

AN ANALYSIS OF LECTURER' STRATEGY IN TEACHING SPEAKING SKILLS DURING POST PANDEMIC COVID-19

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Abstract: This study aimed at finding out: (1) What strategy does the lecturer use in teaching speaking skill during post pandemic? (2) How does the lecturer apply the strategy in teaching speaking skill during post pandemic? The method of this research was descriptive qualitative method. Data of the research were collected through interview. The data was taken from English listening lecturer in one of university in Indonesia. The findings of the research revealed that, first the lecturer believes that motivation of the students is the most important aspect to improve students speaking skill. Because of that the lecturer motivated the students by telling them experience and the tricks to speak English properly; second, the lecturer is using group work presentation as the strategy. The lecturer believes that students get greater confidence through group work. Apart from that, lecturer also uses a combination of technology and offline learning systems to improve students' speaking skills.

Keywords: *Speaking, Lecturer Strategy, Post Pandemic.*

INTRODUCTION

Language is the key to communications. Therefore, people use language to communicate with each other and can express their thought and feeling. This world contains many countries that many people living, thus there are many languages that people use in accordance with their country. Nowadays, English becomes an international language that everyone uses to communicate after their mother language. English becomes an international language because it is believed that easy to learn and easy to use by everyone. In Indonesia, English has become a foreign language and is used as a subject in school from the lowest grade like elementary school until the highest like senior high school and university.

In English, there are four basic skills such as listening and reading known as receptive skills, and speaking and writing known as productive skills. In order to learn a language, receptive skills are the core of communicating. Speaking plays an important role in language learning. The ability that students will be evaluated on the most in real-world scenarios is speaking (Rao, 2019). Teaching speaking skills has received little attention, despite its significance, and the

majority of EFL/ESL lecturers have been teaching speaking skills only as drill memorization or dialogue memorization.

People need to speak to each other in order to interact. Speaking activities involve a number of factors to which one should pay attention, including our interlocutor's identity as well as the content and language being employed. A competent speaker should also be aware of the subject matter they are discussing, the language they use to make their points understandable to the audience, and the audience they are speaking to. Speaking is therefore a technique for communicating ideas that are produced and organized to meet the needs of the listener (Heriansyah, 2012). It implies that the speaker must make an effort to express their views clearly in order for the listeners to accept them and for them to be in line with their wishes.

A new policy about the rules of educational operation, number 4 of 2020, was published by Nadiem Makarim, the Ministry of Education, during the COVID-19 pandemic (Kemendikbud, 2020). Distance learning was used to conduct multi-level education, ranging from schools to universities. Methods and educational systems, which may be accessible from home. The COVID-19 emergency caused the teaching-learning process to shift simultaneously into huge online learning.

Nonetheless, COVID-19 precisely enters a normal state at this point. The Ministry of Education, Nadiem Makarim, said on May 11 2022, that the educational process could still be conducted in-person at the current school under policy number 408 of 2022 (Kemendikbud, 2022). The school was required by this policy to conduct all teaching and learning in-person. The school that met the eligibility requirements for 80% of the COVID-19 vaccinations on a standard basis was permitted to conduct the course offline. The new phenomenology in education, particularly in the classroom, is evident in this policy. Many schools found it difficult to successfully navigate the online learning process during the COVID-19 pandemic. State-run or private schools both seemed perplexed about how to implement the teaching-learning discipline with the best apparatus and plan. In actuality, finding the learning activities in a new setting becomes a difficult task for educators and educational institutions.

Evidently, COVID-19 is not the end of the challenges that educators face. Lecturers are under pressure to implement the best plan of action in order to achieve the best possible learning outcomes at this particular post-pandemic phase. The effects of the epidemic are, in fact, causing lecturers to put in more effort designing instructional materials for both synchronous and

asynchronous learning styles. To ensure effective learning, it is therefore precisely necessary to choose a compatible method.

A lecturer's approach plays a significant part in addressing the learning process. Giving directions or presenting theories is not what teaching is about. Additionally, it is to make the lesson interactive and to comprehend how students alter their learning materials. As a result, strategy is developed since it addresses the approach, phase, and means of covering the cognitive, emotive, and psychomotor components of students' taxonomic blooming. To support students' talents and meet learning objectives, lecturers need to employ a creative approach (Najatbekovna , 2021).

This novel phenomenon becomes the explanation for why the researcher does this study. The researcher wanted to know how lecturers were teaching speaking skills in the aftermath of the pandemic. Because there is a lack of data on the technique and its use for teaching speaking skills after COVID-19, this study is extremely difficult. From the standpoint of the researcher, post-pandemic studies are not yet included in curricula.

METHOD

This study used qualitative method. Qualitative research is a type of explanatory research, which tries to gain insight into certain meanings and behaviors experienced in certain social phenomena through the subjective experience of participants Palmer and Bolderston (2006). Descriptive qualitative research design is used by researcher in this term. In the first stage researcher did interview to get the data. The researcher conducted offline interview. The second stage, researcher collected the data using types of audio/video/handwritten, making documentation and so on to gain the base data. The third stage researcher analyzed the data to be form of text transcript.

One of university in Indonesia is selected as the place where the researcher will conduct research. One of the faculties in this university is Faculty of Teacher training and Education. This faculty has some majors; one of them is English Department. The participants in this study is English lecturer specifically speaking lecturer.

The researcher employed interview as instruments for data collection. The researcher first contacted the instructors to schedule the interview. Second, the researcher conducted a semi-

structured interview with each lecturer using a twelve-question interview used voice note via WhatsApp. Finally, the data was examined by the researcher.

In this research, the necessary instruments and data techniques are used to find the data. The reason of collecting data in this research is to get the necessary material. A data collecting technique that was carried out by the researcher in this study is interview and observation to prove the validity of the data. The interview consisted of 12 questions concerning lecturers' teaching background, lecturers' strategy in teaching speaking, and the implementation of the strategies for teaching speaking skill.

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 transcription, data organizing, familiarizing, coding and themes the data. Based on (Lacey & Luff, 2009) :

1. Transcription

Nearly all qualitative research involves some level of transcription and data can be recorded from interviews, focus groups, videotapes or hands-on handwritten notes (Lacey & Luff, 2009). This is the first step that researcher did after gain the data from the lecturers. Researcher focused on what lecturer said about application used and what kind of strategy that they used in term of online learning.

2. Organizing Data

After making the transcript of the data, researcher numbered the transcript to make it easier to find the data. So this is the second stage that researcher did when analyzed the data.

3. Familiarizing

In the next stage, researcher re-read the data, listen again the audio tape and video tape to make sure the data are correct.

4. Coding

In this stage, the researcher examined and interpreted word by word, sentence by sentence conveyed by the lecturer to be summarized and highlighted from a portion of the existing data.

FINDINGS AND DISCUSSIONS

The researcher collects the data by interview. The interview was performed with the lecturer via WhatsApp. The lecturer received total twelve questions for data needed by the researcher and recorded the result of the interview in the form of audio.

To answer first question, the researcher conducted interview consist of 6 questions related to strategy used in teaching speaking skill. Based on the results of the interview, the lecturer believes that motivation of the students is the most important aspect to improve students speaking skill. Because of that the lecturer motivated the students by telling them experience and the tricks to speak English properly. After motivating the students, the lecturer is giving video from *YouTube* to giving them more examples. The lecturer thinks that due to pandemic COVID-19 lecturer should utilized more teaching and learning in technology and learn more about it, because maximizing technology can be the good effect for teaching students speaking skill.

Data from lecturer:

“And so far, the strategies give good impact to some of the students, no to all students. I told you before that the strategies can work well or no, depend on how students can receive the strategies, how the students have motivation to improve how the students, both internal and also external motivation. So if students do not have good motivation or easily to feel upset in the classroom, desperate, and so on and so forth. Of course, the strategies will not really work for them. But however, some students got some improvements in speaking skills, at least in their confidence in some pronunciation of the vocabulary, even though it's not really significant or comprehensively improved for their speaking skill, but at least there are some components that they can improve in the speaking skill.”

“We know together that during the pandemic we utilize more our teaching and learning in technology we try to learn more about technology and how to deliver material and speaking using technology because we know together that maximizing the technology is good for teaching but for speaking, it's not really effective to improve the student speaking skill because what my students do during speaking is face to face meeting and then making interaction building communication and practicing their English so that they can improve their speaking especially in English language and the strategies I use in the post pandemic is not really for from before pandemic because in the beginning of the class, I used to utilizing my laptop using powerpoint and then I use video to give the examples of certain materials in English, especially in speaking. And then, strategy or it can be said that it is kind of my teaching characteristic that when I teach

public speaking, I must be able to make myself to be a role model. For example, I teach my students about presenting report, presenting news or how to be good news anchor. So I first before showing the videos from YouTube channels. So I try to demonstrate by my own so that they can have inspiration from their teachers from their lectures in the classroom. So that the discussion will be more meaningful and they can directly ask how to improve the strategies or tricks on how to be good news anchor to their teachers not by seeing or watching in the video or YouTube since they will not be able to ask to YouTube channel.”

Providing the tools necessary to complete the teaching-learning process is the lecturer's primary duty. Teaching English to speakers of other languages should reflect the commitment to sporadic and focused target learning. In order to accomplish the goal of learning, lecturers need to be conscious of their job and set of skills. Lecturers, on the other hand, are said to inspire students to keep getting better at learning foreign languages (Rahman & Sahayu, 2020).

To answer second question, the researcher conducted interview consist of 6 questions related to the implementation of the strategies for teaching speaking skill. Based on the results the lecturer is using group work presentation as the strategy. The lecturer believes that Students get greater confidence through group work. The lecturer thinks that the students' lack of vocabulary, which makes them anxious, is the real reason for their inability to acquire speaking fluently rather than the technique used. According to research on speaking skill instruction strategies, small discussion groups are likely to give students with accents more confidence while speaking (Bohari, 2019).

Data from the lecturer:

“One of my strategies is giving them such a group work presentation. For example, in the materials of storytelling, in the topic of storytelling, I didn't give them individual reportation to be presented in the classroom, but they can present their reportation or news with the group in a partner. And then like storytelling, previously I gave instruction to my students to work individually for storytelling. But in this semester and some previous semesters, I instructed my students to work in a group consisting of three up to four students, so they can be more confident to show the character existing in the stories and so on and so forth. But I also give them instruction to present individually, like a speech or like making a blog, or how to be a good influencer”

According to Burns & Goh (2012) state that there are seven qualified principles that lecturer s can use more effectively when instructing students on speaking skill and some aspects are related to the answers of sources who have been interviewed by researchers. The first principle pertains to the provision of speaking material input. It is stressed to the lecturer at this point to introduce students to some units in a foreign language early on before carrying out the learning activities.

The third principle talked about on the performing speaking assessment. The essential elements of speaking skills should be embellished by the lecturer as a re-explanation. The first step in developing speaking abilities is either taught to students or taught by lecturers, and it involves using general speaking units. The instructor needs to increase student's desire to start speaking. In short, this phase aims to boost students' self-esteem and enable them to speak as fluently as they can.

The last principle is suggestions. This idea is crucial to the formation of all the outcomes from the speaking skills teaching and learning process. Lecturers can learn how accurate and proficient their students are communicating and interacting in English, particularly when it comes to speaking, by looking at their feedback. By making some recommendations, remarks, and encouragements about the students' assessments, the lecturers are able to visualize the outcomes. Regardless of how successful the lecturers' approach is, students may also critique it.

CONCLUSIONS AND SUGGESTIONS

Based on the findings presented in the previous chapter, the researcher makes the following conclusion. Regarding to the lecturers' strategy for teaching speaking skill during post pandemic COVID-19, participant become a role model for the students. First, participant showing videos from YouTube Channels, and then participant demonstrate to the students so that they can have inspiration. The impact during pandemic COVID-19 is that lecturer must use online learning to teach students, and after the pandemic COVID-19 lecturers are more comfortable using the technology used during online learning.

Regarding to the lecture's implementation, participant used group work presentation for the students. Participant believes that group work can make students more confident because they work together as a team and they can learn from each other. Participant thinks that anxiety

is the biggest problem to teaching speaking skill because student can't describe what they want to talk because their lack of vocabulary and group work can solve this problem.

Build upon on the findings and discussion, some suggestions are suggested as follows:

1. For the speaking lecturer, the result of this study can be useful for the lecturers. The research findings, along with the strategies and their application, can be used as a guide by other lecturers to further the process of teaching and learning, particularly with regard to speaking skills. However, given the current post-pandemic situation, students' psychological aspect and motivation should be closely monitored. According to general reviews, the effects and disorders of the post-pandemic are undoubtedly taking a risk in the social context of daily life, but they are also posing a risk in the educational context related to the activities of lecturers and students. For this reason, they require deep guidance and an approach to rectify their condition and motivation in learning English as a whole, rather than just speaking skills.
2. For the future researcher, Based on the findings, the researcher suggests that future researchers need to have longer time observation and interview be more detailed and depth interview. Further future researcher this article can be further expanded through the use of quality methods, such as quantitative analysis or comparisons of learning characteristics prior to, during, and following the COVID-19 pandemic.

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