 countries over the world, and (3) the positive impacts of the program at the school. The setting of this research was at one of senior high schools in Gresik involving 1 English teacher and 2 students participating in that program. The instruments used in this study were observation, semi-structured interview and documentation. To answer the first research question about the implementation of the global

quarantine conversation club program, the researcher used observation and documentation. To answer the second research question on knowing about the students' perception toward that program, the researcher used semi structured interview, while documentation on the form of teacher's notes was used to get the data about the reflection of the teacher toward the GQCC program.

Related to the procedure on collecting the data, the researcher did a school visit to permission to be able to conduct a research in that school. After meeting the headmaster, the researcher met the teacher to socialize the way to collect data, then the researcher started to collect the data. In collecting the data, the researcher gathered the data differently from one research question to another. To gather the data for the first research question, the researcher asked the documentation related to the implementation of the GQCC program, such as teacher's lesson plan, as well as the videos. In this case the researcher used video which was recorded by the teacher. To gather the data for the second research question, the researcher conducted a semi-structured interview. The semi-structured interview was done toward two students to ask their perception about the program. The interview was conducted in Indonesian language to dig the deep information of the phenomena and to avoid the misunderstanding between the interviewee and the researcher. To keep the originality of the data, the procedure of interview was done together. The researcher did it to eliminate the nervousness of the students when being interviewed by the researcher. To answer the third research question, the researcher used the teacher's note as a part of teacher's document. The teacher's note was in the form of hand writing notices taken during the implementation of GQCC program and in the form of the reflective notices taken from evaluation meeting with the school curriculum team. To get the validity, acceptability and reliability of the instruments, the researcher consulted to the expert related to construction of the interview items, and did pilot testing to see the acceptability of the items. During the pilot testing, the researcher interviewed the three students respectively to see the effect of the instrument acceptability. The commonality of descriptive perception by the students was used as the consideration of the instruments' acceptability. The last, the researcher used the triangulation of the data taken from all instruments as the criteria of the reliability of the instruments.

Dealing with analyzing the data, the researcher focused on analyzing the data taken from the teacher's lesson plan to know the preparation activity before the conduction of the program and the post activity done by the teachers after the conduction of the program. To know the implementation of the activity during the program, the researcher did observation by taking a part in the video conference as the observer. Creswell & Poth (2016) stated that the researcher can gather the notes by spending more time to be the participant as well as the observers. Also, the researcher asked the recorded video meeting from the teacher and analyzed them as documents to find the phenomena during the three program phases, that is pre activity, whilst activity and post activity. The description of the phenomena found in those three phases would be considered as the finding of the research. Dealing with the data about students' perception, the researcher used a semi-structured interview consisting of three components recommended by Patton (1987) which were asking about students' knowledge, students' belief, and students' attitudes of the motion. The last of all, dealing with the teacher's reflection, the researcher used the teacher's notes as a part of the teacher's documents taken in both during implementation and after implementation of the program when having an evaluative meeting with the school curriculum team. Both of the data were analyzed qualitatively involving three stages of organizing and familiarizing, coding and reducing, and interpreting and representing (Creswell & Poth, 2016).

## **FINDINGS AND DISCUSSION**

Global Quarantine Conversational Club was conducted involving the students of senior high school in more than 20 countries over the world. Since the program was conducted internationally, Indonesian students needed to make some adaptation toward the program. Technically, the school needed to select the appropriate students as the participants of the program. It was a reality that not all students in Indonesia could speak English well. Thus, it became another challenge for the teacher to participate in the program. Here, the researcher would like to present the data findings which were found for each research question. The display of the data in this chapter would be presenting the results, summarizing the results, commenting and interpreting the results as well as comparing the results with the literature. The data were collected from observation, analyzing documents, interviewing the students and analyzing the teacher's note.

**The implementation of Global Quarantine Conversation Club**

In this part, the researcher was trying to present the findings related to the first research question about the implementation of Global Quarantine Conversation Clubs. The data were collected from observing phenomena when participating in the Zoom meeting as the participant-observer, observing the Zoom meeting conference video, and analyzing other documents related to program such as the lesson plan of the teacher.

As the result, the researcher found several activities appearing in pre-program, during-program (Zoom meeting conference), and post-program done by the teacher and the students. Table 1 showed the pre-program done by the teacher and the students.

Table 1. The teacher’s and students’ activities before the implementation of Zoom meeting

No	Activities done by teachers	Activities done by students
1.	Making a list of the students who will join as presenter in this week’s conference.	Preparing the materials used for conference this week
2.	Consulting them to the curriculum team.	Creating the questions related to the topics
3.	Preparing the materials related to the topics.	Consulting the materials to the teacher.
4.	Doing a briefing with students, mostly related to the topic mastery.	Joining briefing conducted by the teacher.
5.	Doing rehearsal with the students and teacher as facilitator/moderator.	Doing rehearsal with the teacher

From the table 1 above we got three points related to the pre-program activity of the teacher and the students. The teacher focused on selecting the students, preparing materials, conducting the briefing and rehearsal to the students. Similarly, the students consulted the materials, created the questions, and joined briefing and rehearsal with the teacher. Those activities seemed normal in the senior high school where not every student was good in English. The conduction of the briefing and rehearsal became very significant since both teachers and students needed to make some preparation. The lack of speaking English curriculum development became the reason why speaking ability is difficult to be achieved by the students at school (Wahyuningsih, 2020). The students were occupied with multiple choice reading based to meet the qualification of national examination (Daeli et al., 2020). As a result, the students got little chance to use their English in the classroom since the teacher also still liked to use the L1 language in the classroom (Riadil, 2020). As a solution, preparing the questions, doing briefing and rehearsal became unavoidable as the preparation stage before the program.

Related to the implementation of Zoom meeting conference in during-program, the researcher found the detail of activities in the three phases; those are in the pre-whilst-post-activities. Table 2 showed the detail activities acted by the teacher and the students when Zoom meeting conference started.

Table 2. The teacher’s and students’ activities when implementing Zoom meeting in the QCC program

Phases	Moderator Activity	Teachers/ Facilitator Activity	Students Activity
Pre-Activity	<ul style="list-style-type: none"> <li>• Choosing the facilitators of the group</li> <li>• Dividing the participants into group</li> </ul>	<ul style="list-style-type: none"> <li>• Responding and clarifying the topics</li> </ul>	<ul style="list-style-type: none"> <li>• Responding the moderator</li> </ul>
Whilst-Activity1 (in break room)	No activity	<ul style="list-style-type: none"> <li>• Guiding the presentation and the group dialog</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting the topic one by one</li> <li>• Responding the questions from other participants</li> </ul>
Whilst-Activity2 (in main room)	<ul style="list-style-type: none"> <li>• Calling the presenters one by one</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting the topic by delegation of group</li> </ul>

Post-Activity	<ul style="list-style-type: none"> <li>• Concluding the materials</li> <li>• Evaluating and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Giving some final comments</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the moderator</li> </ul>
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The table 2 above presented detail activities done by moderator, teacher and students in the implementation session. The moderator did some activities, such as choosing the facilitators of the group and dividing the participants into group as pre-activity phase, calling the presenters one by one in the whilst-activity phase, and concluding, evaluating and reflecting the program in post-activity phase. Differently, the teacher had series of activity, such as responding and clarifying the topics in pre-activity phase, guiding the presentation and the group dialog as well as listening to the presentation by the participants in whilst-activity phase, and giving some final comments in post-activity phase. On the other hand, the students had different activities, such as responding the moderator in pre-activity phase, presenting the topic one by one as well as responding the questions from other participants in break-room session, presenting the topic one by one in main room session in whilst-activity phase, and listening to the moderator in post-activity phase.

From the description of the activity circle above, it seemed that there were no differences from the casual meeting in the classroom. The use of presentation and group discussion were dominant as the actions of the program. Several teachers had used group discussion as technique to teach speaking and had proved its effectiveness (Al Jawad & Abosnan, 2020; Ganji et al., 2020; Safarnejad & Montashery, 2020; Yu & Hu, 2017). Similarly, several studies had been conducted and presented the effectiveness of groups discussion as the technique of teaching speaking (Argawati, 2014; Bohari, 2020). In GQCC during activity, the pre-activity phase and post-activity phase seemed to be normal. It dealt with the interaction of the moderators with the participants, such as greeting, confirming the topics, concluding, evaluating as well as reflecting. However, the surprising fact appeared in whilst activity phase. There were two sessions in this phase, namely the break room session and the main room session. The activity in the break room was led by the teacher/facilitator. In this break room session, everything seemed to go normally. The students presented the topic one by one, and it was continued by group discussion. Surprisingly, when the students backed to the main room, the students did not present the topic one by one but just listened to the presentation done by a delegation of every group without any further discussion. It meant that the group discussion of the topic only occurred in the break room session. The rationale of this action probably was based on the fact that the meeting was limited by the time, just in an hour. As a result, the process of group discussion was only implemented in whilst activity in break room session. The use of oral presentation in break-room period is very reasonable if seeing the effectiveness of oral presentation technique. That oral presentation is a good way to foster the students' ability in speaking English is a fact which had been studied by many researchers previously (Hammad, 2020; Le Hoai, 2021; Nguyen, 2020)

Related to the post-program done by the teacher and the students, table 3 gave information about the activities. As stated previously, the post program was concerning about the activities after the implementation of the Zoom meeting.

Table 3. The teacher's and students' activities after the implementation of the Zoom meeting in the GQCC program.

No	Activities done by teacher	Activities done by students
1.	Doing evaluation and reflection with the students	Doing evaluation with the teacher
2.	Doing evaluation and reflection with the curriculum team	Doing reflection with the teacher
3.	Confirming the next topic for conference to the committees	Sharing problems with other friends

Based on the data above, the teacher and the students had several activities related to post-program of GQCC. The teacher did evaluation and reflection with the students and curriculum team. Also, the teacher did confirmation of the next topic for conference via Whats' up group. Similarly, the students followed the evaluation and reflection from the teachers and continued by sharing with other students. The post-activity was dominated by evaluation and reflection toward the implementation of the program. The both terms were considered very important by the school community to have better participation in the next program (Farrell, 2021). Tice (2004) stated that

doing evaluation and reflection is very important for the sake of the changes for next stage. Also, activities were purposed to provide any information about what had been done during the implementation of the program and gave the teacher sources to make changes for better quality (Fatemi et al., 2011).

*The students' perception toward the Global Quarantine Conversation Clubs program*

The second problem statement was trying to answer the students' perception toward the implementation of GQCC program. The data were collected from the semi-structured interview toward two students participating on that program. The content of the interview utilized the theoretical framework proposed by Patton (1987) related to the three components used to dig the student's perception toward the program. Those three components were knowledge, belief, and attitude. In detail, there were six questions used for digging the students' knowledge about the program, three questions used for gathering information about the students' belief, and four questions used for knowing the students' attitudes. The results of the interview were presented as follow.

Related to the knowledge about the GQCC program, the interview using Patton (1987) was carried out to know about the students' definition about GQCC program, from whom the students knew the program first time, the frequency of the students to follow the program, the length of time when the students joining the program, what kind of topics used in the program as well as what topic the students like most. Dealing with the definition of the program and the source of information of the students about the program, the S1 said that the program was conversational program participated by the students from around 10 countries or more to discuss about the specific topic, while the S2 stated that this is kind of sharing program about a specific topic involving the students from many countries. The students were coming from different levels of education such as junior high school, senior high school, university and even elementary school. On answering the second question about from where they knew about the program first time, both of the students said that they got to know the program first time from the teacher/school. It was not surprising fact since the novelty of this program was only known by specific community. Dealing with the frequency and the length of time of the students to follow the program, the students had difference answers. The S1 said that she involved with the program 8 times while the S2 said that he involved with the program only 6 times. Interestingly, both of them always followed the program in full time, starting from the opening of the Zoom until closing Zoom. The frequency of the students in participating in that program functioned as a validation of the originality of the information. The next question was about the variety of the topics used in that conference and what topic the students liked most. The S1 and the S2 students helped each other to remember the topics they had used such as influential woman, the benefit of artificial intelligence in our life, you are positive or negative thinkers, recalling our childhood moment, telling the historical places in the world, the inspiring film, and the down syndrome phenomenon of the children. Specifically, the topic telling about the historical places over the world was favored by the S1 student while the S2 student favored the inspiring films as the topic discussion, especially Indian films.

As the results of the interview related to the belief of the students toward the GQCC program, the researcher gave them three questions about whether that program was important for the development of the students' English in general, whether the students got the benefit from that program at current time related to their English development, and whether the students believed that they would get benefit in the future time from that program (Patton 1991). The first question about the importance of the program for the development of the students' English in general was revealed by the S1 and S2 students. The S1 student said, "I think this program is very important because here we can learn to 'speak up'. We do not only study reading or writing, but also speaking. The S2 added the proposition, "Here we can learn to communicate with the native where we find the strange accents and dialects". Dealing with the second question about whether the students got the benefit from that program at current time related to their English development, the S1 student stipulated, "For me, I become more confident and more proud of speaking English since I can speak with the native and my speaking can be understood by them". The S2 student said, "Besides self-confident, I can learn the value of life from this program, such as when we discuss about the phenomena of down syndrome on the children, I finally realize that they should not be treated differently as commonly appears in society. We are actually the same, as person, but they only have different condition". The last, related to the benefit of the program for the future time, the S1 student explained, "Previously, I did not brave to speak to the native, but in the future time, I believe that I will greet them and discuss

something with them". The S2 student added, "Besides speaking English, in the future time I hope to be able to take a benefit of using artificial intelligence since most of the instructions are written in English".

The last, as the results of the interview about the students' attitudes toward the program, the researcher gave four questions; they were about the challenges of the students when following the program, the actions to be taken by both the teacher and the students as the response of the challenges, the new experiences that the students achieved when following the program, and the ideal condition which should be fulfilled in order that the students could enjoy the activity when joining the program (Patton, 1987). Related to the first question about the challenges of the students when following the program, the S1 student responded, "I get problems on understanding what the native speakers mean. The foreigners speak English so fast such as the one from India and Turkey that I fail to understand them". The S2 student had the same problem with the S1 student but he added, "The problem is about the internet connection that always disappears, and I also don't understand when we make Microsoft Teams and we finally back to use Zoom again". Both of them added that their classmates also got the same problems especially about understanding and responding the chat from other participants. They liked to keep silent when they got the turn to speak. The next question was about the actions to be taken by both the teacher and the students as the response of the challenges. The S1 student said, "The teacher facilitates us to have an extra studying about English speaking, and the teacher does briefing and rehearsal before the Zoom meeting conference". To solve the problem of technology, the S2 gave brief explanation, "The school gives us free internet card and adds the power of the WIFI internet connection so that the Zoom conference will not be disturbed by the problem of technology". The next interesting question was dealing with the new experiences that the students achieved when following the program. The S1 and S2 had the same opinion that they got some new insight about the cultural values over the world especially about the accents and dialects practiced by other participants. They felt the accents and dialects of the foreigners were very strange, especially the one from India and Pakistan. The last question probably would be the most interesting one. It dealt with the ideal condition which should be fulfilled in order that the students could enjoy the activity when joining the program. The S1 student explained that the most important one was to ascertain the students' ability in English especially in speaking and listening skill and providing stable internet connection, while the S2 student differently added that besides mastering the English ability, the students had to have the large background knowledge related to the topics, as well as the ability to operate the technology.

The information above explained the students' view on the implementation of the program. Discussing about the knowledge of the students about the GQCC program, it could be concluded that the both students had enough understanding about the program. The reason of that opinion was that the involvement of the students achieved 6-8 times starting from the opening of the Zoom meeting until closing time. The frequent participation of the students showed that they had understood the objectives of the program as well as its detail activities in every stage of the program. An interesting finding was that when the both students said that the program was really important for developing their English at school. They said that the students needed to learn to speak up, not only to read and to write. It meant that the students had limited practice of English in the classroom so far. This condition was in line with the research by Wahyuningsih (2020) that the current curriculum has lack of speaking materials development in which the materials were dominated by reading and writing. The domination of reading was due to the fact that the content of Ujian Nasional (UN) was only dominated by multiple choice types of questions (Daeli et al., 2020). This condition led the school stakeholder to focus on preparing national examination. As a result, speaking skill was neglected by most teachers in Indonesia. Besides, the S1 students commented that she got more self-confidence was another interesting finding on this study. She also felt proud to see the fact that her English could be understood by the native participants. This phenomenon was in line with the research conducted by Chun (2014) stated that the native teacher's oral proficiency positively affects the learners' level in the English skills especially on listening and speaking skill. It meant that the frequency of meeting with native speakers could increase the students' self-confidence and result to the development of speaking ability (Kheryadi & Hilmiyati, 2021). Related to the benefit of this program to their future, the both students said that this program is very beneficial for their future. The S1 student said that this program would give positive energy when she met native speaker, while the S2 student stipulated that he hoped to get to know about some artificial intelligences in which



most of their instructions were written in English. Both of them believed that the future careers and jobs would possibly be achieved if speaking skill was mastered well (Suresh, 2017).

There were some challenges and new experiences that the students encountered joining the program. The result of interview stated that the biggest problem was about the limited ability of speaking English. Even though the students had briefing and rehearsal from the teacher before, they still spoke nothing when they got their turn. Most of them got problem on understanding the foreign participants. The lack of listening ability brought about the problem for the students resulting the inability to respond the other speakers' idea. As a result, they became silent during the meeting. Basically, the listening skill of the students in Indonesia was still low, particularly when speaking with native (Megawati et al., 2016). The lack of opportunity to listen to the native was becoming the major reason for that. This affected on the ability of speaking English because theoretically there was positive correlation between speaking skill and listening skill (Demir, 2017). Moreover, the use of Indonesian language by English teacher in the classroom caused the problem of listening became deeper and deeper (Huriyah & Agustiani, 2018). That some teachers and students still tended to use L1 language when teaching and learning English in the classroom is true (Riadil, 2020). Positively, the students learnt some new cultural understanding and communication since both of the terms were very important in learning English (Ibrahim Zakarneh et al., 2021). They learnt some different accents and dialects from the meeting conference. It gave them new insight about the different cultural value over the world. Dealing with the ideal condition for the students to be able to enjoy the meeting conference, both students commented that mastering English well, having good background knowledge of the topics, and mastering technology are the key factors. Background knowledge is very important in speaking (Shabani, 2013). It gave the students possibility to develop the idea. Most of the students failed to maintain their presentation because they had lack of background knowledge. Beside background knowledge, mastering technology had an important role especially when we had online learning (Ferri et al., 2020). The fact that the students still had limited knowledge about technology literacy had become one of so many challenges for the implementation of online learning at school as well as the internet connection provision.

*The teacher's reflection toward the Global Quarantine Conversation Clubs program*

The last research question was prompting to answer about the teacher's reflection toward the Global Quarantine Conversation Clubs program. In this step, the researcher used the teacher's notes as one of the documents as the instruments to collect the data. The teacher wrote some notes in three phases of implementation of the program. The first was the notes before the program started (pre-program), the notes when the Zoom meeting conference on action (during-program), and the notes after the program done (post-program). The teacher's notes were in the form of handwriting using three subtopics, namely problem column, solution column, and reflection column. The following table represented the reflection of the teacher in pre, during, and post program taken from the documentation of teacher's note.

Table 4. The data on teacher's reflection toward the implementation of the program

Phases	Problems	Solution	Reflection
Pre-program	Difficult to select the student as participants	Doing briefing and rehearsal	Not many students are good in English
During-program	Unstable internet connection	Upgrading the capacity of the power	Increasing technology understanding as well as the capacity of the power is needed
	Not every student has laptop	Conducting program at school and laptop is from the teachers	
	Don't know how to use microsoft team	Giving suggestion to the committee to use Zoom meeting again	The ability of the students at the school is still low and needs improvements Preparing the next students to be participants with good English is needed
	Many students keep silent and cannot speak	Giving briefing and rehearsal	
	They don't understand what the other participants mean	Giving them facilitators	

Post-activity	Difficult to find the time for evaluation and reflection	Meeting with curriculum, sometimes with headmaster or conducting it via What's up application.	Good team, Run well
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Table 4 confirmed problem, solution and reflection taken from the teacher's notes during the program. There were some points that the teacher reflected from the program; the ability of the students at the school was still considered as low level and needed improvements, the technology literacy and facility as well as the capacity of the connection power was needed to be upgraded Ferri et al. (2020) and the lack of understanding about the importance of GQCC program by the school community so that the more socialization was needed. Knowing that the students could not maximally involve in discussion when meeting conference made the teacher shocked. The students did not understand not only how to speak English but also how to use technology (Ferri et al., 2020). The teacher got difficulty to choose the students to be the participants of the program. The existence of briefing and rehearsal did not help much, so the course of action should be made for better changes in the future time. This finding was in line with the data taken from the students' perception explained in the previous section. The students seemed to have problems in speaking as well as in listening English since the lack of opportunity that the students got in the classroom and they mostly still used L1 in their language classroom (Riadil, 2020). Surprisingly, the school community did support on this program. The school management did some improvements to anticipate the problems, such as conducting an extracurricular program cooperating with English course and upgrading the internet power connection. The solid team, the headmaster, the head of curriculum, as well as the English teachers were expected to give big contribution on succeeding the GQCC program in the future time.

## CONCLUSION

Global quarantine conversation club gave much contribution to the students in learning English. The limitation of its implementation was not because the program was unqualified, but it was merely the un-readiness of the school community in Indonesia, especially in providing the students with good English mastery. Here, the researcher would give a brief conclusion starting from the first research question to the third research question.

Dealing with the first research question about the implementation of the program, the researcher concluded some specific activities related to the pre-program, during program and post program. The series of activities related to the implementation of GQCC program were that the teachers and the students were doing briefing and rehearsal in pre-program, doing presentation and group discussion during program and doing evaluation and reflection in post program.

Dealing with the second research question about the students' perception, the researcher concluded that the GQCC program gave positive impact on the students' English development as well as gave them some new cultural knowledge over the world. The students became more aware with differentiation among the people from different country and learnt about life from the discussion. The last, dealing with the third research question about the teacher's reflection, the researcher inferred that the teacher became more aware about the importance of upgrading the students' speaking skill through some accelerated programs as well as improving the understanding of the technology literacy. To anticipate the problems of this program, the English teacher should start using English language as lingua franca when teaching in the classroom and provide more innovative and creative extra school programs for the students. The possibility of the future research can be conducted on exposing the teachers' perception toward this program and well as the comparative study between the students who join this program and the students who do not.

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