

**TEACHING SPEAKING STRATEGIES DURING COVID-19
PANDEMIC AT SMKN 1 LEMBAH MELINTANG**

THESIS

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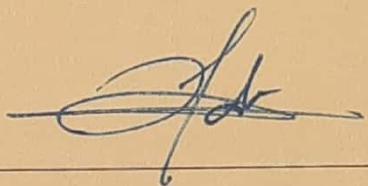
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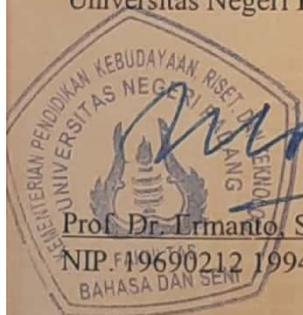
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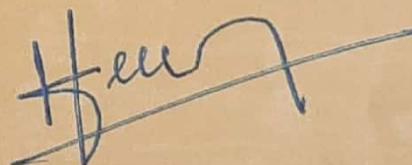
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Strategi Mengajar Berbicara Selama Masa Pandemi Covid-19 di SMKN 1 Lembah Melintang

Abstrak

Situasi pandemi COVID-19 membuat Pemerintah mengubah sistem pendidikan dalam proses belajar mengajar. Hal tersebut membuat siswa harus mengikuti proses E-learning dan begitu banyak perubahan dalam kegiatan pembelajaran. Kebijakan ini dan kaitannya dengan strategi guru dalam mengajar menarik untuk dikaji. Penelitian ini berfokus pada strategi guru yang digunakan dalam mengajar berbicara selama pandemi COVID-19. Penelitian ini merupakan penelitian deskriptif kualitatif. Tujuan dari penelitian ini adalah untuk mengetahui strategi yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara selama Pandemi Covid-19, penerapan strategi dan masalah yang ditemukan oleh guru dalam mengajar berbicara selama Pandemi Covid-19. Responden penelitian ini adalah seluruh guru di SMKN 1 Lembah Melintang yang berjumlah 4 guru. Instrumen penelitian ini adalah angket, wawancara, observasi dan dokumentasi. Analisis data menggunakan skala likert dan strategi deskriptif kualitatif. Hasil penelitian menunjukkan bahwa strategi yang biasanya digunakan guru adalah Questioning, Drill and Practice, Grouping, Interactive Teaching Strategy, Experiential Teaching Strategy, Dialog dan yang terakhir adalah Rhymes and Tongue Twister, pelaksanaan setiap strategi dilakukan sesuai prosedur, dan masalah yang ditemukan dalam mengajar berbicara adalah kurangnya akses internet, keterbatasan waktu pembelajaran offline, kurangnya motivasi siswa dan ketidakabsahan tugas siswa.

Kata Kunci : Strategy, Mengajar Berbicara, Covid-19

Teaching Speaking During Covid-19 Pandemic at SMKN 1 Lembah Melintang

ABSTRACT

The COVID-19 pandemic situations made the Government change the educational system in teaching and learning process. It makes the students must follow E-learning process and so many changes in learning activity. This policy and its relation to teachers' strategies in teaching are interesting to be studied. This research focused on the teachers' strategies used in teaching speaking during the COVID-19 pandemic. This research is qualitative descriptive research. The purpose of this research are to find out the strategies that used by English teachers in teaching speaking during Covid-19 Pandemic, the implementation of the strategies and the problems that found by the teachers in teaching speaking during Covid-19 Pandemic. The respondents of this research are all of the teachers in SMKN 1 Lembah Melintang, there are 4 teachers. The instruments of this research are questionnaire, interview, observation and documentation. The data analysis is by using Likert scale and descriptive qualitative strategy. The result showed that the strategy that teacher usually used are Questioning, Drill and Practice, Grouping, Interactive Teaching Strategy, experiential or Empirical Teaching Strategy, Dialog and the last one is Rhymes and Tongue Twister , the teacher has implemented the strategy correctly according to the steps of each strategy, and the problems that found in teaching speaking are lack of internet access, limited time of offline learning, lack of student's motivation and invalidity of the students assignment.

Keywords : Strategy, Teaching Speaking, Covid-19Pandemic

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Saya Yang Menyatakan



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CHAPTER 1

INTRODUCTION

A. Background of the Research Problem

In educating students, the teacher plays an important role in the school. The teacher in interactive teaching does not have only educational and vocational roles but he/she has to be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor (Illic, 1999:141). More specifically, the teacher is the organizer of teaching and partner during the communication with his/her pupils.

Teaching English with different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Strategies can make learning “easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990:8).

Indonesia, as one of the big countries in South East Asia, has got the impacts of this global pandemic. When the first two COVID-19 cases were announced in Indonesia in early March, the country was in a panic. In response to that, the Indonesian government took several strategies to minimize the impacts for examples Physical Distancing now it is known as Social Distancing, health and sanitary campaign (washing hands frequently,

wearing a face mask while going out), closing public access such as airport, terminal, malls, and offices.

People started to Work from Home (WFH) to avoid gathering and crowds. In the education sector, the Indonesian Education and Culture Minister, Mr. Nadiem Anwar Makarim, has issued Minister circular letter Number 302/E.E2/KR/2020. It requested students to study from home (SFH), the classes would be held virtually. The shift real teaching-learning process in the classroom context into the virtual classroom is the culmination of the government's efforts to prevent COVID-19 from entering university populations and spreading to local communities. However, schools (teachers) and universities (lecturers) are obliged to teach and monitor the learning process using online/digital platforms or what is widely known as online learning or E-learning.

This is a challenge for all of the teachers, especially English teachers because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. According to Richard & Schmidt (2002:330), skills in language teaching are the mode or way in which the language is used. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills.

With that, the teachers inevitably have to apply and adapt to e-learning classes in conveying English material from listening, speaking, reading, and

writing so that the teaching and learning process can keep going. According to Abbad (2009:398) e-learning refers to the use of information and communication technologies to enable access to online learning or teaching resources.

Following up on the government circular, all schools in Indonesia follow an online learning process to help break the chain of spreading the coronavirus. There is a change in this learning system that makes the school have to go through many challenges in implementing this online learning. One of the schools that did not escape the consequences of this coronavirus was SMKN 1 Lembah Melintang. This school is one of the largest vocational schools in Pasaman Barat with a very large number of students. Students from these schools are scattered in various remote areas of Pasaman Barat, which as we know there are still many areas that do not have adequate internet access and there are even still many students who do not have cell phones which are needed when carrying out online learning. Therefore, researchers made observations at the school to find out how the learning process was during this pandemic. In addition, West Pasaman is one of the areas included in the green zone where the number of people infected with the coronavirus is still low. After doing observation at the school, the researcher found that the school had implemented the blended learning method during this covid-19 pandemic. In addition, blended learning is a combination of the advantages of learning that is done face-to-face and virtually. Blended learning is also a combination of face-to-face teaching and online teaching, but more than that as an element of

social interaction. In its application, of course, this learning method encounters several obstacles and challenges for both teachers and students. This also affects student motivation to evaluate student learning scores. This makes researchers interested in exploring more about how the strategic learning system is used and several other things about learning during the pandemic in this school, because this school has also implemented this blended learning system since July 2020.

Research related to learning during this pandemic has been carried out by many researchers from several countries, but with different specifics and different results. Research on learning during the corona pandemic at the high school level has been reported by (Mike, 2020; Sri, 2020; Lenni, 2020; Luis, 2020; Nyanuar, 2020; Novrika, 2020) they report on target needs and learning needs that are needed by students during this pandemic. Then their research contains about how online learning is applied in schools, how it is implemented, and the good and bad impacts of implementing online learning. Their research aims to investigate the student's needs to figure out effective English online learning. The conclusion from the research results of this research found that the result of the students' needs investigation within the term of target needs to be uncovered that the larger part of the understudies needed to have viable online educating by utilizing Zoom and voice note or brief video as instruments and media for the instructors in giving instruction or clarification almost the subject. While Google classroom could be utilized as the instrument to share and yield the task. In arrange to have great interaction

and ease the students who live in limited web get to; WhatsApp is one of the finest applications to be utilized amid online lesson.

Furthermore, research on learning during this pandemic has also been carried out at the junior high school level. This research has been carried out and reported by (Tari, 2020; Paras, 2020; Ni 'Matu; 2020), where the research finds out what strategic strategies are used by the teacher during online learning. As we know, face-to-face and online learning cannot be confused with the syllabus and lesson plans. The researchers tried to reveal what strategies were used by the teacher so that the learning objectives were achieved even with all the time constraints and changing conditions during this pandemic. The conclusions obtained from the research that has been done above are (1) The instructors utilize diverse techniques since the anticipated aptitude yield is distinctive, for composing aptitudes the instructor employments 3 techniques to be specific arranging, drafting, and altering. As for tuning in abilities, the educator applies a few procedures such as tuning in to tunes, composing tune versions, coordinating versions, and at last singing a tune. But both of them utilize the video-based learning show conjointly virtual instruction through WhatsApp. (2) Techniques in educating through e-learning classes amid the COVID-19 widely assisted instructors within the instructing and learning prepare to attain learning objectives.

Afterward, research on learning during this pandemic has also been carried out at the tertiary level. In general, researchers at higher education institutions have reviewed the impact that online learning has had and the

corona pandemic on learning outcomes starting from all aspects. this research carried out by

(Arita, 2020; Heny; 2020, Aji; 2020, Shazin; 2020, Petre; 2020, Baczek; 2021, Edeh, 2020; Zhu, 2020; Winda, 2020; Huiwei, 2012; Al-Matri, 2014; Sutarto, 2020 ; Hafizah, 2020; Tira, 2020) which in conclusion found many online learning problems carried out during this pandemic. The problem that was most frequently found was that there was a lot of fraud at the time of the assignment. Today's sophisticated technology makes it very easy for students to cheat, for example, copying assignments from Google and others. Then, the reduced interest of students in learning is caused by boredom when undergoing online lectures, the classroom conditions that do not face-to-face make students less enthusiastic in carrying out learning. In addition, economic problems are sometimes also a problem that many researchers find because the corona pandemic also affects the weakening economy of students' parents so that students are not fulfilled in buying internet quotas and others.

After doing the pre-observation and observations at SMKN 1 Lembah Melintang, the researchers found that this school not only ran online learning, but also carried out face-to-face as instructed by the government because this school was in the green zone, which method is also called blended learning or hybrid learning. This school has implemented the blended learning method in July 2020 until now. In the implementation of this blended learning, schools certainly find some problems caused by some changes that occur in the school system. In general, researchers investigated how blended learning was during

this pandemic, starting from what strategies the teacher used because as we know that, the teacher can not use the same strategy from offline learning with the online learning, what impact and how the implementation. In contrast to previous research studies, this study wants to focus on examining how the learning system during the pandemic at SMKN 1 Lembah Melintang where the school has implemented a blended learning system., the researcher is also interested in observing and finding what are the strategies used by the teacher during a covid-19 pandemic. Therefore, the researcher became curious and tries to investigate this with a research entitled “**TEACHING SPEAKING STRATEGIES DURING COVID-19 PANDEMIC AT SMKN 1 LEMBAH MELINTANG**”.

B. Identification of the Research Problem

Based on the background above the researcher identifies many aspects of the problem found during a covid-19 pandemic. There are ranging from online learning to blended learning problems. Then the discussion about this includes what strategies are used during the pandemic in teaching English, what problems are faced by schools, teachers, and students. There are several problems caused by this pandemic based on what. There are also changes in the teaching schedule, changes in the material syllabus, the strategies used by the teacher, student interest in learning, and many other things.

C. Limitation of the Research Problem

Related to the identification of the research problems above, in this research the researcher just focus to find out what are the strategies that the English teacher during Covid-19, as we know that there are four skills in

teaching English strategies; teaching speaking strategies, teaching listening strategies, teaching reading strategies and teaching writing strategies. In this research, the researcher limits to find of the teaching speaking strategy used by the teacher in SMKN 1 Lembah Melintang. Then, to find out how does the implementation of the blended learning and the problem that the teacher finds in this strategy during the teaching and learning process.

D. Formulation of the Research Problem

The problems of this research can be formulated as following “What is the Strategy that The English Teacher Used During Covid-19 Pandemic”, “How does The Implementation of Blended Learning in Teaching English?” and “What are The Problem that The English Teacher Find During This Corona Pandemic In Teaching English”.

E. Research Questions

Based on the limitation of the research problem above, the research questions are stated as follows;

1. What are the speaking strategies used by the English teacher during the Covid-19 pandemic in SMKN 1 Lembah Melintang?
2. How does the implementation of teaching speaking strategy in SMKN 1 Lembah Melintang?
3. What are the problems found by the teachers in teaching speaking during the Covid-19 pandemic?

F. The Purpose of the Research

The purposes of this research are to analyze the teacher's strategy during the Covid-19 pandemic, to investigate the problem found by the teacher during the Covid-19 pandemic, and to find out how does the implementation of blended learning at SMKN 1 Lembah Melintang.

G. Significance of the Research

The findings of this research give contributions theoretically and practically. Theoretically, this research enriches knowledge and understanding about teacher's strategies in using e-learning during Covid-19. In addition, it could be a solution for the problem must teachers encounter in questioning. Practically, it was helpful for the English teachers especially in teaching English and other teachers at different universities to be resources in teaching English at Vocational High School.

H. Definition of the Key Terms

By knowing the key terms, it makes this research is less demanding to be caught on by other analyst and perusers. Numerous key terms are related to this investigation such as teaching strategy and blended learning.

1. Teaching strategy

Teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy”

2. Teaching Speaking Strategy

Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication

strategies; for the purpose of this article speaking strategies are those devices used by students to solve any communication problem when speaking in English.

3. Blended learning

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion it can be concluded that the teaching speaking strategies that used by English teacher at SMKN 1 Lembah Melintang during Covid-19 Pandemic. Based on the research findings, the researcher can be concluded based on finding and discussion as follows; the most teacher' teaching strategy that used in teaching speaking are Questioning, Drill and Practice, Grouping, Interactive Teaching Strategy, experiential or Empirical Teaching Strategy, Dialog and the last one is Rhymes and Tongue Twister . Teacher used those strategies because that is the strategy that suitable to used whether in face to face learning or online learning. Some other strategy sometime used by teacher, but the frequency is very rare and never. Based on discussion, most students understand the strategy that used by the teacher. They followed teacher' instruction.

In the implementation of teaching speaking strategy during covid-19 pandemic, based on the result of finding it is found that the teacher has chosen several strategies that are suitable for use during this pandemic. The strategies they use, as mentioned above, in the implementation are in accordance with the procedures for each strategy. It can be seen from the involvement of students in learning in online classes.

The problems found by the teacher in teaching speaking during Covid-19 Pandemic. The problems are in the form of inactivity in following learning,

limited supporting facilities, internet network access, the lack of students' motivation in speaking, the untrustworthy student work and limited time.

B. Implication

This research has implication to several aspects. First, from this research, the English teachers in SMKN 1 Lembah Melintang know whether the strategies that they used going well or not. By knowing that, they could take another step to improve the teaching strategy. Second, this research gives impact to government since government is aware about the problem that the school faced during this pandemic. Government could do an action to help schools to overcome several problems related to the lack of internet access and the limitations of online facilities owned by students and schools.

C. Suggestion

According to the results of the study, there are several suggestions presented for students, English teachers, and researchers.

1. Students

Through strategies used by the teacher in teaching English during covid-19, the students more understand the material and enjoy learning even though through video.

2. English teacher

This research can improve the quality and creativity of teachers in teaching English e-learning classes. Teacher strategies must be applied because this is

the teacher's way of determining learning objectives during the teaching and learning process.

3.Future researcher

The writer hopes that for future researchers who are interested in conducting similar research, it will contribute to understanding teaching speaking strategies in teaching English online classes or face-to-face classes. Besides, hopefully, this research will provide inspiration and guidance for further researchers to be more careful in conducting research, so that the results are better than this. Therefore, the results will be more profitable and be applied in a larger area.

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