

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research and elaborates six parts: the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background of the Study

Speaking is regarded as the most critical of the four primary language skills in learning a second or foreign language (Rao, 2019). Because a person's skill and fluency in speaking determines his or her success in learning a foreign language. In addition, speaking skills refer to a person's ability to express thoughts and emotions which aims to get a response from the data submitted by communicating an idea to the other individual (Baron, 2020). A person's ability to communicate fluently and completely is frequently their first impression in daily interaction.

Teaching speaking is the process of leading the students to express and demonstrate any interaction with another person in the conversation. As a result, it is necessary to ensure the students know about what is going on in oral communication. It means teaching speaking is different from teaching the other skills. Learners should learn consciously by doing a lot of practice to make better communication. Realizing that speaking is essential for English learners, it is necessary for English teachers to have good strategies to encourage the students to speak.

Meanwhile, in the COVID-19 pandemic, Nadiem Anwar Makarim, Indonesian Minister of Education and Culture, gives guidance for the teaching and learning process from home and to virtually hold the lessons. Therefore, E-learning was seen as the best way to carry out the teaching and learning process including teaching speaking skills. Additionally, E-learning refers to learning that takes place online or through a network that uses electronic media (Clark and Mayer, 2016). For the time being, the most used and popular E-Learning

platforms are Zoom and Google hangouts meet for video Applications, YouTube, and WhatsApp (Baron, 2020).

Moreover, teaching speaking in a virtual classroom is challenging because the purpose of teaching speaking is to assist students in discovering good platforms to practice their speaking skills at home, even if they are in a virtual classroom. However, incorporating technology into education is not as simple as it seems, given the many factors that play a role in it and how they are interconnected. So, both teachers and students must have preparation in the use of E-learning. Besides, the teacher should adjust to the program and advise the students on using it, especially for young students who are not familiar with the technology.

The limited observation in one of the junior high schools in Indonesian rural areas reveals that the use of E-Learning in the teaching of speaking in an EFL classroom is something new, and the English teachers have never done it before. Especially before the COVID-19 pandemic. E-Learning platforms used there are WhatsApp Group, Google Classroom, Zoom, and YouTube. Some issues were discovered during this virtual learning, such as low vocabulary mastery as well as confidence and fluency of speaking. Therefore, teachers need appropriate teaching strategies in teaching speaking through E-learning in order to encourage students to speak.

Based on the explanations above, the teaching strategies during COVID-19 are interesting to investigate. How do EFL teachers teach EFL students during this online learning, especially in teaching speaking? In other words, this research aims to investigate what are their strategies in the teaching of speaking in EFL classrooms through E-learning period.

There are several previous studies discussing this topic. The first study is conducted by Ai et al. (2021). The study focuses on improving English speaking ability through E-learning. The next one is conducted by Purwaningsih et al. (2019). The focuses of this study are the strategies of teaching speaking English to *Desa Bahasa Sragen's* students. The other one is conducted by Rahmawati et al. (2021). This study focuses on the E-learning effect on the progress of students'

speaking skills process in E-learning. However, the current study is different from the previous studies. The previous studies focus on improving English speaking ability, E-learning effect, and teaching strategies in teaching speaking in offline class. In contrast, the current study focuses on the teacher's strategies in the online teaching of speaking in EFL class during the COVID-19 pandemic.

B. Research Questions

From the background of the study above, the research questions are formulated as follows:

1. What E-learning strategies are used by the teachers in teaching speaking to EFL students during the COVID-19 pandemic?
2. What are the teachers' challenges in applying the E-learning strategies in teaching speaking to EFL students during the COVID-19 pandemic?
3. How do the teachers overcome the challenges of the E-learning strategies in teaching speaking to EFL students during the COVID-19 pandemic?

C. Research Purposes

From the research question above, the purpose of this research are:

1. To identify E-learning strategies used by the teachers in teaching speaking to EFL students during the COVID-19 pandemic.
2. To describe the teachers' challenges in applying the E-learning strategies in teaching speaking to EFL students during the COVID-19 pandemic.
3. To describe the teacher's ways to overcome the challenges of E-learning strategies in teaching speaking to EFL students during the COVID-19 pandemic.

D. Research Significances

The research results are expected to give theoretical and practical significances.

Theoretically, this study can be beneficial for English teachers as the information focus on strategies for teaching speaking. For further research, this study is expected to become a helpful reference for the future researchers who plan to study the relevant cases.

Practically, this study is expected to give significances to several parties:

1. EFL teachers

Hopefully, this study will help English teachers apply appropriate strategies for teaching speaking in EFL online classes with E-learning during the COVID-19 pandemic.

2. School managers

This study can also help the school managers as a reference to better prepare student-teachers in online classes during the COVID-19 pandemic.

E. Conceptual Framework

This research is conducted with several theories related to E-learning, speaking, and teaching strategy, which will be explained below:

1. E-Learning

E-learning, or electronic learning, has been described in a variety of ways in the literature. E-learning is a term that refers to educational content or learning experiences are aided by electronic technologies (Hassanein and Head 2008, as cited by M.A.T, 2014). According to the European Commission (2001), in Soliman, (2014), E-learning is the use of new multimedia technologies and the Internet to improve learning.

E-learning consists of various technologies and methodologies, including web-based learning, computer-based learning, virtual courses, and interactive collaboration (M.A.T, 2014). The content can be sent via the Internet, intranet/extranet (LAN/WAN), satellite, audio, and videotape. It is regarded as a critical part of the "internet" and "technology as a support system for an

E-learning system. During this COVID-19 pandemic outbreak teachers have to master the internet and technology for education in order to assist teaching and learning process from home. In other words, E-learning is a suitable learning platform for today's teaching and learning process.

2. Teaching Speaking

Speaking is an important aspect of communication and interaction with other people. Speaking is defined as the process of using verbal and nonverbal symbols to create and transfer meaning in various circumstances. (Chaney, 1998 in Zyoud, 2016).

Teaching speaking is teaching students to speak, instructing them on how to imitate the sounds and patterns of the English voice, how to use the second language's rhythm, word, and sentence stress, how to use appropriate terms and sentences for the audience in the proper social environment, how to organize their thoughts logically, and how to use words to express their opinions and beliefs (Kuning, 2019). In conclusion, teaching speaking teaches the students to express their thoughts and demonstrate any interaction with another person in the conversation and the appropriate place. Besides, teaching speaking also guides the students to practice good communication and encourages them to speak.

3. Teaching Strategy

Teaching strategy according to OECD (2010) as cited by Fajriah (2017) is a combination of how the teacher manages the class and uses all the facilities to enhance students' understanding. It means a teaching strategy is an educational method or plan of classroom actions or interactions aimed at specified teaching and learning objectives.

According to Stones and Morris, as cited by (Gill & Kusum, 2017), a teaching strategy is a broad plan for a lesson that includes structure, desired learner behavior in terms of instructional objectives, and an overview of the strategies that will be used to carry out the strategy. Further, Thornbury (2002) classified teaching speaking strategies into three categories;

awareness-raising, appropriation, and autonomy. The strategies that can be used to promote the second language learners to speak. There are: using recordings and transcripts, using live listening, noticing gap activities, drilling and chants, writing task, dialogues, task repetition, presentation and talks, stories, jokes, anecdotes, discussion and debates, conversation and chats, and outside class speaking.

In short, teaching strategy is steps or actions taken by the teachers to achieve a successful goal in the teaching and learning process. There are several kinds of teaching speaking strategies to facilitate students to increase their understanding and be able to speak. So teaching strategies are important for the teacher and students to develop the knowledge.

F. Previous Studies

Many studies have been conducted by researchers related to teaching speaking online in EFL classrooms. Some of them are discussed below:

The first study is conducted by Ai et al. (2021). This study focuses on improving English speaking ability through E-learning with the quantitative method. The participants of this research are 50 third-year students of the foreign language faculty who had two years of experience studying speaking at Vang Lang University (VLU) in Ho Chi Minh City. The process of collecting data use a questionnaire and interview. This study aims to analyze the use of E-learning in improving speaking ability. According to the findings of this study, English foreign language learners have crucial difficulty with English pronunciation and vocabulary while learning for many years. More importantly, the use of E-learning positively influences the students' English speaking skills. However, this study has a similar topic about the use of E-learning in speaking but with a different focus. The current study focuses on teachers' strategies, while the research above focuses on improving speaking ability through E-learning. In addition this study also used quantitative method and the participants are from university students while the current study used qualitative method in junior high school level.

The next study was conducted by Purwaningsih et al. (2019). This study focuses on the teachers' strategies in teaching speaking to *Desa Bahasa* Sragen's Students. This research uses a qualitative approach. The participants of this study are two teachers in *Desa Bahasa* Sragen. The researcher uses the interview to collect the data. The findings show that three strategies are used at *Desa Bahasa* Sragen: cooperative activities, creative tasks, and drilling. However, the current study is different from the study above. The current study was conducted in EFL online class during the Covid-19 pandemic, while the study above is in an offline classroom.

Another study was conducted by Rahmawati et al. (2021). This study focuses on the E-learning effect on students' speaking skills and the E-learning process itself. This study uses quantitative methods with a descriptive approach. The instruments of this study is documentation. The study population was students of SMP Pencawan Medan with a sample of seventh-grade junior high school students. The data was collected by first explaining the recorded material orally through the WhatsApp group, which contained 20 students as the group members. Afterward, the students collected the audio of their voices by recording. This study shows that E-learning does not produce a good effect and is not asked to be used in learning media for speaking skills. This happens because there are several difficulties found in which students cannot do the practice directly to hone the speaking. The current study is different from the study above. This study focuses on the E-learning effect, while the current study focuses on teacher's strategies. Additionally, this study used quantitative methods while the current study used qualitative method with case study design.