



Teachers' Strategies in Online Speaking Class at Junior High School in Malang

Umi Tursini^{a,1*}, Ayu Sintya Triani^{a,2}

^a Universitas PGRI Kanjuruhan Malang, Indonesia

¹ tursini_umi@unikama.ac.id*

*korespondensi penulis

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ABSTRAK

For students, mastering English communicative skills is difficult. The COVID-19 pandemic has forced students to study online. Teachers must be able to adapt and present online learning strategies that suit the needs of students. This study aimed to find out the teachers' teaching strategies and to explore the teachers' difficulties in implementing teaching strategies in online speaking class at junior high school in Malang. A descriptive qualitative design in the form of a case study was used as the research design. The participants involved in this study were three English teachers at Kartika IV-8 Middle School Malang and Taman Siswa Malang Junior High School. Two instruments used in this study include observation and interviews. The data analysis process included data condensation, data display and drawing and verification of conclusions. The results of this study indicated that teachers used a variety of online speaking class teaching strategies such as discussion, simulation, and asking questions. The teachers also experienced several obstacles in implementing strategies in online speaking classes. In group discussions, teachers found it difficult to manage time and monitor student activities. The internet connection made it difficult for the teachers. In the simulation strategy, it was also difficult for teachers to monitor and assess student work. The teachers also found problems when applying the questioning strategy. This strategy could not be followed by all students. As a result, other students tended to be silent.

Keywords:

Strategi Pengajaran;
Kelas Daring;
Kelas Speaking.

ABSTRACT

Strategi Pengajaran dalam Kelas Speaking Online di SMP Malang. Bagi siswa menguasai keterampilan komunikatif bahasa Inggris itu sulit. Pandemi COVID-19 telah memaksa siswa untuk belajar secara online. Para guru harus mampu mengadaptasi dan menyajikan strategi pembelajaran online yang sesuai dengan kebutuhan siswa. Penelitian ini bertujuan untuk mengetahui strategi pengajaran dan mengeksplorasi kesulitan guru dalam menerapkan strategi pengajaran dalam kelas speaking online SMP di Malang. Deskriptif kualitatif berupa studi kasus digunakan sebagai desain penelitian. Partisipan yang terlibat dalam penelitian ini adalah tiga orang guru bahasa Inggris di SMP Kartika IV-8 Malang dan SMP Taman Siswa Malang. Dua instrumen yang digunakan dalam penelitian ini meliputi: observasi dan wawancara. Proses analisis data meliputi pematatan data, penyajian data dan penarikan serta verifikasi kesimpulan. Hasil penelitian ini menunjukkan bahwa para guru menggunakan berbagai strategi pengajaran kelas berbicara online yang meliputi: diskusi, simulasi, dan mengajukan pertanyaan. Para guru juga mengalami beberapa kendala dalam menerapkan strategi kelas berbicara online. Dalam diskusi kelompok, para guru kesulitan mengatur waktu dan memantau aktivitas siswa. Koneksi internet menyulitkan para guru. Dalam strategi simulasi, para guru juga kesulitan memantau dan menilai pekerjaan siswa. Para Guru juga menemukan masalah ketika menerapkan strategi bertanya. Strategi ini tidak dapat diikuti oleh semua siswa. Akibatnya, siswa lain cenderung diam.

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Introduction

Speaking ability in the English language is the most noticeable and important one (Widyaningsih & Robiasih, 2018). Many English language students hope to become proficient in speaking. They consider their progress in speaking proficiency as evidence of their achievement in language acquisition because they believe speaking a language is equivalent to knowing it (Noviyenty, 2018). In other words, speaking is considered as an important skill to master.

Richards (2008:16) explained that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking differs from other skills in more ways than just one that can be attributed to the final result, since speaking requires different processing abilities than reading and writing do (M. A. R. Hakim, 2015). Managing speaking abilities is tough and problematic for a variety of reasons. Since it always happens in real time and has unpredictable and ephemeral characteristics, there is never a chance to modify or revise the result (Filipovic et al., 2019). Pawlak (2018) identifies the primary barriers to mastering speaking skills as a lack of exposure to the target language and contact with native speakers.

Numerous researchers (Aleksandrak, 2011; Yusuf & Zuraini, 2016) highlight the significant role of effective oral communication activities in the classroom. According to Baidawi (2016), a lot of the problems and challenges in conversation classrooms are brought on by the use of inappropriate media, activities, and strategies (Fitri et al., 2021). National policies also stress the value of developing English communicative skills. This is specified in the Minister of National Education's rule regarding content standards, number 22/2006 (Depdiknas, 2006). In this instance, junior high schools in Indonesia require students to take English as a required course. The four language skills should be the main focus of education.

In order to interact with people in their immediate environment, junior high school students are expected to be able to express meaningful ideas for both simple transactional communication (to get something done or get the information they need) and interpersonal communication (to connect with others for social purposes). The reality, nevertheless, has demonstrated that the skills outlined in Permendiknas No. 22/2006 on content standards cannot be fully attained. According to the researcher's prior observations at SMP PGRI 6 Malang, one of the junior high schools in Malang, the key issue most frequently encountered in the teaching and learning process is the lack of student enthusiasm to engage in the English learning process. The teachers' instructions were frequently disregarded and not given any attention by the students. This fact has brought up a number of problems that hinder the process of teaching English in junior high school (Yusuf & Zuraini, 2016). Furthermore, the way that learning and teaching are done has changed as a result of the COVID-19 pandemic. According to a government directive published on March 18, 2020, all indoor and outdoor activities across all industries are temporarily prohibited in favor of being done at home (Rasmitadila et al., 2020). The question of whether the pupils can learn online is therefore raised by this circumstance.

Due to these circumstances, educators must be able to modify and deliver online learning practices that are appropriate for students (Kessler, 2018). To date, a variety of learning systems, including Google Classroom, Google Meet, Zoom Meeting, and WhatsApp, have been used to execute online learning (Hakim, 2020). To increase students' success in online learning, teachers must be innovative. Agung et al. (2021) also stated that the teacher's approach to teaching speaking affects the students' success in speaking. Finding a good teaching strategy is difficult; teachers must consider how the strategy will be used and whether or not it is appropriate for the needs of the pupils.

According to Gill and Kusum (2017), a strategy is the comprehensive planning abilities of a functional system that allows the objectives to be attained with ease. According to Kistner et al. (2015), teachers can use a variety of speaking strategies, including brainstorming, problem-solving strategies, simulations, demonstrations, games, discussions, and role-plays. The teacher poses a problem to the class, and the students respond by expressing their perspectives or remarks, turning the original problem

into a brand-new one. This strategy is known as brainstorming and is used in group discussions to generate new ideas, concepts, or problems. Students are taught problemsolving strategies using these strategies, which help them find answers to problems as they emerge. Students are taught how to employ a specific collection of information, concepts, and strategies through simulation. It gives children the chance to interact with one another, which helps them feel less afraid.

Indeed, several academics have undertaken studies relating to teachers' methods for teaching speaking. The first study, "Teachers' Strategies in Teaching Speaking in Online Classroom to Tourism Vocational School Students," was carried out by Agung et al. (2021). It employed a descriptive qualitative design. The 14 teachers of Triatma Jaya Vocational High School who were the topic of this investigation were Data was gathered through observation and interviews. The findings indicated that the teacher had used a variety of teaching methods, including interviews, role plays, discussions, games, and visual aids (pictures). The next study was conducted by Fitri et al. (2021) and was entitled "Teacher's Strategies in Teaching Speaking During the COVID-19 Pandemic". A descriptive qualitative strategy was adopted in this study. Students in grade VIIB and their English teacher served as the research subjects. For this study's data collection, observation, interviews, and documentation were used. The study's findings indicate that the teacher employed an expository method that placed an emphasis on the teaching and learning process as a means of achieving learning goals. Two learning methods were used in the analysis of online teacher learning methods with virtual media as a supporting tool: first, the assignment method using the Google Classroom application, where the answers were collected and sent directly to the school; and second, the question and answer method using Zoom Meeting and WhatsApp Group.

It was found that teachers utilize a variety of strategies while teaching speaking through the internet based on the findings of a number of prior studies. The data uncovered appears to be scarce, though, as speaking lessons online are still a relatively recent development that was brought about by the COVID-19 pandemic. Therefore, further research is required addressing teachers' strategies in teaching speaking online, particularly with regard to the challenges teachers face when putting these strategies into practice. In contrast to the previous study, the present study will be carried out by a team of three teachers at two junior high schools in Malang. A different subject and instrument should be used to further the research on teachers' strategies for teaching speaking online, as this will result in a more thorough conclusion. It is crucial since it will provide teachers teaching speaking online with a clearer image.

Research Methode

The objective of this study was to examine the teachers' difficulties in putting their teaching strategies into practice in the online speaking class at the junior high school in Malang. It uses a case study design to investigate the teaching strategies of the teachers in this context. This study was carried out at SMP Taman Siswa Malang and SMP Kartika IV-8 Malang. Three teachers are involved in this study which lasted for two weeks. The study's participants were the English teachers from the two schools, which included three female teachers. Each participant in this study had at least five years of experience teaching English and an undergraduate degree in English education. The detailed information about the research participants is provided in the table below.

Table 1: Teachers' participants profile

Teacher 1 (SR)	Teaching place	: SMP Taman Siswa Malang
	Age	: Above 40 years old
	Gender	: Female
	Educational background	: Undergraduate degree Maulana malik Ibrahim State Islamic University, Malang
	Teaching Experience	: More than 10 years

Teacher 2 (AW)	Teaching place	: SMP Taman Siswa Malang
	Age	: Above 40 years old
	Gender	: Female
	Educational background	: Undergraduate degree Airlangga University
	Teaching Experience	: More than 10 years
Teacher 3 (SM)	Teaching place	: SMP Kartika IV-8 Malang
	Age	: Above 40 years old
	Gender	: Female
	Educational background	: Undergraduate degree Jember University
	Teaching Experience	: More than 10 years

Because this study used qualitative design, the primary instrument in this study was the researcher herself. In this study, the researcher served as the human instrument and carried out all tasks associated with the research, including selecting the research topic, selecting the informant as the data source, collecting data, evaluating the data quality, analyzing data, interpreting data, and drawing conclusions about all of the research findings. Besides that, this research was also supported by other instruments, namely: observation and interviews.

To collect data, the researcher carried out several procedures which included: 1) Asking permission, 2) Meeting the English teachers, 3) Asking the information of teaching schedule, 4) Coming to the class to observe, 5) Conducting interview. The observation was done on March, between 16th up to 30th of March 2022. The observation was in the form of field note. Field note in this study was used to gather information on the strategies that English teachers employed to help their students understand the material. The researcher took field note based on the following ways: 1) The researcher prepared the concept of observation, 2) The researcher joined the online speaking class 3) The researcher did the observation in the classroom during the teaching. The researcher did the observation on multiple classes which included two classes from SMP Kartika IV-8 Malang and three classes from SMP Taman Siswa Malang. The interview is conducted on 16th up to 30th of March 2022. The questions of this instrument were in the form of semi-structured question. The participants of the interview were English teachers of two schools that include three female teachers. During the interview, the researcher utilized an audio recording.

The next step is to analyze the data, which consists of data condensation, data display, and data conclusion drawing and verification. For data condensation. The data from observation in this study were condensed by using data coding. The researcher categorized each strategy used by the English teacher in online speaking class. Next, the researcher input the data based on each category. Finally, the researcher analyzed each datum. Data derived from interviews were processed by transcribing the audio data into texts, the researcher read and re-read each datum in the form of text carefully. The purpose was to analyze the data. Second, the researcher categorized each datum. Next, the researcher summarized each datum in the form of short phrases. The purpose was to determine the theme of each datum. The data that has been analyzed is reviewed and reread for the purpose of forming conclusions about the study. Validation was done in order to improve verification. Universitas PGRI Kanjuruhan Malang's speaking course lecturer, served as the research's expert validator. She was chosen by the researcher because she is a specialist in online speaking teaching. It indicates that she has a wealth of expertise and experience teaching speaking online.

Findings and Discussions

The findings showed that in online speaking classes, the teachers frequently used a variety of teaching strategies, such as simulations, discussions, and questions. It was asserted that these strategies

worked well for teaching speaking online. It was thought that these strategies would make it easier for teachers to teach speaking and would aid students in improving their English-speaking abilities.

Group discussions were the teachers' first strategy. The teacher provided this strategy after going over some specific material. The task was to divide the class into groups of three to four. Students were then instructed to have a discussion in their individual groups. Students were required to present utilizing the share screen tool in Zoom Meeting or Google Meet after having a discussion with their groups. The rest of the group was asked to listen and ask questions throughout the presentation. At the conclusion of the conversation, the teacher also provided questions for each student. The following were the statements given by Teacher 1.

“Sebenarnya, strategi pembelajaran untuk kelas speaking online ini fleksibel dan menyesuaikan dengan tipikal pembelajaran siswa pada umumnya. Jadi tidak bisa dipaksakan karena hasilnya tidak akan maksimal. Namun, diskusi kelompok adalah strategi yang paling sering saya gunakan. Selain mudah dilakukan, diskusi kelompok ini dapat melatih kemampuan berpikir kritis siswa. Biasanya saya memberikan materi berupa teks atau video. Siswa saya bebas memilih kelompoknya. Siswa akan berdiskusi dan hasilnya akan disajikan atau dikumpulkan dalam bentuk file melalui grupWhatsapp. Namun dalam pelaksanaannya pasti ada kendala seperti, memakan waktu yang lama, jaringan internet yang tidak menentu, kuota internet, dan fasilitas yang dimiliki oleh siswa” (Guru 1).

“Actually, the learning strategy for this online speaking class is flexible and adapts to typical student learning. So you can't force it because the results will not be optimal. However, group discussion is the strategy I use most often. Besides being easy to do, this group discussion can train students' critical thinking skills. Usually I provide material in the form of text or video. My students are free to choose their groups. Students will discuss and the results will be presented or collected in the form of files via Whatsapp groups. However, in its implementation there must be obstacles such as, it takes a lot of time, erratic internet network, internet quota, and facilities owned by students. (Teacher 1).

The same statements were also given by Teacher 2 as stated in the statement below.

“Inti dari pembelajaran berbicara adalah bagaimana siswa ingin berkomunikasi dalam bahasa Inggris. Hal ini hanya mungkin jika siswa diberi porsi lebih banyak untuk berbicara sambil diawasi. Menurut saya, strategi yang bisa digunakan adalah diskusi kelompok. Diskusi kelompok akan membuat siswa lebih aktif, baik dalam pembelajaran maupun di luar pembelajaran, selama pemberian tugas. Walaupun terkadang bahasanya masih tertukar, tapi menurut saya ini efektif untuk mengajak siswa berbicara. Namun dalam pembelajaran tentunya terdapat kendala terutama dalam pembelajaran online. Biasanya cukup sulit untuk memantau siswa, jaringan internet yang lambat, kuota internet, dan kurangnya motivasi siswa” (Guru 2).

“The essence of learning speaking is how students want to communicate in English. This is only possible if students are given more portions to talk while being monitored. In my opinion, the strategy that can be used is group discussion. Group discussion will make students more active, both in learning and outside of learning, during the assignment. Although sometimes the language is still mixed up, but I think this is effective in getting students to talk. However, in learning there are certainly obstacles, especially in online learning. Usually it is quite difficult

to monitor students, slow internet network, internet quota, and lack of student motivation” (Teacher 2).

Furthermore, in accordance with the two previous statements, Teacher 3 gave the same opinion as stated below.

“Strategi yang sering saya gunakan adalah diskusi kelompok. Alasan pertama menggunakan strategi ini adalah karena diskusi kelompok sangat mudah dilakukan. Berikan sedikit penjelasan, maka otomatis siswa akan berdiskusi. Siswa akan mendominasi pembelajaran. Hal ini sesuai dengan tujuan pendidikan nasional yaitu pembelajaran harus berpusat pada siswa. Tugas guru hanya memantau sambil memberikan masukan kepada siswa. Namun masih terdapat kendala, dimana siswa aktif terkadang mendominasi. Sedangkan siswa lain cenderung diam dan hanya mendengarkan. Tugas guru adalah mendorong siswa secara keseluruhan untuk aktif. Selain itu, masalah fasilitas seperti internet, gadget, dan kuota, dan siswa secara personal, ada siswa yang malu atau takut saat diskusi” (Guru 3).

“The strategy I often use is group discussion. The first reason for using this strategy is because group discussions are very easy to do. Just give a little explanation, then students will automatically discuss. Students will dominate learning. This is in accordance with the goals of national education, namely learning must be student-centered. The teacher's job is only to monitor while providing input to students. However, there are still obstacles, where active students sometimes dominate. Meanwhile, other students tend to be quiet and just listen. Now, the teacher's job is to encourage students as a whole to be active. Another control, problems with facilities such as internet, gadgets, and quotas, and students personally, there are students who are embarrassed or afraid during the discussion” (Teacher 3).

The statements above supported the findings of observation. In their instruction of online speaking classes, teachers frequently used group discussions. This strategy, according to the teacher, was successful. Group discussions were simple to set up and might get students involved in their online coursework. This was in line with the requirements of national education policy, which call for student-centered learning. Students had more chances to converse. However, there were other difficulties that the teachers had to deal with when teaching online speaking classes, including time management, internet connectivity, student-owned facilities, and student motivation.

The teachers' second strategy was simulation. This method was applied to encourage autonomous learning among the students. This strategy was put into action after the material was explained. The next step was to invite students to act out or explain the material in a voice or video recording. The created audio or video file was then shared with the teacher via a WhatsApp group. The followings were the statements given by Teacher 1:

“Dalam pembelajaran online, saya sering menggunakan simulasi untuk berlatih berbicara. Jadi biasanya saya jelaskan dulu materinya atau saya kasih video untuk dipelajari. Setelah itu, saya meminta siswa untuk mensimulasikan atau menjelaskan kembali dalam sebuah video atau rekaman suara. Hal ini efektif untuk membuat siswa berlatih berbicara. Kendala yang saya hadapi dalam menerapkan strategi ini adalah sulitnya memonitoring siswa. Karena saya tidak tahu bagaimana mereka membuatnya, bagaimana mereka membuat materi dll. Selain itu, banyak siswa yang terlambat dalam mengumpulkan tugas, sehingga sulit untuk menilai pekerjaan siswa” (Guru 1).

“In online learning, I often use the simulation to practice speaking. So usually I explain the material first or I give a video to study. After that, I asked students to simulate or re-explain in a video or voice recording. It is effective to make the students practice speaking. The obstacle I faced in implementing this strategy was the difficulty of monitoring students. Because I don't know how they made it, how they made the material etc. In addition, many students are late in submitting assignments, so that it is difficult to assess the students' work” (Teacher 1).

The same statements were also given by Teacher 2 as stated below.

“Saya juga menggunakan strategi simulasi dalam pembelajaran berbicara online. Tetapi strategi ini lebih merupakan tugas. Jadi saya menugaskan siswa untuk membuat video tertentu, misalnya tentang materi pengenalan. Saya terkadang mengelompokkan siswa atau secara individu. Simulasi ini sebenarnya sangat mudah untuk dilakukan. Namun karena dilakukan secara online, hal ini menimbulkan kendala tersendiri. Siswa dengan koneksi internet yang buruk terkadang kesulitan untuk mengumpulkan tugas. Belum lagi banyak siswa yang tidak memahami tugas yang diberikan, sehingga saya perlu mengulang penjelasannya berkali-kali. Paling tidak, tugas yang diserahkan siswa tidak sesuai dengan petunjuk” (Guru 2).

“I also use a simulation strategy in online speaking learning. But this strategy is more of an assignment. So I assigned students to make certain videos, for example about the introduction material. I sometimes group students or individually. The simulation is actually very easy to carry out. However, because it is done online, this presents its own obstacles. Students with poor internet connection sometimes find it difficult to submit assignments. Not to mention, many students do not understand the assignments given, so I need to repeat the explanation many times. Not least, the assignments submitted by students are not in accordance with the instructions” (Teacher 2).

Furthermore, in accordance with the two previous statements, Teacher 3 gave the same opinion as stated below.

“Saya sering menggunakan strategi simulasi dalam tugas. Ini adalah salah satu cara agar siswa tetap belajar berbicara bahasa Inggris meskipun di rumah. Belajar berbicara bahasa Inggris membutuhkan latihan yang sering, sehingga strategi ini sangat efektif. Terkadang saya meminta siswa untuk menjelaskan sebuah cerita atau video. Pasti ada kendala dalam menerapkan strategi ini. Kendala tersebut antara lain kurangnya fasilitas yang dimiliki siswa, memakan waktu, dan sulitnya memonitoring siswa secara individu” (Guru 3).

“I often use simulation strategies in assignments. This is one way to keep students learning to speak English even though they are at home. Learning to speak English requires frequent practice, so this strategy is very effective. Sometimes I ask students to explain a story or video. There are definitely obstacles in implementing this strategy. The obstacles include the lack of facilities owned by students, time consuming, and the difficulty of monitoring individual students” (Teacher 3).

The above statements supported the findings of observation. When teaching online speaking classes, the teachers frequently used simulation strategies. This strategy was primarily used when the teacher handed the students' homework. The students should use video or audio recordings to imitate

or recite specific material. It was argued that using this strategy to have the pupils practice speaking was successful. However, teachers frequently encountered difficulties during implementation, such as slow internet, time-consuming tasks, and insufficient supervision.

The teachers' third strategy was to ask questions. This strategy appeared to be highly successful. Questioning was employed at the start of the lesson, during the activities, and in the last session before it was over. This strategy was used to assess the students' comprehension. It was used for synchronous learning in Google or Zoom meetings as well as asynchronous learning on WhatsApp. A few questions regarding previously studied topics were posed to the pupils. The followings were the statements given by Teacher 1:

“Strategi bertanya memang harus digunakan di kelas speaking online. Karena secara tidak sadar siswa akan berbicara bahasa Inggris, meskipun siswa malu atau memiliki rasa percaya diri yang rendah. Selain itu, strategi ini juga dapat digunakan untuk mengukur kemampuan dan pemahaman siswa. Biasanya saya menerapkan strategi ini selama pelajaran. Ketika datang ke masalah, saya menghadapi banyak kendala dalam menerapkan strategi ini. Pertama terkait koneksi internet, terkadang internet siswa tiba-tiba terputus saat diberikan soal. Sehingga harus diberikan kepada siswa lain yang sedang online. Kedua, strategi ini tidak dapat memfasilitasi semua siswa. Tidak cukup waktu jika siswa harus bertanya satu per satu” (Guru 1).

“The questioning strategy must indeed be used in online speaking classes. Because subconsciously students will speak English, even though students are shy or have low confidence. In addition, this strategy can also be used to measure students' abilities and understanding. Usually I implement this strategy during the lesson. When it comes to problems, I face many obstacles in implementing this strategy. The first is related to internet connection, sometimes students' internet suddenly disconnects when a question is given. So it had to be given to other students who were online. Second, this strategy cannot facilitate all students. There is not enough time if students have to be asked one by one” (Teacher 1).

The same argument was also given by Teacher 2 as stated below.

“Strategi lain yang saya gunakan adalah bertanya. Strategi ini sangat efektif dan mudah diterapkan. Bertanya biasanya diberikan pada awal dan akhir pembelajaran untuk mengingat dan mengukur kemampuan siswa mengenai materi yang telah dipelajari. Kendala utama dalam penerapan strategi ini adalah koneksi internet. Internet terkadang terputus. Banyak yang harus login ulang ke Zoom Meeting karena internet lemot. Ada juga yang terkadang terpaksa tidak ikut karena tidak memiliki kuota internet” (Guru 2).

“Another strategy that I use is questioning. This strategy is very effective and easy to implement. Questioning is usually given at the beginning and at the end of learning to recall and measure students' abilities regarding the material that has been studied. The main obstacle in implementing this strategy is internet connection. Internet sometimes disconnects. Many have to re-log in to the Zoom meeting because the internet is slow. There are also those who are sometimes forced not to participate because they do not have internet quota” (Teacher 2).

Furthermore, in accordance with the two previous statements, Teacher 3 also gave the same opinion as stated below.

“Untuk membuat siswa berpartisipasi aktif dalam pembelajaran berbicara, saya piker strategi bertanya sangat baik untuk digunakan. Strategi ini memaksa siswa untuk berbicara bahasa Inggris dan ini baik untuk meningkatkan keterampilan berbicara siswa. Dalam strategi ini, saya focus pada siswa yang pemalu atau kurang berani. Masalahnya, strategi ini membutuhkan waktu, karena siswa membutuhkan waktu yang lama untuk berbicara. Selain itu, strategi ini tidak dapat mencakup semua siswa. Terakhir terkendala koneksi internet yang tidak stabil” (Guru 3).

“To make students actively participate in speaking learning, I think the questioning strategy is very good to use. This strategy forces students to speak English and this is good for improving students' speaking skills. In this strategy, I focus on students who are shy or lack courage. The problem is, this strategy takes time, because students need a long time to talk. In addition, this strategy cannot cover all students. Finally, constrained by an unstable internet connection” (Teacher 3).

Therefore, the information above supported what had been observed. When teaching online speaking classes, the teachers frequently used the questioning strategy. This method worked well to get the students involved in the online speaking lesson. It can force even the most shy or insecure students to speak up. The teachers had some issues putting this strategy into practice in the online speaking class, too. These issues included a slow internet connection, poor time management, and a weak approach. Not all students could benefit from the strategy.

In addition to imparting knowledge and skills related to subjects, Mahmood (2021) argues that teachers also have a responsibility to provide students with knowledge about how they learn. Teachers can do this by assisting students in learning how to solve complex problems, motivating them to study for exams, and monitoring the extent of their own learning, among other things. In doing so, they have promoted a teaching strategy (Noviyenty, 2018).

According to this research, teachers in the online speaking classes employed certain teaching strategies. These strategies included simulation, questioning, and discussion. These strategies were touted as being efficient for teaching speaking online. It was thought that these strategies would make it easier for teachers to teach speaking and would aid students in improving their English-speaking abilities. Additionally, it was thought that these strategies could help teachers in online speaking classes fulfill the needs of their pupils.

To get over students' speaking challenges, teaching strategies in speaking activities are crucial. Students can use speaking strategies to build their fluency and accuracy (Parera et al., 2021). Students seemed to participate much more actively in online discussions and were also more courageous to speak up. This is due to the fact that students may better prepare the material than in-person learning. Students were pushed to write strong speaking scripts using simulation because they had to create videos that the teacher graded. As shown by the explanation in the video, pupils who used this strategy not only had effective speaking abilities but were also able to comprehend the information provided. Finally, students were prompted to respond to specific questions through questioning, in addition to being urged to speak clearly. During the course of answering questions, students will unwittingly practice speaking.

The results of this study were in agreement with the research done by Agung et al. (2021). They mentioned that the teacher used a variety of strategies, including interviews, role plays, discussions, games, and visuals, to teach online speaking. The teacher employed images in a variety of tasks, including storytelling, picture narrating, and picture description. The following are some of the strategies that the teachers employed to teach speaking, according to Parera et al. (2021) discussion comes first. Presentations are often recorded on video or audio and then shared with other students

through a WhatsApp group. The next step is for each group to submit queries, remarks, inputs, etc. via the voice note feature of WhatsApp. Simulation is the second. Videos can be used as part of a simulation technique in online learning, either by students working independently or in small groups. Then, students should share it in WhatsApp group to be assessed by the teacher.

The findings of the study by Fitri et al. (2021) were likewise supported by this research. The teachers, they claimed, employed an expository strategy that highlighted the teaching and learning process in order to accomplish learning goals. Two learning methods were employed in the analysis of virtual media's support role in online teacher learning methodologies. The results of the assignment technique were first collected directly to the school using the Google Classroom application, and the second form of learning was question and answer sessions using Zoom meeting and WhatsApp group.

The results of this study show that the teachers encountered some problems in implementing the strategy in online speaking class. In group discussion, the teachers had difficulty managing the time and monitoring the students' activities. Teachers also experienced issues with their internet connections. The teachers found it difficult to oversee and evaluate the pupils' performance when using the simulation strategy. These problems were related to the pupils' access to online learning resources. The equipment and internet connection that the students had were insufficient for the online learning course. Finally, the teachers encountered issues when putting the questioning strategy into practice. Not all students could be covered by this strategy. Other pupils consequently tended to keep quiet. The teacher also had problems with time management and the internet.

The findings of this study espoused the findings of study conducted by (Hakim, 2020). The researcher mentioned that in implementing online learning, teachers often find various problems. Those problems have included the provision of school infrastructure, such as an internet network that all schools have not enjoyed previously, especially in villages, as well as the cost of purchasing expensive data packages. In addition to data packages, bad signals are obstacles in the implementation of learning. Often students are late in collecting and completing assignments, and even understanding the material has become a significant problem for students (Fitri et al., 2021). Another change is that the involvement of parents with children has become more intense in online learning.

Additionally, Agung et al. (2021) mentioned that there were some challenges to implementing the online speaking class strategies, including an unstable internet connection, a lack of technological expertise, the possibility that students would copy their friends' work, and the length of time required to practice speaking in an online classroom, which made the students bored.

Conclusions

The findings of this study showed that teachers in online speaking classes preferred to employ a variety of teaching strategies, including discussion, simulation, and questioning. These strategies were claimed as being efficient for teaching speaking online. The teachers ran into several problems while putting the strategy into practice in the online speaking class. In group discussions, it was challenging for the teachers to manage the time and keep an eye on the students' activities. The teachers also encountered difficulty with the internet connection. When using the simulation strategy, it was challenging to keep monitor of the students and evaluate the students' work. Finally, the teachers encountered difficulties when putting the questioning strategy into practice. Not all students could be covered by this strategy. Other pupils consequently tended to keep quiet. It is advised that English teachers be aware of their students' level of English competence, particularly while teaching online. According to the study's findings and the problems it revealed (such as a lack of resources and poor time management), providing teachers with adequate teaching resources, such as tools and time to teach speaking, is crucial for ensuring that they can teach students effectively.

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