

English Teachers Strategy of Teaching Speaking During Covid-19 Pandemic Era at Senior High Schools in Bengkulu City

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ABSTRACT

The objectives of this research is to investigate strategy used by teacher in teaching speaking at senior high schools in Bengkulu city during Covid-19 pandemic era. Teaching strategy is specific method to achieve the particular end. Kayi, Brown and Tornburry proposed several strategies that can used by teachers in teaching speaking, such as discussion, role play, simulation, information gap, brainstorming, and many others. The sample of this research are six English teachers from SMAN 2, SMAN 3 and SMAN 5. Mix method was used in this research. The data were gathered by using questionnaire, observation checklist and field-notes. The findings showed that first, six teachers used eight strategies out of twenty strategies in teaching speaking, these are: discussion, information gap, brainstorming, story-telling, using recording, using live listening, drilling, stories and jokes. Meanwhile there are three most strategies used by teachers in teaching speaking, these are: brainstorming (28,8%), using live listening (24%) and stories and jokes (14,4%). Second, in the implementation of brainstorming strategy, teachers gave several questions to check students' basic knowledge about the teaching material which will be given for students. In the strategy of using live listening, teachers explained the teaching material, then teachers clarified students' understanding about the material. Meanwhile in the stories and jokes strategy, teachers used this strategy in the middle of teaching and learning process. In conclusion, teacher used the strategies based on teaching material and condition of students in the classroom. However teacher should find the appropriate strategies to make students active in teaching and learning.

Keywords: Teaching strategy, Covid-19 pandemic era, Teaching speaking.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru dalam mengajar berbicara di sekolah menengah atas di kota Bengkulu selama masa pandemi Covid-19. Strategi mengajar adalah metode khusus untuk mencapai tujuan tertentu. Kayi, Brown dan Tornburry mengusulkan beberapa strategi yang dapat digunakan oleh guru dalam mengajar berbicara, seperti diskusi, role play, simulasi, kesenjangan informasi, brainstorming, dan banyak lainnya. Sampel penelitian ini adalah enam guru bahasa Inggris dari SMAN 2, SMAN 3 dan SMAN 5. Metode campuran digunakan dalam penelitian ini. Pengumpulan data dilakukan dengan menggunakan kuesioner, daftar periksa observasi dan catatan lapangan. Temuan menunjukkan bahwa pertama, enam guru menggunakan delapan strategi dari dua puluh strategi dalam mengajar berbicara, ini adalah: diskusi, kesenjangan informasi, brainstorming, bercerita, menggunakan rekaman, menggunakan mendengarkan langsung, pengeboran, cerita dan lelucon. Sementara itu ada tiga strategi yang paling banyak digunakan oleh guru dalam mengajar berbicara, yaitu: brainstorming (28,8%), menggunakan mendengarkan langsung (24%) dan cerita dan lelucon (14,4%). Kedua, dalam penerapan strategi brainstorming, guru memberikan beberapa pertanyaan untuk mengecek pengetahuan dasar siswa tentang bahan ajar yang akan diberikan kepada siswa. Dalam strategi menggunakan live listening, guru menjelaskan materi ajar, kemudian guru mengklarifikasi pemahaman siswa tentang materi tersebut. Sedangkan pada strategi cerita dan lelucon, guru menggunakan strategi ini di tengah proses belajar mengajar. Kesimpulannya, guru menggunakan strategi berdasarkan bahan ajar dan kondisi siswa di kelas. Namun guru harus menemukan strategi yang tepat untuk membuat siswa aktif dalam belajar mengajar.

Kata kunci: Masa pandemi Covid-19, Pengajaran berbicara. Strategi pengajaran

INTRODUCTION

In the teaching and learning during Covid-19 pandemic era, teachers need to find the appropriate strategy in teaching English, specifically teaching speaking. The used of teaching strategy is making the students understand the material well. In teaching and learning process, strategy is an activity that should be done both teacher and students to achieve the goals of teaching and learning effectively. Learning strategies is the way to achieve the purpose of learning goals. Based on Friedrich & Mandl (2008) he said that learning strategies as sequences of action to reach a learning goal, procedures which are more or less complex, differently advanced, intentionally or consciously used to realize learning goals, and to cope with learning requirements. According to Cole (2008) he stated that teacher's role to provide effective plans or strategies in accomplishing students' educational need, whose general purpose is communicate using the language being learnt.

In teaching and learning, students can be said success in speaking skill when they have reached some points in the speaking activity. According to Ur (2000) there are several components of successful of speaking activity, these are : learners talk a lot, participation is happen, motivation is high, and speaking is of an acceptable level.

Kayi (2006) proposed teaching strategies to teaching speaking for foreign learners, these are: discussion, role play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference. Meanwhile, Brown (2010) and Thornbury (2015) propose the strategies that can be the teachers used in teaching speaking, such as: Using recordings and transcripts, using live listening, noticing gap activities, drilling and chants, writing tasks, dialogues, task repetition, presentation and talks, drama, role plays, simulation, discussion and debates, conversation and chat and outside-class speaking. These strategies can promote students participation in learning speaking. Then, in this current research, these theories were used as the source to see teachers' strategy of teaching speaking in pandemic era of Covid-19.

In this current research, the researcher could find several strategies which used by teacher and there are several strategies which less used by teacher. Besides, researcher could explore the most used strategy by teacher in teaching speaking during Covid-19 pandemic era at senior high schools in Bengkulu city. The reason why this current research conducted in this period because it could be improve the implementation of teaching strategy in teaching speaking for students. Based on this consideration, the researcher conducted a research entitled: *"English Teachers' Strategy of Teaching Speaking during Covid-19 Pandemic Era at Senior High Schools in Bengkulu City"*.

There are several previous studies related this current research. First , Ulfa (2019) entitled "English teachers' strategy in teaching speaking". In this research, the researcher found the teachers used several strategies in teaching speaking, such as using role play, drilling, outdoor activity, and direct strategy. She also found that, there are several factors which influenced the teacher in applying several strategies that determined from the teacher. These factors include: curriculum used in schools, students' learning style and infrastructure in schools. Second, Aisyah (2021) entitled "An analysis of teacher's strategies in teaching speaking". The researcher analyzed the teachers' strategies in teaching speaking based on Richard theory. The participants in this research, only used 8 strategies, these are: completion, opinion sharing, information transfer, reasoning gap, questioning, brainstorming, scaffolding and drilling, meanwhile, the other four speaking strategies were not used such as information gap, jigsaw, information gathering, and role play. These researches showed that strategy can help teachers to help them teaching speaking in the classroom. The difference between previous research and this current research is about theory used. In this current research, the theory used was combination of teaching strategy proposed by Kayi, Brown and Thornbury.

According to Ur (1996) he said that, there are four characteristics of a successful speaking activity, these are: learner talk a lot, participation is even, motivation is high and Language is an acceptable level. In the other hand Majid (2014) proposed that strategies are specific methods of approaching problem or task for achieving a particular end, planned design for controlling and manipulating certain information.

In order to achieve the goal of teacher in teaching in the classroom, teacher can use strategy in teaching speaking in the classroom. Kayi (2006) stated that there are thirteen strategies that can help

teacher in teaching speaking English especially for the English foreign language (EFL) students. These strategies are: Discussion, role play, simulation, information gap, brainstorming, story-telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference. Meanwhile Brown (2010) and Tornburry (2015) proposed several strategies in teaching speaking for students. These strategies are: Using recordings, using live listening, drilling, writing task, presentation, stories, jokes and anecdotes, outside-class speaking activities. During the Covid-19 pandemic era, the situation became better than the previous situation. Looking at this situation, government made the regulation for schools' system. It is about the changing system from online learning into offline learning.

METHODOLOGY

Mixed method is used in this research. Mix method is a term purpose in social science to clarify the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, appoa The combination of qualitative and quantitative approaches make the researcher easier to understand the research problem rather than using only one of them because both have their respective weaknesses (plano clark & Creswell, 2015). ches, concepts or language into a single study (Johson & Orwuegbhuzie, 2004).The participants of this current research were 6 teachers from three different senior high schools in Bengkulu city. In quantitative data collection, there are several techniques which used by the researcher

In this research, the instruments are questionnaire, observation checklist, field-notes and interview. Questionnaire is used to collect the data of quantitative method. Meanwhile , observation checklist, field-notes and interview are used to collect the qualitative method. There are several steps in conducting the research, these are: finding the participants of research, preparing the questionnaire, observation checklist and questions for interview, distributing the questionnaire , coming to the class, and sit at the backside, collecting the questionnaire and observation cheklist from the samples, conducting interview with the participants, analyzing the data of questionnaire, observation checklist and interview, interpreting the data.

FINDING AND DISCUSSION

Finding

Strategies Used by English Teachers in Teaching Speaking in Pandemic Era of Covid-19 at Senior High Schools in Bengkulu City

The researcher presents the result of the questionnaire. Questionnaire referred to the strategies that used by teacher in teaching speaking during pandemic era of Covid-19.

Table 1. Strategies Used by English Teachers in Teaching Speaking in Pandemic Era of Covid-19 at Senior High Schools In Bengkulu City Based on the questionnaire

NO	Category Of strategy	strategies	SMAN 2	SMAN 3	SMAN 5	Tally	T.f	P		
1	Real life situations activities	Discussion	-	-	-	√	I	1	4,8%	
2		Role play	-	-	-	-	-	-	-	
3		Simulation	-	-	-	-	-	-	-	
4		Information gap	√	-	-	-	I	1	4,8%	
5		Brainstorming	√	√	√	√	IIII I	6	28,8%	
6		Storytelling	-	-	-	√	√	II	2	9,6%
7		Interviews	-	-	-	-	-	-	-	
8		Story completion	-	-	-	-	-	-	-	
9		Reporting	-	-	-	-	-	-	-	

10		Playing cards	-	-	-	-	-	-	-	-	-
11		Picture narrating	-	-	-	-	-	-	-	-	-
12		Picture describing	-	-	-	-	-	-	-	-	-
13		Find the difference	-	-	-	-	-	-	-	-	-
14	Awareness-raising activities	Using recording	-	-	-	-	√	√	II	2	9,6%
15		Using live listening	√	√	√	-	√	√	IIII	5	24%
16	Appropriation activities	Drilling	√	-	-	-	-	-	I	1	4,8%
17		Writing tasks	-	-	-	-	-	-	-	-	-
18	Toward autonomy	Presentation and talk	-	-	-	-	-	-	-	-	-
19		Stories and jokes	√	-	-	-	√	√	III	3	14,4%
20		Outside-class speaking activity	-	-	-	-	-	-	-	-	-

Note:

T : teacher
T.f : Total of teacher
P : Percentage

Based on the table 1, it can be seen that the English teachers used several teaching strategies in teaching speaking. From the 20 strategies from Kayi, Brown and Tornburry, teachers used several strategies. These strategies are: discussion, information gap, brainstorming, storytelling, using recording, using live listening, drilling, stories, jokes and anecdotes. Meanwhile the most strategies used by teachers are: brainstorming, using live listening and stories and jokes.

The detailed descriptions of the table showed that there were 6 English teachers (28,8%) chose the item of brainstorming strategy in the category of “Real life situation activities”. Then, there were 5 English teachers (24%) chose the item of using live listening strategy in the category of “Awareness-raising activities”. There were 3 English teachers (14,4%) who chose the item of stories and jokes which categorized in “toward autonomy”. Then, there were 2 teachers (9,6%) who chose the item using recording which categorized in “awareness-raising activities”. Then there was a teacher (4,8%) who chose the item of information gap and discussion which categorized in “real life situation activities”. Meanwhile there is one English teacher (4,8%) chose the item of drilling strategy which categorized in “appropriation activities”. In the other hand, the rest of strategies from Kayi, Brown and Tornburry were not used in teaching speaking during pandemic era of Covid-19 at senior high schools in Bengkulu city.

The Process of Teacher Strategies Used by English Teachers in Teaching Speaking in Pandemic Era of Covid-19 at Senior High Schools in Bengkulu City

Table 2. Teaching strategies tabulation result Based on classroom observation

NO	Category Of strategy	strategies	SMAN 2	SMAN 3	SMAN 5	T.f	T.t		
1	Real life situations activities	Discussion	-	-	-	√	I	1	
2		Role play	-	-	-	-	-	-	
3		Simulation	-	-	-	-	-	-	
4		Information gap	√	-	-	-	-	I	1
5		Brainstorming	√	√	√	√	√	IIII I	6
6		Storytelling	-	-	-	√	√	II	2
7		Interviews	-	-	-	-	-	-	-

8		Story completion	-	-	-	-	-	-	-	-
9		Reporting	-	-	-	-	-	-	-	-
10		Playing cards	-	-	-	-	-	-	-	-
11		Picture narrating	-	-	-	-	-	-	-	-
12		Picture describing	-	-	-	-	-	-	-	-
13		Find the difference	-	-	-	-	-	-	-	-
14	Awareness-raising activities	Using recording	-	-	-	-	√	√	II	2
15		Using live listening	√	√	√	-	√	√	IIII	5
16	Appropriation activities	Drilling	√	-	-	-	-	-	I	1
17		Writing tasks	-	-	-	-	-	-	-	-
18	Toward autonomy	Presentation and talk	-	-	-	-	-	-	-	-
19		Stories and jokes	√	-	-	-	√	√	III	3
20		Outside-class speaking activity	-	-	-	-	-	-	-	-

Note:

T : Teacher

T.f : Total of frequency

T.t : Total of teacher

Based on the table above it can be seen that, six teachers used eighth strategies out of twenty strategies from Kayi, brown and tornburry. These strategies are: discussion, information gap, brainstorming, storytelling, using recording, using live listening, drilling, and stories, jokes and anecdotes. Meanwhile the most strategies used by teachers are using live listening, brainstorming, stories, jokes and anecdotes.

Discussion

There were three strategies most used in the implementation of teacher strategy in teaching speaking, these are:

a. Brainstorming

Brainstorming is the most used strategy by teachers in teaching speaking. The total of teacher used this strategy are 6 teachers. Teachers used brainstorming in the early section of teaching process. Teacher asked students about the material in the previous meeting. Then teacher get feedback from the participants of the class.

b. Using live listening.

Using live listening is the second most used strategy by teachers in teaching speaking. Total of teacher used this strategy are 5 teachers. Teachers used live listening while explained the English material in the classroom. Using live listening included several activities, such as: teacher explains material, teacher asks question and teacher clarify students' understanding.

c. Stories, jokes and anecdotes

Stories and jokes became the third most used strategy by teachers in teaching speaking. Total of teacher used this strategy are 3 teachers. Teachers usually talked about stories and jokes in the middle of teaching and learning. While students getting bored, teachers gave fun stories and several jokes related the material given by teachers.

In this current research, the researcher found the six teachers used several strategies which proposed from Kayi, Brown and Thornburry. From the twenty strategies, the teachers used discussion, information gap, brainstorming, using recording, using live listening, drilling, stories and jokes. Meanwhile the most used strategies by teachers are: brainstorming, using live listening and stories and jokes. These strategies are appropriate with the teaching and learning habit for teacher and students in Indonesia. For example, all the teachers used brainstorming strategies in teaching speaking in the classroom. According to Kayi (2006) he stated that brainstorming is an effective activity to be done because students can produce ideas quickly and effectively.

Using live listening is the most used strategy by teacher. It is because in every meeting teacher explained the material and the students listened carefully about the material given by teacher. According to Brown and Thornburry (2015) using live listening gives the bigger chance for the students to engage in a learning activity with their teacher. There are several advantages of using live listening, these are: learners can interact with teacher, ask questions, and clarify students' understanding. In the class, teacher can use power point as the media in teaching and learning. This kind of activity has done by teacher from SMAN 5. The teacher used power point in explaining about riddle. While teacher explained about material, he gave example of riddle with show the riddle in the power point and he also used in focus. This strategy is very good for students, because students gave their attention for teacher.

Brainstorming strategy is also the most strategy used by teachers. Teacher A from SMAN 3 has their own style while teach their students. In this activity, teacher showed the picture. And then teacher asked what is this?. And then students answered money. And teacher asked what will you do if you have money?. Students respond teacher questions' actively. This kind of activity very interested for students. This is supported by Kayi (2006) he stated that brainstorming is an effective activity to do for teacher because students can produce ideas quickly and freely. Kayi also suggested teacher to do not criticize students' ideas so they will be open to share and develop their new ideas through speaking activity. However, in the teaching process only several students who gave their ideas in front of their friends.

Stories and joke is also become the most strategies used by teacher. Teacher used this strategy in order to catch students' attention. It is supported by Minchew (2001) proposed that humor can create a fun learning atmosphere which will increase the ability and creativity of the learners. It can be seen while teacher used jokes or gave funny story then students laugh, and students more interested to give their attention for teacher.

According to the result of questionnaire and classroom observation, there is no differences result of teachers strategy in teaching speaking in the classroom. It means that, teachers tried to help students to easily understand English material by using English speaking strategy from Kayi, Brown and Thornburry. However, in the implementation of these strategies in English class several teachers did not use several steps which proposed from Kayi theory. For example is implementation of discussion strategy. Kayi (2006) stated that discussion strategy is done with several steps, these are: first step is teacher divided the students into group discussion which consists of 4 or 5 students in every group. Second step is teacher provides students a topic to be discussed. Unfortunately in the classroom activity, most of teacher who used the group discussion strategy did not implement the discussion strategy as the kayi theory. In the group discussion, only one or two students who discussed the task given by teacher. Meanwhile the rest of students in the group discussion only silent and wait for the result of their friends. One of reason Kayi (2006) proposed the group discussion because all of students can speak in small group, then all of the students get the time to talk in front of their friend.

Only one teacher who did the group discussion based on the steps from Kayi. She divided the students into 4 people in each group. Then the teacher gave the video into their whatsapp group and asked them to answer several questions related the video given by teacher. During the learning process, teacher walked to see students' activities. This way makes students to give their opinions regarding the assignments given by teacher. In the end of English class, teacher asked students to present their result of discussion to their friends.

According to Melati (2020) During this pandemic, Zoom is becoming more widely known and widely used, as well as Google Meet. Both of these platforms are very useful to bring together many people to conduct meetings, study, seminars, and discuss boldly or online system. Through the Circular of the Head of the Education and Culture Office of Bengkulu Province, the teaching and

learning process is transferred independently at each student's home with a remote model through the online system. Online system as new technology has invaded all aspects of life nowadays and education system is also developing rapidly.

During teaching and learning in Covid-19 pandemic, teacher and students have the new learning habit. It is teacher used to share the teaching material through online application such as whatsapp and telegram group. This style of learning still carried out even though teachers teach the students in offline learning. Several teachers used to share video as the tool to help them in teaching speaking. The use of video recording can help the teacher to give explanation about the material. It is supported by Ahmad (2021) he stated that youtube can be used as a strategy in teaching speaking. Youtube was chosen because this web page contributes a lot of video content which can be utilized for classroom use.

In teaching English speaking, there is one strategy that usually used by teacher in teaching English for EFL students. This is bilingual learning. Teacher said that the use of Bahasa and English can help students to understand the material given by teacher. It is supported by Cummins (2000), who points out that bilingualism is associated with improved linguistic, cognitive, and academic development when both languages are encouraged to develop.

CONCLUSION

Based on the research findings about teachers' strategy in teaching speaking during Covid-19 pandemic era at senior high schools in Bengkulu city, the researcher concluded several points based on finding and discussion as follows: (1) There are eight strategies out of twenty strategies used by teachers in SMAN 2, SMAN 3 and SMAN 5. These strategies are: discussion, brainstorming, storytelling, using recording, using live listening, drilling, jokes, and anecdotes. Meanwhile the most strategies used by teachers are: brainstorming, using live listening and stories and jokes. (2). There are several steps that used by teacher in the implementation of strategy by teacher in teaching speaking in the classroom. First strategy is Brainstorming. In this strategy, the steps are: first, teacher asked students about what the material will be taught in the meeting. Next step were students answered the question from teacher. Second strategy is using live listening. In this strategy, there are several steps that used by teacher, such as: first step is teacher explains the English speaking material for students. Second step is students listen teachers' explanation carefully. Third step is teacher asked students several questions to clarify students' understanding. Third strategy is stories and jokes. Teacher used this strategy to got students' attention. In this strategy, there are several steps that used by teacher, such as: first step is teacher told her/his story. Second step is teacher gave jokes for students.

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