CHAPTER I

INTRODUCTION

This chapter is an introduction to the study. It contains background, research questions, research purposes, research significance, conceptual framework, and previous studies.

A. Background

This study aims to identify teacher's strategies to teach speaking in online classes during the COVID-19 Pandemic. A teaching strategy is training, technique, and plans for classroom actions or interactions to achieve specific educational/learning objectives (Ayua, 2017). Teaching strategies are the approach, technique, and tactics for teaching students in a class (Utami, 2020). Thus, teacher's strategies in this context can be defined as any efforts made and employed by the teacher in managing and organizing the classroom so that the teaching-learning process may reach the objectives.

Hakim (2017) states that in studying English in foreign countries like Indonesia, the students tend to have issues with vocabulary, speaking, pronunciation, and others. These issues may make them lazy to learn English and they tend to seldom use English in their surroundings like in the school, classroom, neighborhood, and home. Therefore, the proper strategy can help the students reach the speaking objectives. The teacher must adjust the appropriate strategies to assist the students in reaching the target language.

The topic is chosen for this research because the researcher needs to find out teacher's strategies in teaching in online classes and the students' perspectives about it. The topic is also based on the researcher's experience, in which speaking English in offline classes is difficult for some students in the school. It is supported by Nurjani (2020) who states "Most of them showed some incompetence while speaking, such as; they were not able to keep the interaction going naturally. They also failed to pronounce the language correctly. Besides, they constructed the sentences in spoken form were wrong in their grammatical. The main point is that the skill to speak a foreign language is not acquired naturally but through learning.

By learning, the students will improve their skills in speaking effectively. But, some factors influence students to get the expected learning outcome, some of them are teaching strategy."

The previous problem occurred during face-to-face classes, then how about online classes? According to a short interview with an English teacher on the research site, there are differences between teaching speaking in offline and online classes. In offline class, there is a projector and the speaker in the language laboratory that can show the video and for the better quality of the sound. While in the online class, the material is delivered slower to students, there is no quota, there is no signal, and it is more difficult to apply to speak. Later on, in the research site, teaching speaking in online class performed with use media like listening to some podcasts, using voice notes in Whatsapp, using google translate to know how to pronounce some words, and making an appointment if there are any virtual meetings via Zoom Meeting or Google Meet.

Based on Rahmat's (2022) research, because all learning and teaching were done from home during the Covid-19 Pandemic, online learning media became more popular; this is a significant change for all parties involved in the world of education because they are required to be able to teach and learn remotely using online media. During the online learning period, many software has sprung up and become famous, such as the Zoom application and Google Meet, and many more applications that help him learn and teach distance education smoothly (Putra et al., 2019).

Obstacles and challenges emerge during the online English learning process. This resulted in the failure of online learning due to the students' inability to transfer knowledge (Valentino et al., 2021). Even though some students have improved their technological skills, most still exhibit learning anxiety, stress, loneliness, and isolation. Furthermore, some students experience technical difficulties when using technology and struggle to maintain concentration during online learning (Hermida, A., P., 2020). These result in less efficient learning, difficulty understanding the teacher's materials, a lack of intensive interaction between teachers and students, and a lack of student concentration, which is usually caused by an unsupportive

learning environment (Limbong, T. and Simarmata, 2021). Referring to Adnan (2020), educational sectors must find appropriate content, develop an effective system for delivering online learning, and provide training for digital literacy in order to improve learning outcomes.

Besides, there are various previous studies on teacher's strategies for teaching speaking in online classes. Tumanggor, Heriansyah, and Inayah (2018) research. This study focuses on investigating the teachers' strategies in EFL speaking classes. Hakim's (2017) research. The research focuses on teachers' strategies in teaching the speaking lesson to introverted students. Next is Matius, Haryanto, and Salija (2018) research. The research focuses on teacher's strategies in teaching speaking. Lastly, teachers' strategies on English e-learning classes during the COVID-19 Pandemic. The study is done by Utami (2020).

This current research, however, differs from the previous researches. The previous research focuses on investigating the teacher's strategies in EFL speaking class, teachers' strategies in teaching a speaking lesson on introverted students, teachers' strategies in teaching speaking, and teachers' strategies on English e-learning. In the meantime, this research focuses on teachers' strategies in teaching speaking in online classes, specifically in senior high school in Bandung.

B. Research Questions

In this research, there are formulated questions as follows:

1. What are the teacher's strategies for teaching speaking in online classes in SMAN 27 Bandung during the COVID-19 Pandemic?

2. What are the students' perspectives toward the teacher's strategies for speaking in online classes in SMAN 27 Bandung?

C. Research Purposes

Based on the questions formulated above, the purposes of the research are:

1. To determine the teacher's strategies for teaching speaking in online classes in SMAN 27 Bandung during the COVID-19 Pandemic.

2. To identify the students' perspectives toward the teacher's strategies for speaking in online classes in SMAN 27 Bandung.

D. Research Significances

This research is expected to provide theoretical and practical significances:

Theoretically, this study is expected to provide information for English teachers about teaching speaking in online classes and become a reference for other English teachers in senior high schools in Bandung. Besides, this study is expected to be a reference source to further researchers relating to speaking learning outcomes and further study material.

Practically, this research benefits students and teachers. This study is expected to be an evaluation for the teachers. This study is expected to motivate the teachers to choose the appropriate strategies for teaching speaking in online classes.

E. Conceptual Framework

These research frameworks describe the grand theories of the research; those are teachers' strategies, teaching speaking, and online classroom during the Pandemic.

Brown (1981) in Trendak (2015) describes strategies as procedures that aid the learning of duty. Then, speaking is a productive skill. It is the delivery of language through the mouth. Harmer (2013) states that speaking is an understanding of language and managing information and language on the spot. Based on the definition above, speaking is an individual's ability to generate sounds that others understand to communicate well.

A teaching strategy is a teacher's plan for overcoming obstacles in the classroom and among students to reach the teaching and learning process (Putri, 2019). In this research, the aim of the teaching-learning process focuses on the teaching strategy of teaching speaking. Accordingly, teaching speaking can help students improve their fluency and accuracy in speaking. Teachers may apply different strategies to improve students speaking skills. Harmer (2013) states that teaching-speaking strategies include acting from a script, communication games, discussion, prepared talk, simulation, and role-play in real classrooms. According to Brown (2000), there are several strategies to encourage the development of speaking: 1) asking for clarification (what?). 2) Asking someone to repeat something (huh? Excuse me?). 3) Using fillers (uh, I mean, well) to gain time to process. 4) Using conversation maintenance cues (uh-huh, right, yeah, okay, hm).

5) Getting someone's attention (hey, say, so). 6) Using paraphrasing for structure one cannot produce. 7) Appealing for assistance from the interlocutor (to get a word or phrase, for example). 8) Using formulaic expression (at the survival stage) (how much does__ cost? How do you get to the ___?). 9) Using mimic and nonverbal expressions to convey meaning. However, Widyaningsih (2017) states that several strategies are needed during teaching speaking. The strategies are as follows: 1) setting clear lesson goals, 2) showing and telling 3) questioning to check for understanding, 4) summarizing new learning in a graphical way, 5) plenty of practice, 6) providing students with feedback, 7) being flexible about how long it takes to learn, 8) getting students working together (in productive ways), 9) teach strategies, not just content, 10) nurture meta-cognition.

Meanwhile, the online classes system has revolutionized educational technology and has provided easy access to learning for multitudes of students. Balasopoulou et al. (2017) state that virtual classrooms or online classrooms are defined as distance teaching that can be synchronous in real-time with online learning, through chatting and asynchronous online networks, without any face-to-face meeting in real life. It is designed to which students and teachers log in and meet live in a virtual space, such as Zoom, Google Meet, WhatsApp group, and so on. According to Gultom (2019), the teaching strategies for teaching speaking in online classes can be applied by the teachers, such as 1) designing multimedia content, including handouts, PowerPoint, video, or audio. 2) Using online tools for learning, such as a zoom or a Google Classroom. 3) Giving feedback and 4) giving an inference.

F. Previous Research

Several previous studies which are related to the topic of this study are explained as follows:

Tumanggor, Heriansyah, and Inayah's research in 2018, which focuses on investigating the teachers' strategies in EFL speaking classes. The study aims to explore the strategies utilized by the English teachers of SMP Methodist in Banda Aceh in teaching speaking classes. The participants of this research are sixteen teachers and fifty EFL students in each group. It uses a quantitative approach in two

phases: the survey administration and the application of a quasi-experimental method. The result of the study is that authentic digital storytelling can enhance students' speaking skills; however, the teachers are prepared to apply new communication techniques inside and outside the classroom.

Then, Hakim's research in 2017 that focuses on teachers' strategies in teaching a speaking lesson to introverted students. The study is conducted to provide an overview of English teachers in Indonesia who are experiencing defiance and strategies for introverted students in teaching speaking. It is conducted in Madrasah Aliyah (MA) Ja-Alhaq in Bengkulu. The teachers who have done such a strategy to develop the students' speaking skills are chosen as the study subjects. It uses observation and interviews to collect more data. The results suggest that the teachers apply the discussion, role play, storytelling, and interview. The teachers also have to know the students' characters, as the teachers choose the suitable learning strategy to apply in the classroom by understanding the students' personalities.

Next is conducted by Ganna, Haryanto, and Salija in 2018. It focuses on teacher's strategies in teaching speaking. This study aims to depict teacher's strategies in teaching speaking to students at Senior High School and to recognize the effects of strategies employed by the English teacher by implicating an English teacher as well as 30 first-grade students from the class CIBI. To discover the strategies for teaching speaking, classroom observation and interviews are used to collect data. The results of this study indicate that the teacher's strategies included discussion, simulation, and communication games. The effect of the teacher's speaking strategies is to make pupils more engaged in their learning, causing learners to think more positively and improving learners' motivation. Among the three teacher's strategies, virtually all of the students adore the communication game as a strategy for teaching speaking because they assume communication games may improve their speaking skills, increase their drive to speak, and make the teaching-learning process more enjoyable.

Another study is conducted by Utami in 2020. It focuses on analyzing of teachers' strategies in English e-learning classes during the COVID-19 Pandemic.

The study uses a qualitative method. The study employs observation, interviews, and documentation for the technique of collecting the data. Then, the study results reveal that teachers choose various techniques when the desired performance of skills is different, and the teacher uses three strategies for writing skills, including planning, writing, and editing. As for listening skills, the teacher employs various techniques, such as listening to music, composing song lyrics, mixing lyrics, and singing songs for speaking skills.

However, the current study is different from the previous studies. The previous studies investigate teachers' strategies in EFL speaking classes which are in the offline classroom, then teachers' strategies in teaching speaking lessons on introverted students, portray teacher's strategies in teaching speaking as well as recognize the effects of the strategies. Finally, the last research is also used documentation for data collecting techniques and focuses on English e-learning classes which are for writing skills, listening skills, and speaking skills. On the other hand, this research focuses on teacher's strategies in teaching speaking in online classes, specifically in senior high school in Bandung.