Teaching English Speaking Strategies In Covid-19 Era For English Department Students At UKI Toraja

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ABSTRACT

The purpose of this study is to find out The Teaching Strategies in Learning Speaking Skill in Covid-19 era. In analyzing the data of this research, the researcher employed qualitative method to analyze data using theories from Miles and Huberman. The subjects of this study were the speaking lecturers at English Study Program of FKIP UKI Toraja. The data of this research was collected by interview. The result of the research shows that there are 4 strategies in teaching speaking skills in the age of covid-19 is Self-study Strategy, Use of YouTube application, Use of WhatsApp application, Question and Answer strategy.

Keywords*: Teaching, English Speaking, Strategies, Pandemic Era*

I. Introduction

Now English is an international language. In language teaching English teachers or lecturers have used many relevant approaches, methods, strategies and media, but the problems often come from learners (students). The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same.

Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying at campus, most of students were not able to speak English. The students often confuse how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their idea in English. Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking.

Given that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning (Brown and Yule, 1999), these become the focus of the study.

Teaching strategy in learning speaking skill needs exercise. Teaching speaking skill so far has been done by meeting directly in class. But since the current situation is related to Covid-19, based on instructions from the Government that the learning process can't be done directly in the classroom but should be online or use the learning application. .

Based on the background above, the writer would conducted the research under the title "The Teaching Strategies in Learning Speaking Skill in the Age of Covid 19 at English Department of UKI Toraja"

II. Review of Literature

A. Teaching Speaking

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Many experts have differently defined the word teaching. According to Feiman-Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of helping people learn "worthwhile things," which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly. Thornbury (2005) give the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. According to Thornbury speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.

Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

How to teach Speaking

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students would have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

B. Strategies of Teaching Speaking

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009). Role plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, term memory, provide means of gaining articulatory control over language (Thornbury, 2005). Journal of English and Education 2013, 1(2), 1-8. In addition, designing activities for teaching speaking requires some principles to consider.

Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose (Thornbury, 2005). Thirdly, teachers bear in mind

what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Brown, 2001). Besides, meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Brown, 2001; Richards and Rodgers, 2002).

Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury, 2005; Richards, 2008).

Activities to Improving Speaking Skill

1. Discussion
   After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every

discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play
   One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and. . .

3. Simulations
   Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they would have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Information Gap
   In this activity, students are supposed to be working in pairs. One student would have the information that other partner does not have and the partners would share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the

others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students would be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only would the teacher address students' speaking ability, but also get the attention of the class.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups of four. Each suit would represent a topic. For instance:

- Diamonds: Earning money
- Hearts: Love and relationships
- Spades: An unforgettable memory
- Clubs: Best teacher

Each student in a group would choose a card. Then, each student would write 4-5 questions about that topic to ask the other people in the group. For example:
If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story

taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing
    Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference
    For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

III. Research Method

This research would use qualitative method. Qualitative method is choose as the methodology of this research. To achieve the goals proposed during this thesis data is collected by using interview directly on student survey. Qualitative data provides the researcher with responses that would best help understand this research questions.

The subject of the research would involve 2 Lecturers English speaking of English Department at UKI Toraja. The lecturer would be selected using criteria of purposive sampling. Purposive sampling is one of the non-random sampling techniques in which researchers determine sampling by assigning special characteristics that are appropriate to the research purpose so that it is expected to answer the research problem.

IV. Result

During the covid-19 pandemic, the strategy used in teaching English Speaking as follow: the researcher interviewed the lecturer how to teach English Speaking as follow:

I taught speaking for general communication, so the students were emphasized to make questions and answer questions. So, the way they can talk, so the topics are generally related, for example weather, transportation, television, neighbors, but the way is I use RES strategy, R is reason so to answer questions, students must make reasons from the answers. The second one is making Speculation, S, yeah, then E is explaining, so that one question they choose whether to answer with reason or by making an explanation or by giving an explanation. So that's my strategy so they can talk.

After interviewing, reduction and displaying the data in the previous part, finally the researcher come to discuss related in teaching speaking skills in the age of covid-19 the researcher found that there are several strategies applied by the lecturer.

The first strategy is self-study, this strategy is the strategy where the students study by themselves, this strategy focus on objectively observable behaviors to the exclusion of independent activities of the mind. This is supported by (Connely, personal communication, 2018) Self-study as a learning theory, behaviorism focus on objectively observable behaviors to the exclusion of independent activities of the mind.

The second strategy is using YouTube application, with YouTube students can learn and practice their speaking skill. YouTube has been identified as one of the commonly used pedagogic tools in teaching and teachers' preferred, as well as common, social medium (Szeto et al.,2016). Sentiment and qualitative content analyses of comments indicate that YouTube can play important role in facilitating online self-directed learning (Lee et al., 2017). The use of YouTube videos increased learners engagement, critical awareness and facilitated deep learning (Clifton and Man, 2011).

The third strategy is using WhatsApp application, WhatsApp is one of the most commonly

used communication applications on smartphones. WhatsApp is one of those smartphone applications that can process messages quickly and can improve communication in a single group (Bouhnik & Deshen, 2014). WhatsApp Media can be used to convey knowledge, communicate even discussions (Dorwal et al., 2016). In teaching speaking at pandemic covid-19 era, the lecturer use WhatsApp application, it is used because this application is most popular in this time especially in pandemic at this time.

The last strategy is questioning and answering strategy. Question is process where an individual ask or makes and inquiry about something and the listener responses verbally. According to Kenneth (2010) question and answer teaching gives the student opportunity to reflect his inquiries and needs for further information.

Based on the discussion above, it is clear that the lecturer at UKI Toraja in teaching speaking used strategy. Those strategy are self-study, the use of online application such as YouTube and WhatsApp and the last strategy is questioning and answering strategy.

V. Conclusion and Suggestion

A. Conclusion

Based on the research findings and the discussion in the previous chapter, the writer finally extend the conclusions about "the teaching strategies in learning speaking skills in the age of covid-19 at English Department of UKI Toraja" are as follow : Self-study Strategy, Using YouTube application, Using WhatsApp application, Question and Answer strategy.

B. Suggestion

It is recommended to Lecturers to use a good strategy in the era of Covid-19 in teaching English Speaking. The lecturer should use some medias such as YouTobe, WhasApp, and the others, even though Teaching English Speaking in pandemic era used medias but the lecturer should give evaluation how deepest the students can be accepted the material that has been presented by the lecturer, therefore the lecturer also give independent study for the students.

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