

THE ANALYSIS OF EFL ONLINE TEACHING STRATEGIES IN SPEAKING SKILL

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Abstract: Online teaching is a new challenge for the English teachers, especially who teaches English skills, to switch face-to-face learning into online-based learning during this COVID-19 outbreaks. This study aims to investigate the strategy used by the teacher during online teaching of speaking skills, to investigate the online platform mostly used by the teachers during online teaching speaking and to describe the implementation of the strategy teaching. This research is a qualitative case study. The researcher collected data through an interview. The research involved 3 teachers who teach in different junior high school in Malang. The results of this study revealed that all of the teachers used the most same strategies in their teaching speaking skills. Basically, they all use the Building A Wall Strategy. This strategy is effective because it helps students to express their thoughts in an appealing manner. Students also can be trained to build their own thought and ideas by making them use the art of storytelling, anecdotes and real-life situations.

Keywords: *application, strategy, online learning, speaking skills, Covid-19*

INTRODUCTION

The COVID-19 outbreak is spreading very fast every day and more than 4 million people have been actively infected by this virus, so COVID-19 restrictions are applied in almost all areas of life. Because the spread of the virus is very severe, to minimize the spread of Covid-19, Indonesia's government makes a new number of policies. One of them is in the education aspect. In the education sector, as cited by Purwanto (2020), Nadiem Makarim, as the Minister of Education and Culture of Indonesia, said that teaching and learning activities could be done from home by using technologies. It is called work from home for teachers and study from home for students.

Even though online teaching was just applied in Indonesia 2 years ago, Indonesia is already keeping up with online teaching pretty quickly. Until now, online teaching is not already a taboo thing in the sectors of education in Indonesia. Online teaching is defined as “teaching experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access (Dhawan, 2020). Allo (2020) stated in his finding that online teaching helps teachers and students a lot. Students can use the facility through internet to fill up their needs.

Nowadays, there are many platforms to use by the teacher in online teaching. according to Zaini (2021), here are the most used platforms by the teacher and the percentage in teaching the students during online teaching. (1) WhatsApp (74,54%) (2) YouTube (10,90%) (3) Email (9.81%) (4) Edmodo (1.81%) (5) Zoom (1.45%) (6) Google Classroom (1.09%) (7) Skype (0.36%).

As a human being, which are endowed with a social nature, people always interact and communicate to one another to meet their needs. Therefore, speaking is one of the ways to interact or to communicate by someone to someone else to gather information, share and exchange ideas using spoken language (Fals, 2018). Due to the fact that in this kind of era, English is able to connect and make people easily communicate with one another. Therefore, English is essential to be used (Parmawati, 2018).

To achieve the maximum teaching and learning goals, teachers are allowed to use kinds of strategies. It implies that one of the teacher's role is to make effective strategies in order to students' educational needs. There are many strategies that teachers can use for teaching speaking. Here are suggested strategies for the teacher to be applied to their students (Shanti et al., 2014) (1) Building A Wall (2) Listen And Comprehend (3) Judging (4) Question And Answer Session (5) Competition (6) English Speaking Group (7) Use Of Flowery Language.

This study aims to investigate the strategy used by the teacher during online teaching of speaking skills, to investigate the online platform mostly used by the teachers during online teaching speaking and to describe the implementation of the strategy teaching. This research is a qualitative case study.

METHOD

The researcher used the descriptive qualitative method. According to Nassaji (2015), one of the most basic characteristics of the descriptive and qualitative research is that they contain naturalistic data. It means that descriptive and qualitative research work to study learning and teaching in their natural setting without any manipulative situation. The goal of the descriptive qualitative method is a comprehensive summarization of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2013). Therefore, the researcher focused on collecting data by interviewing the teacher then transcribing it into a comprehensive summarization.

The researcher conducted on June 28th, 2021, with 3 teachers at the different junior high schools in Malang. The research location was the coverage area on which the research is based. In this research, because of the existence of covid 19, which requires learning activities to be online learning, so the research was conducted at SMP Ar-Rohman Malang, MTs-MA Muallimat Malang, and MTs Ma'arif NU Malang.

To collect the data, the researcher interviewed the English teachers to take a deep investigation about what strategy were they are using in teaching speaking skills and the implementation of the strategies. The researcher used open-ended interview. In the interview section, the researcher was allowed to ask in more detail questions to the participant. It means that the researcher is allowed to make a new direct question besides the prepared questions (Parveen & Showkat, 2017).

After conducting the research, the data must be analyzed. The data is the result of interviews conducted by researcher. After that, to analyze the data that has been obtained the researcher do organizing and preparing, reading, interrelating, coding, and interpreting the meaning . Based on ; (Cresswell, 2014)

- 1) Organizing and preparing

The researcher organized and prepared the data which is gotten from the interview to be analyzed. This step includes transcribing interviews, scanning the materials, adding the written notes, or sorting and arranging data in different types depending on sources information.

- 2) Reading through all data

The researcher caught the general sense of the data or its' overall meaning in this step. The questions 'what general ideas are participants saying?', 'what strategy did the teacher use?' are expected to be answered during the reading through all the data section.

3) Coding

Coding is the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way (Elliott, 2018). The researcher took the underlined words of participants and make it into codes. In this step, the researcher is expected to find out the outline of the strategies explained by the teacher in the collected data.

4) Interrelating themes and description

The coding process brought the researcher into a part of descriptions and themes in the form of narration or qualitative report. The researcher interrelated the themes and the description.

5) Interpreting the meaning

Interpreting the meaning refers to explain the meaning of number or alphabet used in this study, so that it can be understood easily. The question 'what information did the researcher get from this research?' was answered in this section. The researcher had the final affirmative summary.

FINDINGS AND DISCUSSIONS

Regarding to the teachers' strategy online teaching speaking, the research states that the strategies that the teachers use were the same. All of the teachers gave the material first and checked the students' understanding then they gave the students assignment to do. The assignment is also about the same strategies. The basic pattern of the strategy is the teacher gives a set of topics and asks them to relate those to any real-life situations known to them or experienced.

These strategies are aimed to encourage them to speak in their real-life topic. The researcher stated that this strategy is called *Building A Wall Strategy*. This strategy is effective because it helps students to express their thoughts in an appealing manner. Students also can be trained to build their own thought and ideas by making them use the art of real-life situations. (Shanti et al., 2014)

Online platform the most used by teachers is WhatsApp. All of the teachers use WhatsApp in their online teaching. It is related to the research conducted by Zaini (2021) that the most used online platform by teachers in Indonesia is WhatsApp.

WhatsApp is used because there are a lot of benefits and lack of deficiencies. As cited by Gon & Rawekar (2017), there are a lot of advantages in using WhatsApp as the online educational platform. The common reason is that WhatsApp is very instantaneous and convenient to share information. WhatsApp allows the user to exchange videos, text messages, images, and voice notes. It also supports the interaction of group up to 50 group members. Moreover, the number of messages you can share on WhatsApp is unlimited. The messages even are saved automatically when the device is off or outside the coverage area. The plus point of the WhatsApp is that there are no charges involved for using WhatsApp as it uses the same internet data plan used for email or web browsing and WhatsApp users need not remember passwords or usernames as it works via phone numbers and integrates with users' address books.

Regarding to the teachers' strategy implementation in teaching speaking, the research states that the strategies that the teachers use were the same. All of the teachers gave the material first and checked the students' understanding then they gave the students assignment to do. The assignment is also about the same strategies.

P1 gave the topic 'introducing my family'. The teacher gave them an assessment that was about describing their one of the family (brother, sister, mom, or dad) and suggested them to take a note and memorize it to be submitted in the next meeting via video calls. In this strategy, P1 also used cognitive strategies for the students. P1 asked the students to practice, and memorize the note they made last meeting, and presented it through the meeting via video calls (Razmjoo & Ardekani, 2011).

P2 gave the topic 'describing my friend'. The students were matched in pairs and describe each other. The time given for each student was 3 minutes. The presentation used Google-Meet and the teacher took their individual score. P2 also used cognitive strategies for the students. P3 asked the students to practice, and memorize the note they made last meeting, and presented it through the meeting via Google-Meet (Razmjoo & Ardekani, 2011).

P3 gave the topic 'greeting with parents'. Students had light conversation with their parents in the theme of greetings and record it in a voice note of WhatsApp. P3 also used communication

strategies for the students. The students were asked to do greetings with their parents via voice note of WhatsApp. the communication strategies is usually implemented to minimize the difficulties in communicating with others (Razmjoo & Ardekani, 2011).

CONCLUSION AND SUGGESTION

Based on the result of the study, the researcher found the teaching strategy in speaking English on online learning used by the English teachers, how the English teachers implemented the strategy on online learning.

The first, regarding to the teachers' strategy in online teaching speaking, all of the teachers have a similar strategy. The basic pattern of the strategy is the teacher gives a set of topics and asks them to relate those to any real-life situations known to them or experienced. This strategy is effective because it helps students to express their thoughts in an appealing manner. Students also can be trained to build their own thought and ideas by making them use the art of storytelling, anecdotes and real-life situations

The second, the online platform which the most used by the teachers is WhatsApp. All the teachers used WhatsApp because basically WhatsApp has a lot of advantages and minim losses. The other reason from the teacher is because the school made a rule to all of the teachers in teaching through WhatsApp only

The third, pursuing the teachers' strategy in online teaching speaking, the strategies implementation is also basically the same. The teacher determines the topic, and the students present their speaking. Most of the teachers used the strategy for describing another person. Another teacher used the strategy for making a conversation about greetings.

Based on the conclusion above, the suggestion related to the research findings are offered for English teachers, students and the other researchers. The researcher expected that the result of this study can be used as experiences and reference for the other teachers. students and researchers.

1) For English Teachers

As the result in this study, all of the teachers used the same strategy in their online teaching speaking. It means that the teachers still have a monotonous strategy to be applied in their online

teaching speaking. Therefore, to enrich their literature in teaching strategy is the important point to consider. Since there are really a lot of strategies that provides many advantages to be used.

2) For Students

The researcher expects that the students can upgrade their technology literacy because, in this kind of situation, the students can not completely dependent on the teachers. Moreover, there is still a lot of online platforms that are very recommended to be used to improve students' English skill.

3) For the Future Researcher

The researcher expects that the findings of this research will give contribution as the source of data to the next research on strategies of online teaching speaking, the online platforms mostly used by teachers, and the strategy implementations. The other aspect that is not mentioned in this study may be researched again.

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