# STRATEGIES USED BY THE LECTURER IN TEACHING SPEAKING ONLINE DURING THE PANDEMIC AT ENGLISH EDUCATION DEPARTMENT OF UIN MALANG YEAR 2021

## THESIS

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

STRATEGIES USED BY THE LECTURER IN TEACHING SPEAKING

ONLINE DURING THE PANDEMIC AT ENGLISH EDUCATION

DEPARTMENT OF UIN MALANG YEAR 2021

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the Degree of English Language Teaching (S.Pd.) in the English Education Department



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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG
NOVEMBER 2021

I

**APPROVAL SHEET**
**STRATEGIES USED BY THE LECTURER IN TEACHING SPEAKING**
**ONLINE DURING THE PANDEMIC AT ENGLISH EDUCATION**
**DEPARTMENT OF UIN MALANG YEAR 2021**

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II

**LEGITIMATION SHEET**

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has been defended in front of the board of examiners at the date of 19th
November 2021 and declared

**PASS**

accepted as the requirement for the Degree of English Language Teaching (S.Pd.)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners                                        Signatures

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Matter         : Thesis of Yusril Maulana Shodiq
Appendixes     : 3 (Three) Copies

The Honorable,
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Maulana Malik Ibrahim State Islamic University of Malang
In
        Malang

*Assalamu'alaikum Wr.Wb*
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techniques, and after reading the students' thesis as follow: :

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Student ID Number  : 17180022
Department         : English Education
Thesis             : STRATEGIES USED BY THE LECTURER IN
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                     PANDEMIC    AT    ENGLISH    EDUCATION
                     DEPARTMENT OF UIN MALANG YEAR 2021

Therefore, we believe that the thesis of Yusril Maulana Shodiq has been approved
by the advisors for further approval by the board of examiners.
*Wassalamu'alaikum Wr.Wb*
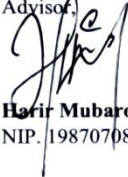
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This is to certify that the thesis of Yusril Maulana Shodiq has been approved by the advisors for further approval by the board of examiners.

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## DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.

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Malang, September 30, 2021
The Researcher,

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**DEDICATION**

All praises be to God who has been giving mercies, graces, strengths, and guidances to the author so that this thesis can be finished. Sholawat and salam always to our prophet Muhammad S.A.W, who has brought us from the darkness to the lightness. I dedicate the result of this thesis to my beloved parents, my father H. Shodiqin M.Pd and my mother Hj. Nurshobah who always support and lead me to become the best version of me. Without them I am nothing. And all my sisters Liana Shidqi Amalia and Elita Shidqi Atmarini who become my motivation to finish this thesis.

**MOTTO**

"Yesterday is history. Tomorrow is mystery. But today is a gift.
That's why it's called present".
- Alice Morse Earle -

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All praises are to Allah for all blesses to the author, so the thesis that discusses *"Strategies Used by The Lecturer in Teaching Speaking Online During the Pandemic at English Education Department of Uin Malang Year 2021"* can be completed well.

My Peace and Salutation presented be given to Prophet Muhammad SAW the last messenger of Allah who bring all Muslim from the darkness to the lightness.

This thesis exists to be one of the assignments that must be taken by student as a final study at State Islamic University of Maulana Malik Ibrahim Malang, Faculty of Tarbiyah and Teacher Training, English Education Department. The author hopes this thesis can be useful for all parties, especially in the English education.

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The last, the author realizes that there is any mistake in this thesis. Therefore, the author asks some constructive suggestions from the readers so that the author can improve for the future. May Allah give us mercies and blessing.

Malang, September 30, 2021

Yusril Maulana Shodiq

**LATIN ARABIC TRANSLITERATION GUIDANCE**

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ا | = | a | ز | = | z | ق | = | q |
| ب | = | b | س | = | s | ك | = | k |
| ت | = | t | ش | = | sy | ل | = | l |
| ث | = | ts | ص | = | sh | م | = | m |
| ج | = | j | ض | = | dl | ن | = | n |
| ح | = | h | ط | = | th | و | = | w |
| خ | = | kh | ظ | = | zh | ه | = | h |
| د | = | d | ع | = | ' | ء | = | ' |
| ذ | = | z | غ | = | g | ي | = | y |
| ر | = | r | ف | = | f | | | |

B. Vokal Panjang

Vokal (a) panjang = â
Vokal (i) panjang = î
Vokal (u) panjang = û

C. Vokal Diftong

| | | |
|---|---|---|
| اؤ | = | aw |
| اي | = | ay |
| او | = | û |
| ائ | = | î |

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# ABSTRAK

Shodiq, Yusril Maulana. Strategi Yang Digunakan Dosen Dalam Mengajarkan Speaking Secara Daring Pada Masa Pandemi di Jurusan Tadris Bahasa Inggris UIN Malang Tahun 2021. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Kependidikan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Harir Mubarok, M.Pd.

**Keywords:** Strategi, Berbicara, Pembelajaran Daring

Pengajaran ketrampilan berbicara (*speaking skill*) dalam Bahasa inggris perlu mendapatkan perhatian lebih. Oleh sebab itu, dosen harus menerapkan strategi yang tepat ketika mengajarkannya. Dalam situasi pandemi covid-19 seperti sekarang, perlu adanya system pembelajaran alternatif yang disesuaikan dengan kondisi dimana siswa dan guru tidak dapat bertemu, salah satunya berupa pembelajaran daring. Dengan diterapkannya system pembelajaran daring, strategi ajar yang digunakan pun perlu untuk disesuaikan demi mendapatkan hasil pembelajaran yang maksimal. Dalam kaitannya dengan hal ini, peneliti melakukan penelitian untuk mengetahui terkait (1) apa saja strategi yang digunakan dosen dalam pengajaran berbicara secara daring kepada mahasiswa jurusan Tadris Bahasa Inggris UIN Malang dan (2) kesulitan yang dihadapi dosen ketika menerapkan strategi tersebut.

Dalam penelitian ini, peneliti menggunakan metode analisis deskriptif kualitatif dengan desain penelitian studi kasus. Penelitian ini digunakan untuk mendeskripsikan fenomena terkait strategi yang digunakan dosen dalam mengajarkan berbicara secara daring. dalam pengambilan data, peneliti menggunakan 2 instrumen penelitian yaitu: observasi dan wawancara. Data yang diperoleh kemudian dianalisa melalui beberapa tahapan seperti: reduksi data, menyajikan data dalam bentuk naratif dan tabel, kemudian yg terakhir adalah penulisan kesimpulan.

Hasil penelitian menunjukan bahwa dalam pengajaran berbicara secara daring, dosen menggunakan dua strategi ajar yaitu sinkronus dan asinkronus. Pada kedua strategi tersebut dosen menggunakan beberapa metode diantaranya: *grammar translation method* (GTM), *direct method, audio lingual method* (ALM), *community language learning* (CLL), dan *community language teaching* (CLT). Selain itu, dosen menerapkan beberapa Teknik dalam pembelajaran seperti: *antonyms/synonyms, use word in sentence, reading aloud, question and answer exercises, conversation practice, question and answer drill, chain drill, small group task, dan role-play*. Dalam menerapkan strategi pengajaran tersebut, terdapat dua kesulitan yang dialami oleh dosen yaitu (1) kesulitan dalam menentukan materi yang sesuai dengan perangkat belajar siswa dan (2) kesulitan dalam membuat materi otentik. Untuk mengatasi masalah tersebut dosen membuat beragam jenis materi untuk menyesuaikan dengan kebutuhan siswa serta mengambil materi dari *YouTube* sebagai materi yang otentik.

**ABSTRACT**

Shodiq, Yusril Maulana. Strategies Used by The Lecturer in Teaching Speaking Online During the Pandemic at English Education Department of UIN Malang Year 2021. Thesis. English Education Department UIN Malang, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Harir Mubarok, M.Pd.

**Keywords:** Strategy, Speaking, Online Learning

Teaching speaking skills is one thing that needs to be considered. Therefore, strategy in teaching activities is one of the important aspects that must be prepared by the lecturer when carrying out the learning activities. On the other hand, in this current situation of the COVID-19 pandemic, it is necessary to have alternative learning methods to be used, one of which can be in the form of online learning. In relation to this, the researcher conducted a study to find out (1) strategies used by the lecturer in teaching speaking online at English education department of UIN Malang and (2) the difficulties faced by the lecturer when implementing these strategies.

In this study, the researcher used a qualitative descriptive research method with a case study research design. This method is used to describe phenomena related to the strategies used by the lecturer in teaching speaking online. To obtain the data, the researcher used 2 research instruments, namely: class observation and interview. The data obtained is analyzed through several stages such as data reduction, presenting the data in narrative and tabular form and drawing the conclusion.

The results of this study showed that the lecturer used two strategies in teaching speaking online. The strategies are synchronous and asynchronous. in every strategy the lecturer used several methods such as: grammar translation method (GTM), direct method, audio lingual method (ALM), community language learning (CLL), and communicative language teaching (CLT). Besides, the lecturer implemented several techniques such as: antonyms/synonyms, use word in sentence, reading aloud, question and answer exercises, conversation practice, question and answer drill, chain drill, small group task, and role-play. The lecturer faced two problems when implementing those strategies. The problems are the difficulty in creating material that match with the students' need and the difficulty in obtaining authentic material. To solve those problems, the lecturer creates several different forms of material that match with their need and using a material from YouTube as the authentic material.

**التلخيص**

صادق، يسر المولانا. إستراتجية المحاضر في تعليم الحوار أو الكلام بوسيلة الشبكة في قسم تعليم اللغة الانجليزية بجامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية والتعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرف: حرير مبارك، الماجستير.

الكلمات المرشدة: الاستراتجية، الحوار، التعليم الشبكي.

التعليم في مهارة الكلام أو الحوار من إحدى الأمور التي لا بّد فيه من الاتمام أثناء التعليم والتعلّم. ولذلك كان الاستراتجية فيه من الأمور المهمّة لا بّد من الإستعداد من عند المحاضر أثناء الأنشطة التعليمية. وبجانب ذلك لا بّد هناك التجديد لا سيما في هذا الحال أي حال إنتشار وباء " كورونا " كما جرى. ومنها وجود التعليم بوسيلة الشبكة. وفي نفس العلاقة أراد الباحث معرفة إستراتجية المحاضر في تعليم الكلام أو الحوار بوسيلة الشبكة لطلاب قسم تعليم اللغة الانجليزية بجامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج والموانع الموجودة عند غجراء تلك الاستراتجية .

استخدم هذا البحث طريقة البحث الوصفي النوعي مع تصوير تحليل المسألة. وهذا شكل مقدّم لتوصيف الظواهر التي تتعلق بالاستاتجية لدى المحاضر في تعليم الحوار . و في أخذ الحقائق استخدام الباحث آلتين : الرصد و المقابلة. و الحقائق المحصولة محلّلة بعدّة طوابق : تنقيص الحقائق و تقدمها نثرية و كتابة الاستنباط .

و نتيجة هذا البحث : أن المحاض يستخدم إستراتجيّتان : التعليم المباشر و غير المباشر. و استخدم المحاضر عدّة الطرق فيهما : طريقة الترجمة النحوي, الطريقة المباشرة, طريقة اللغة الصوتية, فرقة التعلّم اللغوي, و فرقة التعليم اللغوي. بجانب ذلك أجرى المحاضر عدّة الكيفية, منها : مضاد/مرادف, الاستعمال الكلمة في الجملة, القراءة, التمرين بالسؤال, عملية المحادثة, عملية السؤال و الجواب, تجربة الحوار, الفرقة الصغيرة للتعلّم و المماثلة. و في إجراء تلك الاستراتجية. هناك صعبتان : الصعبة في تعيين المادّة التي توافق آلة الطلاب و الصعبة في صناعة المادّة الأصلية. و لحلّ تلك المشكلة, صنع المحاضر عدّة الموادّ لتسوية حاجة الطلاب و أخذ المادّة الأصليّة من " يوتوب."

**CHAPTER I**
**INTRODUCTION**

In this chapter, the researcher discusses background of the study followed by research problems, research objectives, limitation of the study, significance of the study, and definition of the key terms.

## 1.1 Background of The Study

Education is the main thing that every nation must-have. Education is a conscious human development process to achieve better attitudes, knowledges, skills, etc. This is in accordance with what is stated in the SISDIKNAS Law No. 20 of 2003, which reads, "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligent, noble character, and skills needed by themselves, society, nation, and state".

Educated people will always control their words. Keeping to say the right things is in line with what Allah SWT has said in Al-Qur'an surah Al-Ahzab verses 70-71, which reads;

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا (٧٠) يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ ۗ وَمَنْ يُطِعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا (٧١).

It means, "Oh you who believe, fear Allah and tell the truth, surely Allah will repair your deeds and forgive your sins. And whoever obeys Allah and His Messenger, then verily he has won a great victory" (*Tafsir Surat Al-Ahzab, Ayat 70-71*, 2015).

This statement is also supported by the hadith of Rasulullah SAW which narrated by Imam Bukhari and Imam Muslim:

عَنْ أَبِيْ هُرَيْرَةَ رَضِيَ اللهُ تَعَالَى عَنْهُ، أَنَّ رَسُوْلَ اللهِ صَلَّى اللهُ عَلَيْهِ وآلِهِ وَسَلَّمَ قَالَ: ((مَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الاخِرِ فَلْيَقُلْ خَيْراً أَوْ لِيَصْمُتْ، الخ)) رَوَاهُ الْبُخَارِيُّ ومُسْلِمٌ.

It means "Narrated from Abi Hurairah, that the Messenger of Allah SAW said: Whoever believes in Allah and the Last Day, then say a good thing, or just keep quiet" (Narrated by Bukhari and Muslim)(Sholeh, 2018).

Language is a set of systematic tools used by humans to communicate where a group of people or community approve its use. Therefore, language is limited only to the groups who agree to use it. English is an international language used by people all over the world. Because of this, teaching English in Indonesia is an obligation to do in schools since elementary school.

Each language has four primary skills that students must master: reading, writing, listening, and speaking. Reading is an interaction between readers and passages that leads to reading fluency(Alyousef, 2005). Writing is the process of producing arranged sentences in an appropriate sequence and connected in a certain way (Byrne, 1982). Listening is the process of receiving and constructing the meaning of the word that conveyed (Brownell, 2017). Speaking is an interactive process to express and receive a piece of information (Burns & Joyce, 1997). Reading and listening are input capabilities used to receive information while writing and speaking are the outputs used to convey it. Speaking is a crucial skill used by everyone in every aspect of life, because of that students need to learn it to communicate with other people from all over the world (Gunantar, 2016). Based on

that, the primary purpose of teaching English is to enable students to communicate orally and effectively (O'Malley et al., 1996).

In general, the conventional way of learning requires students and teachers to meet in one specific room and allows teachers to supervise their students directly if they need help. But in this era, the rapid development in information and communication technology allows them to conduct the learning activity online without meeting in one specific place and known as online learning. In this learning, communication occurs in two directions through assistive media such as computers, radio, television, telephone, internet, video, etc. According to that, distance learning emphasizes independent learning. (Munir, 2009). This development also facilitates the implementation of distance learning. One of them is online media. Online media as a means of distance learning provides an easily accessible learning process to students. The learning materials delivered can also be more varied, not only in verbal form but in visual, audio, and motion forms (Munir, 2009).

The use of online media as a learning tool helps student to study in this situation where the Coronavirus outbreak is spreading worldwide. Coronavirus disease (Covid-19) is an infectious disease caused by the coronavirus found at the end of 2019 in Wuhan, China. On December 26 of 2020, there have been 222 countries/areas affected by this disease, a total of 78,383,527 confirmed cases of transmission and 1,740,390 deaths due to contracting this disease (World Health Organization, n.d.).

Many countries have used various methods to reduce this disease's transmission rate, from the closure of cross-country routes to territorial isolation

resulting in new normal applications such as working from home and studying from home.

This condition makes English teachers have to adjust their learning model from conventional to online learning. They can use online learning media such as e-learning, video conferencing, and assignments during this online learning. Some *e-learning* that can be used are *Google Classroom, Moodle, and Edmodo.* For video conferencing, teachers can use the *Zoom Conference application, Google Meet, WhatsApp Video Call, and Skype*. And for the assignment media, teachers can use *Google Forms*. These changes also affected the strategies used by the teachers in teaching speaking skills. Therefore, teachers must adapt to use different strategies in teaching speaking during the pandemic. Based on these facts, the researcher wants to know what strategies teachers use during this pandemic and how they can modify these strategies to match with the existing distance learning system.

Several previous studies looked at the same topic; one of them is research conducted by Asa Medianti in 2017, which examined the strategies used in the teaching of speaking at SMA Negeri 1 Kertosono. In her study, the researcher found four strategies used at SMA N 1 Kertosono in teaching speaking skills, namely self-correction, language games, discussion, and role-play.

The next research is conducted by Imma Kurniawati in 2017, which aims to analyze teacher's techniques in speaking class at second grade of SMP N 1 Karangdowo. In this study, the researcher found that the technique used at SMP N 1 Karangdowo was a conversation technique assisted by native speakers who visited the school every month to improve students' speaking skills.

Then, the research conducted by Arbain and Dedi Rahman in 2017 which aims to examine the techniques in teaching speaking skill at Widya Gama Mahakam University. In their research, they found four techniques used by the lecturers to teach speaking skills, namely show-and-tell, presentations, drama making, and question and answer techniques. From the four techniques mentioned, show-and-tell and presentation techniques are used more frequently than the other two techniques.

Next is the research conducted by Siti Munawaroh in 2017 on determining the strategies used by the teacher in developing students' confidence in speaking skills at grade 8 of the SMP Warga Surakarta 2016/2017 academic year. This study found that teachers at SMP Warga Surakarta use a role-playing strategy in teaching speaking. This strategy can help students understand the material quickly. This strategy is also considered fun for students and helps increase their creativity.

Then is the research conducted by Nisya Anizar et al. in 2019 to examine teachers' strategies in teaching speaking at SMP Negeri 18 Medan. In their study, the researchers stated that in teaching speaking skills at SMP N 18 Medan, the teacher used three teaching strategies: repeat, drill, and role-play, to improve students' ability to speak English.

The last research was conducted by Jameel Alghaberi at 2019 in determining the methods for teaching speaking skills in Thamar Schools and the Impacts on learners' oral competency. In his study, the researcher found that the Thamar Schools' teachers still used traditional teaching methods. It seemed that speaking was not considered necessary by the teacher.

Based on the previous research suggestion, the researcher wants to find out teaching strategies to teach speaking skills, but with different variable. This research wants to examine the strategies used in teaching speaking during the Covid-19 pandemic.

**1.2    Research Problem**

Based on the background of the study, this study is attempted to answer the following question:

1.  What strategies are used by the lecturer in teaching speaking through online learning?

2.  How the implemented of the strategies in teaching speaking online?

3.  What problems are encountered by the lecturer in teaching speaking using the strategies?

**1.3    Research Objectives**

In line with the research problem mentioned above, the researcher founds out the research objectives, as follow:

1.  The strategies are used by the lecturer in teaching speaking through online learning

2.  The problems are encountered by the lecturer in teaching speaking using the strategies

**1.4    Limitation of the Study**

In this research, the researcher determines the scope and limitations only on discussing teaching strategies used by English education lecturers in teaching speaking during the covid-19 pandemic at the English education department to

focus and prevent the discussion from spreading so that this research will be more in-depth and comprehensive.

**1.5    Significant of the Study**

The significance of this study has both theoretical and practical benefits. The explanation will be explained as follows.

**1.5.1    Theoretically**

This research can be a source of inspiration for further relevant research activities and provide a foundation for further learning strategies development and application.

**1.5.2    Practically**

1.  For Learner

    The results are expected to facilitate and improve the students' speaking learning outcomes.

2.  For Teacher

    teachers can use it to choose speaking strategies during online learning to improve students' speaking skills.

3.  For researcher

    The researcher can apply and develop the strategy based on the problem faced by the teacher.

**1.6    Definition of the Key Terms**

To avoid ambiguity, misunderstanding, and misinterpretation, the researcher must explain the definitions of the key terms used in this study:

1.6.1 Teaching strategy is the teacher's effort using several teaching variables (objectives, materials, methods, tools, and evaluation) to influence students to achieve predetermined goals.

1.6.2 English lecturer is the lecturer who teaches in the English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Malang.

1.6.3 Speaking skill is one of the language skills that students must master to communicate globally.

1.6.4 Teaching speaking is to help students and learners to develop and achieve effective and efficient communicative skills.

1.6.5 Online learning is one of the learning strategies that allows student and teacher to conduct a learning activity without direct contact and can be done anywhere and anytime.

## CHAPTER II
## REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the literature related to this research. The literature presented consists of a theoretical study related to speaking, teaching speaking, strategies in teaching speaking, and online learning. Also, the previous study related to this research in this research as well.

### 2.1    Review of the Theoretical Study

### 2.1.1   Speaking

Many definitions about what speaking is. First, speaking is a productive aural/oral skill by producing systematic verbal utterances to convey meaning (Nunan, 2003). Second, speaking is a constructive process in converting thoughts into a language (Brown, 2007). Third, speaking is a process of interaction where the speaker intends to build meaning through producing, receiving, and processing information (Bailey & Nunan, 2004).

### 2.1.2   Teaching Speaking

The purpose of teaching speaking is to make sure that students can speak in the target language smoothly and confidently with a few unnatural pauses, which are called fluency (Nunan, 2003). With that objective, speaking becomes one of the crucial skills to be mastered. To achieve the goal of speaking, a strategy is needed to make it easier for students to learn.

### 2.1.3   Teaching Strategies

Strategy in teaching is needed by the teacher to make it easier for student to learn and achieve the learning goal effectively. Many strategies can be used in

learning activity to reach the goal of the subject. strategy consists of methods and techniques which described below.

**2.1.3.1 Strategy**

In general, strategy can be interpreted as a guide to achieve predetermined goals. Or it can also be interpreted as general patterns of teacher and student activities in the realization of teaching to achieve predetermined goals. In education, strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals (Sanjaya, 2008).

**2.1.3.2 Method**

Method is an operational or implementation step of the chosen strategy in achieving learning objectives. The learning strategy is still conceptual in nature and certain methods are used to implement it. In other words, strategy is a plan to get something, while a method is a way to get it (Sanjaya, 2010). Another opinion says that the method is a comprehensive plan to present language learning materials on a regular basis (Sudjana, 2005).

**2.1.3.2 Technique**

Learning technique is the way someone does in implementing a specific method. According to Gerlach and Elly quoted by Hamzah B. Uno that technique is a path, tool, or media used by teachers to direct students' activities towards the goals to be achieved.

**2.1.4 Teaching Speaking Strategy**

In teaching speaking there are many methods and techniques that can be used. This research used the theory of freeman (2000) about the *Techniques and*

*Principles in Language Teaching*. In her book, Freeman explained that there are ten teaching methods that can be used in teaching language. The researcher only cites the methods and techniques used to teach speaking skills, from the ten methods described by Freeman, the researcher cites five methods to be included in this theoretical framework. The methods are: Grammar Translation Method, Direct Method, Audio Lingual Method, Community Language Learning, and Communicative Language Teaching. The discussion about these methods is as follows.

**2.1.4.1 Grammar translation method (GTM)**

According to Freeman (2000), the fundamental purpose of learning a language is to be able to understand literature written in that language (Freeman, 2000), To be able to achieve this goal, students must learn about grammar rules and vocabulary of the target language, because of that this method called Grammar translation method.

In implementing this method, the teacher can use several teaching techniques such as: translation of a literary passage, reading comprehension question, antonyms/synonyms, cognates, deductive application of rules, fill in the blanks, memorization, use word in sentences, and composition. The following is a description of these techniques.

1. Translation of a literary passage.

The first technique is translation of a literary passage. In this technique students focus on the vocabulary and the grammatical structures through translating. The result of this translation activity can be in the form of written or

spoken words. Also, students are not allowed to translate idioms literally but translate them according to their understanding of the meaning (Freeman, 2000).

2. Reading Comprehension Question

The second technique is reading comprehension question. The students in this technique given a question about the passage and answer the question using the target language. The question asked contain material related to the passage, and students answer based on their understanding so that each student will have different answers.

3. Antonyms/Synonyms

The third technique is antonyms/synonym. In this technique the students are given several pairs of words, and they have to find the synonym/antonym in the passage. Students also given a few words from the passage and asked to find their synonym/antonym.

4. Cognates

The fourth technique is cognates. The students learn the spelling or sound patterns that are correspondent between languages. Students are also asked to remember words that have cognates with different meanings in the target language. This technique is only used in teaching languages that have cognates.

5. Deductive Application Rules

The fifth technique is deductive application rules. In this technique the teacher teaches grammar rules and their examples. In each rule, an exception must be introduced. When students understand the rules, they are asked to apply them to different samples.

6. Fill-in-the-Blanks

The sixth technique is fill-in-the-blank. The students are given several sentences that have a missing word. The students are asked to fill the missing word with the appropriate new vocabulary or items from a particular grammar type, such as prepositions or verbs with different tenses.

7. Memorization

The seventh technique is memorization. In this technique students are given several words from the target language and their meanings. Then students were asked to memorize them with their grammar rules and grammatical paradigms such as verb conjugations.

8. Use Word in Sentences

The eighth technique is use word in sentences. The students were asked to make new sentences to show students' understanding of the meaning and usage of the word that has been learned.

9. Composition

The ninth technique is composition. The teacher provides a topic in the target language which contains material related to the passage, and then students are asked to prepare appropriate reading.

**2.1.4.2 Direct Method**

The direct method is a teaching method in which the meaning of a word must be conveyed/explained directly using the target language through illustrations, demonstrations, and visual aids. In this technique, the teacher is prohibited from translating words into student's native language (Diller, 1978). This method has the

goal of making students learn to communicate using the target language, so students must learn to think in the target language. The following are techniques that can be used to implement direct methods.

1. Reading Aloud

    The first technique is reading aloud. In this technique the students were asked to read a text or dialogue in turn. After reading it, the teacher provides an overview of the situation, gestures, examples to explain the meaning.

2. Question and Answer Exercises

    The second technique is question and answer exercises. The students in this technique are asked by the teacher some question in the target language, and then they answer it. In this technique, students indirectly practice new vocabulary and new grammatical structures.

3. Getting Student to Self-Correct

    The third technique is getting student to self-correct. In this technique the teacher repeats student's word in a questioning tone to signal them that something is wrong with the word. Then students correct it. Also, the teacher can repeat student's sentence and stop before the error to clearly tell that the next word is wrong.

4. Conversation Practice

    The fourth technique is conversation practice. The teacher gives several questions to the students in the target language. The question consists a particular grammar structure. And students are asked to answer the questions. After the

conversation, students make some questions with the same grammatical structure, then they ask the question to their friends.

5.  Fill in the Blank Exercise

The fifth technique is fill in the blank exercise. It is the same as the technique discussed in the GTM, but it is different because in the direct method, all items are in the target language, and there is no explicit grammar rules implementation. So, students decide which grammar rules need to be used to fill in the blanks.

6.  Dictation

The sixth technique is dictation. The teacher in this technique reads a passage three times. First, the teacher reads at average speed while the students listen. Then the teacher reads phrase by phrase slowly while the students write what the teacher reads. The last, the teacher reads it at average speed, and students can check their writing.

7.  Map Drawing

The seventh technique is map drawing. In this technique the students are given a blank map, and the teacher gives instruction to the student such as "find the mountains in the west then write 'Rocky Mountains' in it". The teacher gives instructions for each place on the map. So, all map points will have been labeled by students through the teacher's instructions.

8.  Paragraph Writing

The eighth technique is paragraph writing. the teacher asks students to write paragraphs related to the material explained. Students can solve it using their memories about the material or through books as examples.

**2.1.4.3 Audio Lingual Method**

Audio lingual method is a teaching method where students are trained to use grammatical sentence patterns. Through this strategy, the teacher hopes that students can use the target language communicatively and speak using the target language automatically without any stop (Freeman, 2000). Techniques that can be used in this strategy are.

1. Dialogue Memorization

The first technique is dialogue memorization. In this technique two students are having a dialogue in the target language. The dialogue is provided by the teacher when the lesson begins. Students memorize the conversation of one role, then the other does the same. Or by dividing the class into two groups and giving each group a dialogue. Then they memorized it and took turns with the opposite role of the dialog.

2. Backward Build-Up (Expansion) Drill

The second technique is backward build-up (expansion) drill. This drill is used when students have difficulty in pronouncing a long dialogue. The teacher divides the dialogue into several parts. Then the teacher drills it from the end, followed by students until they can master the dialogue (Freeman, 2000).

3. Repetition Drill

The third technique is repetition drill. In this technique, the teacher asked the students to repeat what the teacher said about the dialog as accurate and as quick as possible until they familiar with it. This type of drill is commonly used to teach the dialogue line.

4. Chain Drill

The fourth technique is chain drill. In this technique the teacher starts the lesson by asking one of the students, then the student answers it and asks the same question to the friend sitting next to him and repeats it until the last student.

5. Single-Slot Substitution Drill

The fifth technique is single-slot substitution drill. The teacher in this technique mentions a few sentences, then say the word or phrase that will become a cue. Students repeat the sentence and replace the cue with the appropriate sentence.

6. Multiple-Slot Substitution Drill

The sixth technique is multiple-slot substitution drill. It is same as the previous drill, but the cue is in the form of a phrase inserted into several different dialogue slots. Students must know what part of speech each cue is, or at least they can determine where the cue can be added.

7. Transformation Drill

The seventh technique is transformation drill. In this technique the teacher gives students several types of sentence patterns. For example, in the affirmative sentence, students were asked to change it into a negative sentence. Or changing statements into question, active sentences into passive sentences, direct speech into reported speech.

8. Question and Answer Drill

The eighth technique is question and answer drill. This type of drill provides opportunities for students to practice by answering questions. Students answer

teacher questions quickly. With this drill, the teacher provides practice to students using a question pattern.

9.  Use of Minimal Pairs

The ninth technique is use of minimal pairs. In this technique the teacher pronounces the minimum pairs using one sound. For example, 'ship/sheep' students are asked to explain the difference between them and say the two words.

10. Complete the Dialogue

The tenth technique is complete the dialogue. In this technique the students are given dialogue with several sentences deleted in it. Then students fill the missing word in the dialogue.

**2.1.4.4 Community Language Learning**

Community language learning (CLL) is a learning method that applies the Counseling-Learning approach developed by Charles A. Currant. In this approach the teacher acts as a counselor to handle the case of his client (student) to be able to understand and learn English. The approach developed by Curran is also influenced by Carl Rogers humanistic psychology (Brown, 1994). Teacher wants their students to learn how to use the target language communicatively. Students learn about their learning process, take increasing responsibility for it, and learn how to learn from another. All of these objectives can be accomplished in a non-defensive manner (Freeman, 2000). teachers can use several techniques in this strategy.

1.  Tape Recording Student Conversation

The first technique is tape recording student conversation. It used to record student-generated language by allowing students to choose what to say and when

to say it. Students are asked to have a conversation using their native language according to the group's common language. In a multilingual group, the student can use gestures to describe the meaning. Then the teacher translates what the students say and hints it into the target language.

2. Transcription

The second technique is transcription. In this technique teacher transcribes the recorded conversation between the target language. And the students are allowed to translate their utterances, and the teacher writes the native language equivalent beneath the target language words. Students can copy the teacher's transcription, which is used as the basis for further activities.

3. Reflection on Experience

The third technique is reflection on experience. Teacher in this technique gives students time to reflect on their language learning experiences and their relationships with other students. Then, students react to the teacher, and the teacher listens to the students' reflections.

4. Reflecting Listening

The fourth technique is reflecting listening. Students listen to their voice that has been recorded in the target language. Or the teacher reads the transcription, and the students listen to it. Or students repeat the words spoken by the teacher regarding the transcription.

5. Human-Computer

The fifth technique is human-computer. In this technique students select several parts of the transcription and pronounce them while the teacher watches.

The student repeats the pronunciation as long as they can. The teacher does not justify which pronunciation is wrong, but the students try to imitate what the teacher says until it is correct.

6.  Small-Group Tasks

The sixth technique is small-group task. In this technique students create small groups and are asked to create new sentences from the transcribed word. Then the group shares the sentences they made with the whole class. The next week the students worked in pairs to make sentences with different verb conjugations.

**2.1.4.5 Communicative Language Teaching**

Communicative language teaching is a learning process that has the goal of language learning is communication competence (Freeman, 2000). The purpose of this strategy is to familiarize students with communication using the target language. To do this, students are obligated to know the linguistic form, meaning, and function. Many different forms can be used to express one function, and there is one form that can represent a variety of functions. Students must choose a suitable form to be used based on the social context and the interlocutor's role (Freeman, 2000). Teachers can use various teaching techniques in this strategy, such as:

1.  Authentic Materials

The first technique is authentic material. In this technique teacher uses the target language material in teaching students, such as using real newspapers, live radio broadcasts, or television broadcasts. In this era, the material can be more varied like the podcast, video from youtube, website, and manymore.

2. Scrambles Sentences

The second technique is scramble sentences. The students are given text that arranged randomly. The text can be in the form of passages that have been studied or have never known before. Students are asked to reorder the text into a sequence that has a complete meaning.

3. Language Games

The third technique is language games. Many games can be applied in teaching language, like the card game where there is an information gap because the speaker doesn't know what the classmate will be doing in the next few weeks. The speaker tries to predict what activities his classmates will do and how. The speaker will get feedback from the group members. When the prediction is not comprehensive, there will be no response from the member. If the prediction is comprehensive, they will respond so the speaker can assume that his prediction is understandable.

4. Picture Strip Story

The fourth technique is picture strip story. Many activities can be done using this technique. Take scrambled sentences as an example. One student is given a strip story, shows the story's first picture to the other group members, and asks what the next picture might be. This activity uses problem-solving tasks as a communicative technique.

5. Role-Play

The fifth technique is role-play. In this technique the students practice communication with social contexts and different social roles. The teacher

determines the role that students must play, the situation, and topic should be discussed.

### 2.1.5    Online Learning

Online learning is an educational innovation that involves elements of information technology in education. Online learning uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various learning interactions. Online learning can bring together students and lecturers to carry out learning interactions with the internet's help. At its implementation, online learning requires mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones, which students can use to access information anytime and anywhere (Yuliani et al., 2020).

### 2.2    Review of the Previous Studies

The researcher collects several previous studies to strengthen the originality of the researcher's research.

The first is research conducted by Asa Medianti by the title The Strategies Used in Teaching of Speaking at SMA Negeri 1 Kertosono. The researcher wanted to know the teacher's teaching strategy and the problems faced when applying it. In this research, the researcher used a qualitative design and several instruments, including interviews with teachers related to teaching strategies, teaching speaking and teacher experiences, an observation instrument used to find out directly the class conditions during the lesson, and a video recording instrument used to document the classroom activities. The results showed that the teacher implemented the strategies proposed by Freeman (2000), including role-playing, getting the

student to self-correction, language game, and discussion. And the problem faced by the teacher is the limited time available in the teaching and learning process (Asa medianti, 2017).

The second is research conducted by Imma Kurniawaty by the title An Analysis of Teacher's Technique on Speaking Class at Second Grade of SMP N 1 Karangdowo. In this research, the researcher wanted to describe the teacher's techniques in teaching English speaking at SMP N 1 Karangdowo. The researcher used qualitative descriptive methods, especially in naturalistic studies when analyzing the data. Data collection methods used are observation, interviews, and documentation. The results showed that the teachers at SMP N 1 Karangdowo used the conversation technique in collaboration with native speakers in teaching speaking. The choice of conversation method is considered to help students develop their speaking skills (Kurniawaty, 2017).

The third is research conducted by Siti Munawaroh with the title The Strategies Used by The Teacher in Developing Students' Confidence in Speaking Skill in Grade 8 of Warga Junior High School Surakarta 2016/2017 Academic Year. In her research, the researcher aims to describe the teacher's strategies. The teacher took the steps in implementing the strategy. The problems faced when implementing the strategy and the teacher's solution dealing with these problems. This research uses descriptive qualitative research methods and data collection using instruments in the form of observation, interviews, and documentation. The results of this research indicated that teachers at SMP Warga Surakarta use a role-

playing strategy in learning speaking skills to increase students' self-confidence in speaking English (Munawaroh, 2017).

The fourth is the research conducted by Arbain and Dedi Rahman Nur with the title Techniques for Teaching Speaking Skills in Widya Gama Mahakam University. In this study, the researchers aimed to investigate the techniques in teaching speaking skills to the second-semester students of Widya Gama University elementary school education department. Researchers used qualitative research methods. This study indicates four teaching techniques are used by the lecturers, namely show-and-tell, presentation, drama making, and question and answer technique. Show-and-tell and presentation techniques are most often used by lecturers in teaching speaking than the other two techniques (Arbain & Nur, 2017).

The fifth is research conducted by Jameel Alghaberi at 2019 with the title Methods for Teaching Speaking Skill at Thamar Schools and Their Impact on Learners' Oral Competency. In his study, the researcher aims to evaluate the teaching methods, approaches, techniques, and activities used to teach English speaking in Tamar secondary public schools and investigate the utilization of instructional aides with technological resources and facilities available in the city of Tamar. The instruments used in this study were observation, questionnaires, and interviews. This study indicates that the English teachers in the city of Tamar are still using traditional teaching methods. And the English language in this city is almost neglected due to the lack of adequate teaching methods and instructors (Alghaberi, 2019).

The sixth is research conducted by Nisya Anizar, Beatrik Nuyen Saragih, Tria Wahyuni Feronika Sinaga with the title Teachers' Strategies in Teaching Speaking at SMP Negeri 18 Medan. In their research, the researchers wanted to know the teacher's strategies in teaching speaking skills. Researchers used qualitative research methods with instruments in the form of observation and interviews. This study's results indicate that the strategies used by the teachers of SMP Negeri 1 Medan in teaching speaking are role-playing, drilling, and listen and repeat methods (Anizar et al., 2019).

Based on the researches mentioned above, the researcher found that the researchers that has been mentioned discussed the same topic about strategy used to teach speaking. All the strategies are used through an offline learning activity. Based on that fact the researcher finds the gap that none of the researchers discussed the strategy used to teach speaking through online learning. Because of that fact, the researcher is encouraged to conduct a study with the same topic but with different conditions. The researcher wanted to know what strategies that can be used by the teacher in teaching speaking through online learning activity during the Covid-19 pandemic.

## CHAPTER III
## RESEARCH METHOD

The researcher presents the procedures and stages of the research in this chapter. In this chapter the researcher discusses the research design, subject of the study, research instruments, data collection, and data analysis.

### 3.1    Research Design

Research designs are procedures and plans covering broad assumptions to detailed data collection methods and data analysis (Creswell, 2009). In this research, the researcher used qualitative descriptive research with case study design. In this design the researcher does not manipulate the phenomena, or the phenomena that observed are in their natural settings and contexts.

Descriptive research is the research used to describe existing phenomena without any control from the researcher on the research variables (Creswell, 2009). In this study, descriptive research is used to investigate the strategies used by English lecturer in teaching speaking through online learning. Therefore, the researcher explores and examines the strategies used by English lecturer in teaching speaking and explain them completely without any manipulation or treatment from the researcher.

### 3.2    The Subject of the Study

This research takes place in English Education Department of State Islamic University of Malang, which is located at Jalan Gajayana No. 50, Lowokwaru, Malang. The researcher chooses this Department as the research site because of this department has collaborated with the US Embassy in bringing in foreign lecturer to

improve the English skills of their students so that the learning model in this department is more or less affected by the method brought by the foreign lecturer.

This semester, three lecturers teach two different speaking subjects; speaking for informal interaction and public speaking. But in this research, the researcher only chooses one of the three lecturers. His name is Basori, M.S.Ed, who teaches speaking for informal interaction to the second semester students. The researcher chooses the lecturer because the researcher found that the lecturer has an interactive teaching model and can collaborate several techniques in one teaching activity.

## 3.3    Research Instrument

The researcher used two instruments to collect the data, according to Creswell that Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants (Creswell, 2009).

In this research, the researcher used two of the instruments that mentioned by Creswell. The instruments are observation and interview. The researcher observed the classroom activity through the zoom conference apps to know what strategy used by the lecturer in teaching speaking. After the observation, the researcher conducted an interview with the lecturer to gain more data about the strategy used by the lecturer and the problem faced when implementing the strategy.

## 3.4    Data Collection

The researcher conducts an observation on march 30, 2021 on lecturer's online learning process using zoom conference. The purpose of this observation is to find out the strategies used by the lecturer in teaching speaking. The researcher

joins the learning process from the beginning until the end of the learning process and records every incident during the learning process. The researcher uses an observation checklist based on the theory proposed by Freeman 2000 (Table 3.1).

Furthermore, the researcher conducts interview with the lecturer on April 26, 2021 to obtain further information regarding the strategies used in teaching speaking online during the pandemic and the problem encountered by the lecturer when using the strategies. The questions were made in accordance with the researcher needs to answer research problems related to what strategies were used by lecturer and what obstacles were faced when implementing these strategies.

*Table 3.1 Form of data classification of the strategies used by the lecturer based on Freeman (2000)*

| Methods | Techniques | Yes | No |
|---|---|---|---|
| **Grammar Translation Method** | Translation of a literary passage | | |
| | Reading comprehension questions | | |
| | Antonyms/synonyms | | |
| | Cognates | | |
| | Deductive application of rule | | |
| | Fill in the blanks | | |
| | memorization | | |
| | Use word in sentences | | |
| | composition | | |
| **Direct method** | Reading aloud | | |
| | Question and answer exercises | | |
| | Getting student to self-correct | | |
| | Conversation practice | | |
| | Fill in the blank exercises | | |
| | Dictation | | |
| | Map drawing | | |
| | Paragraph writing | | |
| **Community language learning** | Tape recording student conversation | | |
| | transcription | | |

| | Reflection on experience | | |
|---|---|---|---|
| | Reflecting listening | | |
| | Human-computer | | |
| | Small-group task | | |
| **Communicative language teaching** | Authentic materials | | |
| | Scrambles sentences | | |
| | Language games | | |
| | Picture strip story | | |
| | Role-play | | |

## 3.5    Data Analysis

The data obtained through observation, and interviews are then analyzed through several stages. According to the theory by miles and Huberman, the data obtained is analyzed through three processes: data reduction, display data, and conclusion drawing/verification (Miles et al., 2014).

1. Data Reduction

   Data reduction means summarizing, choosing the main things, focusing on the essential items, and looking for the themes. Therefore, the reduced data can provide a more precise explanation and make it easier for researchers to find further incomplete data (Sugiyono, 2006). The researcher reduced the data by summarizing both data from observation and interview to separate the data that is needed.

2. Display Data

   The next step is displaying/presenting the data. In qualitative research, the researcher can do data presentation in the form of brief descriptions, charts, relationships between categories, flowcharts, etc. However, narrative text is a data presentation that is most frequently used (Sugiyono, 2006).

After reducing the data from observation and interview. The researcher presented them into narrative text and table to be easier to understand.

3.  Conclusion Drawing/Verification

The conclusion in qualitative research is a new finding that does not exist before. These findings can be in the form of descriptions that are previously unclear and become apparent after being researched. An object's clarity can be in the form of causal or interactive relationships, hypotheses, or theories (Sugiyono, 2006). After reducing and displaying the data from observation and interview about the strategies used to teach speaking through online into narrative text and table. The researcher concluded them to answer the research question of this study regarding to strategies used by the lecturer in teaching speaking and problem encountered when applying the strategies.

Apart from analyzing, the researcher also validates the data through the data triangulation process. Measuring data validity is important in research because an instrument's validity can help draw meaningful and appropriate interpretations (Sugiyono, 2011). Data triangulation is a technique to combine all data or cross-check the data's credibility (Sugiyono, 2014).

Data triangulation is done by combining all data from observation, and interview related to lecturer's teaching strategies to teach speaking through online learning. Then the researcher analyzes the data based on the theory by Freeman 2000 to conclude. So that the researcher and others can easily understand it.

## CHAPTER IV
## FINDING AND DISCUSSION

In this chapter, the researcher presented findings and discussions regarding to the strategies used by lecturer in teaching speaking through online learning, the way the lecturer implemented the strategy and the problems faced by the lecturer when using the strategy.

### 4.1 Findings

The researcher divided the findings into three parts which each of them answered the research questions of this research. First are the strategies used by the lecturer, second is the implementation of the strategy, third is the problem encountered by the lecturer when implementing the strategy. The data was extracted from observation and interview. The observation was conducted through zoom conference on March 30, 2021. And the interview was conducted on Monday, 01:58 p.m., 26 April 2021 at Baiturrahman Mosque.

### 4.1.1 The Strategies Used to Teach Speaking

In this section, the researcher described the finding of the observation and interview related to the strategies used by the lecturer in teaching speaking online. The first strategy used by the lecturer in teaching speaking through online learning is *grammar translation method (GTM).* In this method there are nine different techniques that can be used by the lecturer or teacher. Based on the result of the observation the lecturer used two techniques from *grammar translation method* in his teaching. The techniques are *antonyms/synonyms* and *use word in sentences*.

The second strategy used by the lecturer is *direct method*. In this method there are eight techniques that can be used in teaching speaking. Based on the

observation data, the researcher found that the lecturer used 3 techniques from direct method. The techniques are: reading aloud, question and answer exercises, and conversation practice. This also supported by the result of the interview with the lecturer. He said:

> *"I usually review the material using a Q&A method, where I give questions to random students and then they answer." (Translated)*
> *"I appoint students one by one and ask them a question." (Translated)*
> *"I give a question, then random student answer." (Translated)*

The third strategy used is *audio lingual method (ALM).* This method has eleventh techniques. Based on the result of the interview, the lecturer used one of the techniques in ALM which is chain drill in his teaching that supported by the result of the interview.

> *"Sometimes I appoint one of the students and then he points to his friend in succession. For example, I asked Mr. Yusril a question, then Mr. Yusril appoint his friend and ask the same question, running like that continuously, like Chain." (Translated)*

The fourth strategy used by the lecturer is *community language learning (CLL).* In this method there are sixth techniques that can be used by the lecturer or teacher to teach speaking. The result of the observation and interview showed that the lecturer used *small group task*. This also supported by the result of the interview.

> *"The forum discussion contains assignments, mostly in groups, when in groups they will learn from each other both in terms of pronunciation, language acquisition, expression and so on." (Translated)*

> *"There is a learning outcome that contains achievement indicators such as; to achieve the goals you have to do the task or submit the materials, in which it contains tasks (task 1, 2, 3 and so on)." (Translated)*

He also added that task 1 will always contains a review about the previous material, task 2 contains today materials, and task 3 contains material in the next meeting (if any). All of them are done in group through the discussion forum.

The fifth strategy used is *communicative language Teaching (CLT)*. CLT has fifth different techniques that teacher or lecturer can used in their teaching activity. In this research, based on the result of the observation and interview the lecturer used one technique from CLT in his teaching. The name of the technique is *role-play*.

In addition, based on the result of the interview the researcher found that the lecturer also used synchronous and asynchronous in his teaching to maximize the learning process that ran online.

> *"There are two online classes: synchronous and asynchronous using a learning management system created by the university. The name is 'uin malang e-learning'". (Translated)*

The synchronous ran through zoom conference and asynchronous ran through *uin malang e-learning*.

## 4.1.2 The Implementation of The Strategy in Teaching Speaking Online

In this section the researcher explained how the lecturer implemented the strategies. All the data are collected from the classroom observation and interview with the lecturer. The lecturer implemented the strategies by combining the techniques in one meeting. As the example, one technique is used in pre-activity, two techniques in main activity, and one technique in post-activity. The researcher divided the implementation into 3 parts; pre-activity, main activity, and post activity.

First is pre-activity. In this part, before the lesson started, while waiting for the other student to join the zoom, the lecturer asked the students randomly simple questions. Some of the questions were like "are you guys doing ok this afternoon?" which the lecturer used to ask the students' overall condition and open the conversation session, after that the lecturer greeted the student one by one and asked their condition directly. After the lecturer greeted all the student then he showed a picture about a man and a woman who got themselves lost in the forest.
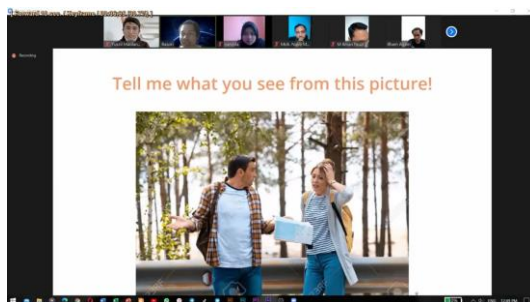


*Figure 1 The implementation of synonyms/antonyms technique*

The lecturer asked the students what did they see in the picture. And he got many answers from the students as "they are confusing", "there are many trees", they holding a map", and "they are climbing". At this point, the lecturer confirmed the answers from the students, and for the word "climbing" he added some note that it does not suitable enough with the activity in the picture because climbing is used to climb a tree, a wall, and hill. Then he asked the students to find the synonyms of the word climbing that suitable enough with the activity in the picture.

Afterthat, the lecturer explains the material that day. He mentioned that the material is asking and giving direction which is in line with the picture before about the persons who are looking for the direction. Before going to the main activity, the lecturer explained the e-learning that consisted about the task for today's lesson.

After explaining the task, he asked the student to ask him a question related to the e-learning. After there were no questions for a while, then the lecturer asked back to the students "what the first task they had to do with the assignment". One by one the students answered the question incorrectly and then the lecturer explained the first task that must be done by the students. So that student can understand the assignment given by the lecturer clearly.

After explaining the task, the lecturer continued the lesson into main activity about asking and giving direction. The lecturer showed some vocabulary about direction such as; turn right, go straight ahead, and turn left. After that, he also gave some location expression such as; behind, in front of, next to, between, inside and outside.
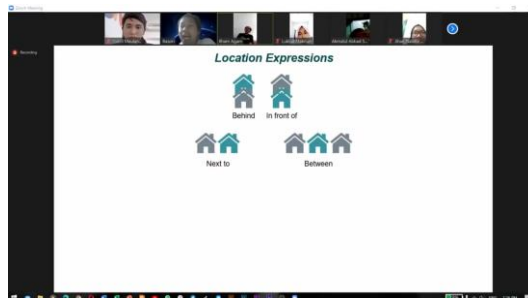


*Figure 2 The Implementation of use word in sentence technique*

Then the lecturer asked the students to make a sentence about the position of the blue house against the gray house using the existing location expression. The students simultaneously mentioned the position of the house such as "the blue house is behind the gray house", "the blue house is next to the gray house" etc.

After that, the lecturer continued the lesson by explaining to the students the way to ask a direction and also the way to give a direction when they are asked. The

lecturer showed several expressions related to asking and giving direction. Then he asked one of the students voluntarily to read the expressions.
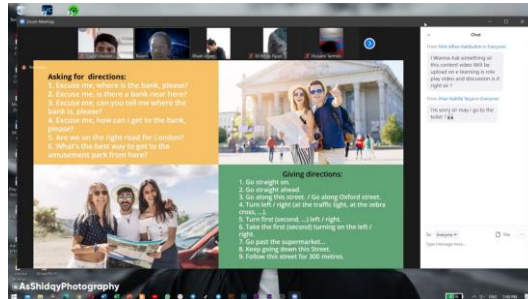


*Figure 3 The Implementation of Reading Aloud Technique*

The student read the expression aloud and after that the lecturer asked the students whether there were expressions that they did not understand of the meaning. Then one of the students answered the word "amusement" as the word that he did not understand. The lecturer explained the meaning of the word amusement by illustrating it with "*Alun-alun Batu*" and "*Jatim Park*" which have same meaning with amusement and more familiar to students.

After explaining the expressions. The lecturer gave an example of the use of one of the expressions about asking and giving direction in the form of conversation. He showed a conversation between Mr. Jones and Mrs. Adams. In this case Mr. Jones wanted to visit Mrs. Adams' house but he did not know the fastest way to get there. Because of that, he called Mrs. Adams and asked her the fastest way to get to her house. The lecturer asked volunteers from the students to play these two roles. After the students have had the conversation, the lecturer asked the students if they can find any sentence that began with a vowel letter like the word "*the easiest way*" in the conversation. Then the students took turns mentioning the vocabulary that began with vowel letter in the conversation.

After that. The lecturer moved to the post-activity which contained students home work. He explained what must to be done by the students in their homework. There are 3 tasks in the home work and all of them are group-based task. In the first task, the students are required to download the material in e-learning and mention at least 5 vocabulary and expressions and engage it in a conversation. The second task is group discussion. The students with their group discuss the vocabulary and expression from task 1 and practice them with their groups. In addition, the students also required to watch a video about direction and answer the followed question related to the video with their group. The last task is the students with their group are went to have a role-play. In this task, they created a situation in which each of students are asking and giving direction. they recorded the conversation to be uploaded into e-learning.

### 4.1.3 The Problem Faced by The Lecturer When Implementing The Strategies

In this section the researcher described the problems face by the lecturer when implementing the strategies. The data used in this section are gathered from the interview with the lecturer. Based on the results of the interview, the researcher found two problems encountered by the lecturer when implementing the strategies.

> *"The first difficulty is making the material according to the students' needs. If we make video material, it could be that the student has a bad internet connection, if we make voice over ppt material, it could be that the material doesn't match the gadgets they have." (Translated)*

The first problem is making materials that are matched with students' learning facilities. For example, the use of video material is not suitable for the

students who did not have a good internet connection, and also voice over ppt is not suitable for student with gadget that did not support to detect and open that kind of file.

> *"I facilitated the ppt that I made by making the pdf version. So, one of my materials is in a video version taken from YouTube, YouTube is like a ppt package but in another version, then the voice over ppt version, so there is an embedded voice in the ppt, the second one is pdf."* (Translated)

To overcome the problem, the lecturer made various material formats such as ppt, ppt in the form of pdf, video, and voice over ppt. Those formats are adapted to match with student's gadgets capabilities.

The second problem is obtaining authentic materials. According to the lecturer, authentic material must be exactly like native speakers in terms of pronunciation, intonation, and content.

> *"Authentic materials are hard to make, why? Because authentic materials are in pronunciation, intonation and so on, if possible, they will be native-like, while we used to have the natives already home. And to develop a material as native-like is not easy".* *(Translated)*

Those kinds of criteria are hard to find in non-English country like Indonesia. Also, developing authentic material is not easy, there must be direct native speaker intervention in it. And to overcome this problem the lecturer used YouTube video, he took the video that created by native speaker so that its pronunciation, intonation, and language style is correct.

## 4.2    Discussion

In this subchapter, the researcher discussed the findings from the observation and interview that have been presented in the previous subchapter. The results of the observation and interview are analyzed using the theory of Freeman

(2000). The researcher divided the discussion into three parts based on the research questions of this research.

### 4.2.1 The Strategies Used to Teach Speaking

Based on the theory from Freeman (2000) there are 10 methods in language teaching and the lecturer only used five methods in his teaching. The methods are *grammar translation method, direct method, audio lingual method, community language learning, and communicative language teaching.* Each methods have their own techniques to be used in teaching speaking. The researcher will present the explanation as follows.

*The first method is grammar translation method (GTM).* At first, the purpose of this method is to help students read and appreciate foreign language literature, and through the study of grammar of the foreign language would help them speak and write the target language better (Freeman, 2000). This method made language learners more familiar with the rule of the target language and increase their speaking and writing skill in target language. The techniques from GTM used by the lecturer are *antonyms/synonyms* and *use word in sentences. In antonyms/synonyms* the students explore the vocabularies that have similar meaning and use them as an alternative word (Freeman, 2000). Through this technique the students develop their vocabulary bank in the target language as they understand the synonyms and antonyms of the words. The next technique is *use word in sentences,* this technique used to show the student understanding of the meaning of the vocabulary and its use in daily activity (Freeman, 2000). This technique gives students chance  to practice using the word and when some students cannot create

a sentence, its lecturer's responsibility to check their understanding of the meaning of the word and explain them again its meaning of the word.

The second method is *direct method*. This method has one basic rule "no translation is allowed" (Freeman, 2000). When the lecturer introduces a new word or sentence in target language, he only allowed to explain its meaning through pictures, realia, or pantomime. The  lecturer used three of the techniques from *direct method: reading aloud*, *question and answer exercises*, and *conversation practice*. The first technique is *Reading aloud.* This technique is a simple technique which only requires the student to read some word, dialogue, and role-play aloud. When the meaning of the words is still unclear to them, the lecturer shows some pictures, examples, or use some gestures to make the meaning clear (Freeman, 2000). Through this technique, the student can understand the meaning easier because of the use of the gestures, pictures, and realia that have been known by the students. The second technique is *Question and answer exercises.* In this technique the conversation is only in the target language (Freeman, 2000). The lecturer can ask everything to the student based on the situation, after that the students must answer in the target language as well. Through this technique the students can practice new word and new grammar structure by answering the question. The third technique is *Conversation practice.* This technique is similar to the previous technique when the lecturer asks the students a question in target language, the difference is that in this technique, after the lecturer ask the student some questions and the students answer them, the students are able to ask each other their own questions using the same grammatical structure (Freeman, 2000).

The next method is *audio lingual method (ALM).* This method drills students in the use of the grammatical sentence patterns by presenting new vocabulary and structural patterns to the students that must be must be imitated by them (Freeman, 2000). When the students understand the pattern of the structures of the target language the student will be able to use the target language communicatively. In his teaching the lecturer uses one technique from ALM which is *chain drill.* this technique is similar to the previous technique that requires students to do a conversation between them. This technique gets its name from the chain-like conversation between the students (Freeman, 2000). In this technique the students are required to be prepared to answer the question from the lecturer and take turns asking the student sitting next to him, this conversation continues until all the students have had their turn.

The fourth method is *community language learning (CLL).* This method has a principle of counseling-learning approach developed by Charles A. Curran (Freeman, 200). It means that the English lecturer has to be a language counselor that understand the struggles of his student when learning English language. This is because the students often feel afraid that they will appears foolish when learning a new language. Therefore, its lecturer or teacher's job to help them to overcome their negative feeling and turn them into positive energy to further their leaning. The lecturer used *small group task* as the technique from CLL in his speaking teaching. The task used can be varied based on the material that been learning that time, as the example group discussion, this discussion make student learn from each other and get more practice with the target language.

The last method used by the lecturer in his teaching is *communicative language teaching (CLT)*. This method aims to apply the theoretical perspective of the communicative approach (Freeman, 2000). The students need to know that many forms can be used to perform a function and single form can serve a variety of functions. Therefore, they must be able to choose among the forms the most appropriate one. The lecturer used *role-play* technique from CLT in his teaching. This technique gives students the opportunity to communicate with different social contexts and social roles (Freeman, 2000). As in the learning process when the material is about asking and giving direction, this technique is important because when asking or giving a direction an appropriate form is needed to be used to make it communicative.

**4.2.2    The Implementation of The Strategies**

The result of the finding showed that the lecturer used eight techniques from the theory of Freeman (2000). In this session, the researcher explained the implementation of those techniques based on the research finding and compare them with the theory of Freeman (2000). Below is the explanation to that.

A. Conversation practice

In this technique the teacher asks students a number of questions in target language, which the students have to understand to be able to answer correctly. The questions contained a particular grammar structure (Freeman, 2000). In the class observed the lecturer gives some simple questions to random student. Some of the questions asked were like "are you guys doing ok this afternoon?" which the lecturer used to ask the students' overall

condition and open the conversation session, after that the lecturer greeted the student one by one and asked their condition directly.

B. Synonyms/antonyms

In this technique the teacher gives one set of words to the students and asks them to find antonyms in the reading passage (Freeman, 2000). Based on the result of the findings, the lecturer uses this technique by showing a picture about a man and a woman get themselves lost in the forest. The lecturer asks the students what did they see in the picture. And he gets many answers as "they are confusing", "there are many trees", they holding a map", and "they are climbing". At this point, the lecturer confirms the answers, and for the word "climbing" he adds some note that it does not suitable enough with the activity in the picture because climbing is used to climb a tree, a wall, and hill. Then he asks the students to find the synonyms of the word climbing that suitable enough with the activity in the picture. Then one of the student answers that the word uses to describe that activity is hiking.

C. Question and answer exercises

In this technique the teacher gives the students questions and asks them to answer the questions in full sentence (Freeman, 2000). Based on the result of the findings the lecturer used this technique by explaining the e-learning that consisted about the task for the lesson. After explaining, the lecturer asks the students to ask him a question related to the e-learning. After there were no questions for a while, then the lecturer asked back to the students

"what the first task they had to do with the assignment". One by one the students answered the question incorrectly and then the lecturer explained the first task that must be done by the students. So that student can understand the assignment given by the lecturer clearly.

D. Use word in sentence

In this technique the teacher asks the students to make up sentence using the new vocabulary items that they got from the material to show that they understand the meaning and the use of the new vocabulary item (Freeman, 2000). Based on the result of the finding, the lecturer uses this technique by giving some vocabulary about direction such as: turn right, go straight ahead, and turn left. Besides that, he also gives location expression such as: behind, in front of, next to, between, inside and outside. After that the lecturer asks the students to explain the position of the blue house against the gray house using the existing location expression. The students simultaneously mention the position of the house such as "the blue house is behind the gray house", "the blue house is next to the gray house" etc.

E. Reading aloud

In this technique the teacher gives sections of the passage, play, or dialog to the students and ask them to read them aloud. At the end the lecturer describes the meaning of each using a gesture, pictures, realia and examples (Freeman, 2000). Based on the result of the finding, the lecturer used this technique by showing several expressions related to asking and giving direction, he asked one of the students voluntarily to read the expressions.

After that, the lecturer asked the students whether there were expressions that they did not understand, then one of the students answered the word "amusement" as the word that he did not understand. Then the lecturer illustrates the meaning of "amusement" with "Alun-alun Batu" and "Jatim Park" which have same meaning with amusement that is a park that has a playing area.

F.  Role-play

In this technique the teacher asks the students to pretend to be someone else and perform in target language as if they were that person (Freeman, 2000). Based on the result of the findings, the lecturer used the technique by giving an example about the use of one of the expressions about asking and giving direction in the form of conversation. The conversation is between Mr. Jones and Mrs. Adams. Mr. Jones wanted to visit Mrs. Adams' house but did not know the fastest way to get there. And then Mr. Jones called Mrs. Adams and asked the fastest way to get to her house. After that, the lecturer asked volunteers from the students to play these two roles.

G.  Small group task

In this technique the teacher asks the group to make a sentence with the words on the transcript. Afterward, the group shared the sentence they made with the rest of the class (Freeman, 2000). Based on the result of the finding, the lecturer uses this technique by asking the students to do several tasks with their group. There are 3 tasks in this home work. In first task, the students are required to download a material in e-learning and mention at

least 5 vocabulary and expressions and engage it in a conversation. The second task is group discussion. The students with their group discuss the vocabulary and expression from task 1 and practice them with their groups. In addition, the students also required to watch a video about direction and answer the followed question related to that with their group. The last task is the students with their group are went to have a role-play. In this task, the student with their group created a situation in which each of the student are asking and giving direction. the student recorded the conversation and uploaded it into e-learning.

H. Chain drill

In this technique the teacher begins the chain by greeting a particular student, or asking him a question. After the student responds, then turns to the student sitting next to him. That run continuously until all the students get their turn (Freeman, 2000). Based on the result of the findings, the lecturer uses this technique by asking one of the students a question, and after answering the question, that student appoint his friend and ask the same question, and it runs like that continuously, like a chain.

**4.2.3    The Problem Faced by The Lecturer When Implementing The Strategy**

Based on the findings of the interview. The lecturer mentioned two problems when implementing the strategies. The first problem is the difficulty in making material that suitable with the student capability. The lecturer explained that in developing/making a learning material, it must be suitable with students' gadget capability. For example, when the lecturer used a video as the material, it

will not be suitable for the students who did not have a good internet connection to download and play it, also when the lecturer used a voice over ppt as the material, it will not be suitable for some of students' gadgets which are not supported to detect or open that kind of file. To overcome these problems, the lecturer made various material formats such as ppt, ppt in the form of pdf, video, and voice over ppt. Hopefully, those formats are adapted to matched with each students' gadgets capabilities.

The second problem faced by the lecturer is the difficulty of obtaining authentic material. Materials can be considered authentic when the language data does not change, and the material is developed and used by native speakers. Authentic materials are not used by second language learners or foreign language learners of that language (Adams, 1995). According to the lecturer, authentic materials are important in language learning. Authentic material must be exactly like native speakers in the terms of pronunciation, intonation, and content. Those kinds of criteria are hard to find in the non-English country like Indonesia. Also, developing authentic material is not easy, there must be direct native speaker intervention in it. The lecturer mentioned that in his department there were native speakers who used to taught there and could work together to develop the authentic materials. But, because of the COVID-19 pandemic she returned to her home country.

**CHAPTER V**
**CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents a conclusion and suggestion from this research entitled strategies used by the lecturers in teaching speaking through online learning at English Education Department of UIN Malang Year 2021.

**5.1    Conclusion**

Based on the results of the discussion. The researcher found that the lecturer used several strategies in his teaching. Based on the theory of Freeman (2000) the strategies are conversation practice, synonyms/antonyms, question and answer exercises, use word in sentence, reading aloud, role-play, small group task, and chain drill.

The lecturer used those strategies in one meeting by combining them in each session of the learning. The lecturer mentioned that he divided the learning process into 3 parts; pre-activity, main activity, and post-activity. In pre-activity the lecturer implemented conversation practice. In main-activity the lecturer implemented synonyms/antonyms, question and answer exercises, use word in sentence, reading aloud, role-play and chain drill. In post-activity he implemented small group task as the homework.

Also, there are a problem faced by the lecturer when implementing the strategies. The problems are matched material and authentic material. He stated that it is difficult to make a material that suitable with every student's gadget capability, to overcome this problem he made many different materials that might fulfill the need and the capability of their gadgets. And for the authentic material, he stated that it is important to use an authentic material when learning a foreign language

because of its language style and pronunciation. He can handle it by using a material in the youtube platform that crated by the native speaker.

**5.2    Suggestion**

Based on the result of this research about strategies used by the lecturer in teaching speaking online during the pandemic at English education department of uin malang year 2021, the researcher hopes that this study can be useful as a reverence for conducting the further research related to strategy in teaching speaking. however, the researcher hopes that the future researcher can gain more strategy, method, and technique or developing them to make it easier for teacher to teach speaking and also for the students as well.

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# APPENDIXES
*Appendix 1 Letter of permission for doing the research*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

| | | |
|---|---|---|
| Nomor | : 1154/Un.03.1/TL.00.1/01/2021 | 2 April 2021 |
| Sifat | : Penting | |
| Lampiran | : - | |
| Hal | : **Izin Penelitian** | |

Kepada
Yth. Pak Bashori, M.S.Ed
di
       Jalan Gajayana No. 50 Malang 65144

***Assalamu'alaikum Wr. Wb.***

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

| | | |
|---|---|---|
| Nama | : | Yusril Maulana Shodiq |
| NIM | : | 17180022 |
| Jurusan | : | Tadris Bahasa Inggris - S1 |
| Semester - Tahun Akademik | : | Genap - 2020/2021 |
| Judul Skripsi | : | **Strategies used by the lecturer in teaching speaking during the Covid-19 pandemic at English Education Department State Islamic University of Malang** |
| Lama Penelitian | : | **Maret 2021** sampai dengan **Mei 2021** |

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

***Wassalamu'alaikum Wr. Wb.***

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1

*Appendix 2 Thesis consultation logbook*

KEMENTERIAN AGAMA
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http://tarbiyah.uin-malang.ac.id.  email : psg_uinmalang@ymail.com

**JURNAL BIMBINGAN SKRIPSI/TESIS/DISERTASI**

IDENTITAS MAHASISWA

NIM : 17180022

Nama : Yusril Maulana Shodiq

Jurusan : Tadris Bahasa Inggris

Dosen Pembimbing : Harir Mubarok, M.Pd

Judul : "Strategies Used by The Lecturer in Teaching Speaking Online During the Pandemic at English Education Department of Uin Malang Year 2021"

IDENTITAS BIMBINGAN

| No | Tanggal Bimbingan | Nama Pembimbing | Deskripsi Bimbingan | Tanda Tangan Pembimbing Proposal Skripsi |
|----|-------------------|-----------------|---------------------|------------------------------------------|
| 1 | 2020-11-06 | Harir Mubarok, M.Pd | Pengumpulan Draft Proposal Skripsi | |
| 2 | 2021-01-05 | Harir Mubarok, M.Pd | Konsultasi Terkait Latar belakang Proposal Penelitian | |
| 3 | 2021-01-11 | Harir Mubarok, M.Pd | Konsultasi terkait Pergantian Judul Proposal Skripsi | |
| 4 | 2021-01-14 | Harir Mubarok, M.Pd | Konsultasi Terkait Kajian Pustaka Bab 2 | |
| 5 | 2021-01-15 | Harir Mubarok, M.Pd | Follow Up Konsultasi Kajian Pustaka Bab 2 | |
| 6 | 2021-01-19 | Harir Mubarok, M.Pd | Konsultasi Bab 2 & Bab 3 | |
| 7 | 2021-01-22 | Harir Mubarok, M.Pd | Konsultasi Bab 1,2,3 Proposal Skripsi | |
| 8 | 2021-03-09 | Harir Mubarok, M.Pd | Konsultasi Terkait Instrumen Observasi dan Interview | |
| 9 | 2021-07-02 | Harir Mubarok, M.Pd | Konsultasi Terkait Bab 4 & Bab 5 | |
| 10 | 2021-07-07 | Harir Mubarok, M.Pd | Konsultasi Terkait Keseluruhan Isi Skripsi | |
| 11 | 2021-07-23 | Harir Mubarok, M.Pd | Menyerahkan Hasil Revisi Sebelumnya untuk Dikoreksi Kembali | |
| 12 | 2021-08-03 | Harir Mubarok, M.Pd | Mengambil Revisian Skripsi yang Telah dikoreksi Oleh Dosen Pembimbing | |

Malang, 01 Oktober 2021
Mengetahui,
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*Appendix 3 The result of observation checklist*

**Observation Checklist**

The observation checklist below is based on the theory of Freeman (2000). This theory is discussing about the technique used in teaching English language.

| Methods | Techniques | Yes | No |
|---|---|---|---|
| Grammar Translation Method | Translation of a literary passage | | X |
| | Reading comprehension questions | | X |
| | Antonyms/synonyms | X | |
| | Cognates | | X |
| | Deductive application of rule | | X |
| | Fill in the blanks | | X |
| | memorization | | X |
| | Use word in sentences | X | |
| | composition | | X |
| Direct method | Reading aloud | X | |
| | Question and answer exercises | X | |
| | Getting student to self-correct | | X |
| | Conversation practice | X | |
| | Fill in the blank exercises | | X |
| | Dictation | | X |
| | Map drawing | | X |
| | Paragraph writing | | X |
| Community language learning | Tape recording student conversation | | X |
| | transcription | | X |
| | Reflection on experience | | X |
| | Reflecting listening | | X |
| | Human-computer | | X |
| | Small-group task | X | |
| Communicative language teaching | Authentic materials | | X |
| | Scrambles sentences | | X |
| | Language games | | X |
| | Picture strip story | | X |
| | Role-play | X | |

Malang, February 27, 2021
Validator

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**Appendix 4 Interview guidelines**

**Interview Guideline**

This list of interview question serves to answer the formulation of the problem in the study entitled "Strategies used by the lecturers in teaching speaking through online learning during the pandemic at English Education Department of UIN Malang Year 2021".

The following is a list of interview questions:

| Research Questions | Questions |
|---|---|
| 1. What strategies are used by the lecturer in teaching speaking during the covid-19 pandemic? | • Strategi apa saja yang anda gunakan dalam mengajar speaking skill secara online di masa pandemi seperti Sekarang ini?<br>• Mengapa anda memilih strategi-strategi tersebut?<br>• Media online apa saja yang anda gunakan sebagai sarana penerapan strategi tersebut?<br>• Bisa dijelaskan bagaimana cara penerapan strategi tersebut melalui media yang anda pakai?<br>• Dari strategi-strategi tersebut, strategi mana yang menurut anda paling efektif untuk diterapkan pada pembelajaran speaking melalui media online seperti sekarang? |
| 2. What problems are encountered by the lecturer in teaching speaking using the strategies? | • Kendala apa saja yang anda temui selama menerapkan strategi-strategi tersebut?<br>• Bagaimana cara anda menanganinya? |

Malang, February 27, 2021

Validator

Harir Mubarok, M.Pd
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**Interview Transcript**
**Participant**

Name of Participant   : Mr. Basori M.S.Ed
Date of Interview     : 26th April 2021
Time                  : 13:58 – 14:22
Place                 : Masjid Baiturrahman
Research Title        : Strategies used by the lecturer in teaching speaking during the Covid-19 pandemic at English Education Department of UIN Malang Year 2021
R. Question 1         : What strategies are used by the lecturer in teaching speaking during the *Covid-19* pandemic?
R. Question 2         : What problems are encountered by the lecturer in teaching speaking using the strategies?

| Interviewer | Participant |
|---|---|
| Assalamualaikum wr.wb, selamat siang sir? | Siang mas. sehat mas? |
| Alhamdulillah saya dalam keadaan sehat. Sebelumnya saya ingin bertanya apakah njenengan bersedia untuk saya interview untuk menggali data penlitian saya yang berjudul strategies used by the lecturer in teaching speaking throught online learning during the pandemic at English education department faculty of tarbiah and teacher training state Islamic university of maulana malik Ibrahim malang? | Saya bersedia |
| Pertama tama. Sebagai dosen yang mengampu mata kuliah speaking for informal interaction, strategi-strategi apa yang anda gunakan dalam mengajarkan speaking skillsecara online di masa pandemic seperti sekarang ini? | Saya mengajar mata kuliah speaking for informal interaction, mata kuliah itu saya mengampu dua kelas. Total ada 16 pertemuan dipotong untuk midtest sama final test, jadi secara keseluruhan ada sekitar 14. Nah 14 itu karena pandemic jadi semuanya online, onlinennya ada dua system: sinkronus dan asinkronus memakai *learning management system* yang dibuat universitas Namanya 'uin malang e-learning'. Nah, satu kelas itu kelas "CK" Namanya dia ketemu secara face to face |

| | online itu setiap every other week, contoh pertemuan pertama itu face to face online kemudian pertemuan minggu berikutnya itu non(face to face) berarti asinkronus yaa, seperti itu terus. Nah, untuk yang kelas yang lainnya itu kelas 'BK' dia ketemu terus face to face online dibantu dengan asinkronus. Itu adalah teknis deliverynya, loh kenapa kok berbeda? Itu sesuai dengan kesepakatan di depan begitu ya mas. Dan tehnik itu sudah ada di silabus yang menjelaskan bahwa itu akan didelivery melalui sinkronus dan asinkronus, itu yah. Nah tehnik deliverynya secara umum sama. Karena saya mengajar dua kelas. Kalo yang secara biasa (secara face to face online) itu diawali dengan selalu dibagi menjadi tiga; 1. Pre-activity 2. Main activity 3. Post activity, di pre-activity itu saya tidak mengecek attendance karena semua dilakukan secara online. Kalo nanti sampean liat elearning saya, itu laman elearning saya susun sedemikian rupa sehingga dimana setiap meeting itu selalu memeunculkan laman utama dimana siswa bisa checking their own attendance. Kemudian di pre-activity juga biasanya saya review materi dengan cara q&a dimana saya memberikan question to random student kemudian mereka menjawab. Kadang saya menunjuk a,b,c,d kadang saya menunjuk salah satu kemudian temennya itu berantai menunjuk temennya. Contoh mas yusril saya tunjuk yang pertama, mas yusril nanti akan menunjuk temannya saya akan memberikan pertanyaan berikutnya berjalan seperti itu, seperti *Chain*. Teknik yang kedua adalah saya menunjuk satu persatu, Teknik yang ketiga adalah saya menginvite mereka "ayo..". contoh saya memberikan pertanyaan A kemudian random student answer. Itu adalah Teknik umumnya dan setiap pertemuan bisa berbeda-beda tidak harus seperti itu, paham ya mas? Yang kedua adalah main activity, di main activity saya deliver materials. Tetapi materinya bisa baru atau mengulang jika pada review ternyata mereka masih bingung. Tekniknya banyak mas yang pasti saya meminta mereka untuk melihat powerpoint yang sya bagikan (karena saya selalu memberikan powerpoint) kalo enggak gambar, kalo mau nanti bisa melihat |

media yang saya buat, dan juga bisa berupa video gitu, yaa. Secara keseluruhan seperti itu, di situ dilibatkan ada pertanyaan, jawaban, diskusi. Kalo diskusi secara di-split itu belum saya lakukan karena splitting room itu untuk kelas yang hanya berlangsung 2 sks itu 100 menit itu memakan waktu. Jadi diskusi itu saya berikan kepada asinkronus. Nah setelah itu materi selesai kemudian saya menuju ke post activity, yaa (pre, main, sama post activity).

Di post activity itu saya review materi yang saya berikan di hari itu. Kebanyakan, karena materi itu tidak selesai post activitynya tidak tercover. Tetapi, post activity itupun walaupun tidak saya berikan langsung di hari itu biasanya saya meminta mahasiswa untuk mengecek e-learningnya. Jadi mas, 16 pertemuan yah dikurangin UTS sama UAS, walaupun mereka face to face online tetap mereka harus refer to eLearning. Jadi kurang lebih mata kuliah say aitu berlangsung selama seminggu, kenapa seperti itu? Karena kita di masa pandemic, mahasiswa bisa kuliah di mana saja bisa belajar dimana saja. bagaimana dengan kelas yang bk? Yang bk juga sama saja, hanya karena yang bk setiap minggu ketemu face to face mereka lebih mendapatkan exposure (pajanan) karena kan kita speaking, pajanannya itu lebih banyak mendengar dari saya dibandingkan kelas yang ck, begitu. Itu strategi yang saya pakai.

Nah, yang di asinkronus, di elearning saya terbagi menjadi aaa, tampilannya adalah kalo nanti sampean melihat di halaman utamanya nanti ada halaman yang berulang2 yaitu main page yang didalamnya ada welcome remark or what so ever saya lupa namanya yang di dalamnya ada tiga bagian yang pertama adalah attendance itu recurrence (selalu berulang) contoh, mas yusril ngeklik meeting pertama itu nanti di meeting kedua, ketiga dan selanjutnya akan selalu berurutan. Itu adalah attendance. Yang kedua adalah silabus, jadi setiap saat mereka bisa mensortir silabus whenever they have question. Yang ketiga itu open discussion forum, open discussion forum itu mereka mau curcol mau ada problem apapun silahkan di situ mau tentang materi mau tentang apa, jika tidak

| | |
|---|---|
| | menghubungi maka mereka bisa lewat situ they can use English, they can use question any student can answer the question, gitu. Nah di dalamnya itu terbagi menjadi 16 pertemuan 1, pertemuan 2 dan sebagainya seperti seakan2 mereka ada di kelas, pertemuan yang ke 8 dan ke 16 itu tidak ada materi di situ ada info hari ini anda akan mendapat uts dan uas karena kita kan masih setengah kan belum full, dan sekarang masih pertemuan ke 13. Nah di dalamnya itu setiap pertemuan diawali dengan open remark selamat anda masuk ke dalam ini (speaking or informal interaction) materi yang akan dipelajari adalah A, di dalam situ ada learning outcome yang berisi indicator pencapaian seperti "to achieve the goals you have to do the task or submit the materials" di dalamnya itu berisi task-task (task 1, 2, 3 dan sebagainya). normaly task satu berisi tentang review, judulnya seperti ini mas. Task 1 meeting 1, task 2 meeting 1 kemudian task 1 akan selalu berisi review, task 2 selalu berisi materi, task yang ke 3 itu further kalo ada materi dan yang terakhir selalu ada discussion forum, nah seperti itu.<br>Dari sini ada yang ditanyakan? |
| Bagaimana cara anda mengajarkan speaking di asinkronus, sedangkan speaking harus "speak"? | Betul. Jadi di situ mas, di asinkronus ada bagian saya menyampaikan materi, dan materi saya ada yang voice over ppt. ada yang seperti itu dan ada yang tidak memang tetapi saya di dalam materi ppt tersebut itu melampirkan video yang merupakan contoh verbal version of the speaking, itu cara menyampaikan materinya. Kemudian praktiknya mereka membuat diskusi forum. Diskusi forum itu berisi mereka tugas mengerjakan yang kebanyakan secara berkelompok, ketika berkelompok mereka akan belajar satu sama lain baik dari segi pronounciation, perolehan Bahasa, expression dan sebagainya setelah itu mereka belajar dalam kelompok mereka belajar dalam kelas, bagaimana kok belajar dalam kelas? Karena salah satu requirement untuk mendapatkan fullscore dari diskusi forum tersebut mereka harus mengomentari kelompok lain, nah produksinya yaitu selalu dalam bentuk video. Stage nya bisa smapean lihat kan yah? Mereka belajar sendiri dari task sebelumnya, ketemu |

| | |
|---|---|
| | dalam kelompok untuk menyelesaikan task, belajar secara berkeompok kecil, setelah itu mereka belajar dari temennya untuk mengomentari dan sebagainya. jadi diskusi forum terus berlanjut terus-menerus, seperti itu yang saya harapkan. |
| Kemudian sir, dari berbagai strategi yang dipakai, apakah anda menemukan kesulitan atau hambatan dalam menerapkannya? | Kesulitannya? Ada. Kesulitan yang pertama adalah membuat materi yang sesuai dengan kebutuhan siswa. Kalo kita membuat materi video mas, bisa jadi mahasiswa tersebut itu koneksi internet mereka tidak bagus, kalo kita membuat materi voice over ppt, bisa jadi materi tersebut tidak sesuai dengan gadget yang mereka punya, nah itu salah satunya. Solusinya apa? Saya harus membuat beragam materi. materi yang saya buat itu kebanyakan, tidak semuanya karena ada materi yang tidak bisa diconvert iya kan. Makanya saya selalu memfasilitasi ppt yang saya buat selalu saya buat versi pdf. Jadi materi saya itu ada yang versi video yang ambil dari youtube, youtube itu seperti package ppt tapi dalam versi lain yaitu versi si youtube, kemudian itu ppt ada ppt versi over voice, jadi di dalam ppt ada embedded voice nya, yang kedua yaitu tadi pdf. Trus bagaimana sir kalua semisal ada si siswa itu hanya bisa pdf? Tidak bisa membuka aplikasi itu atau karena hanya mempunyai hp saja. ya like it or not mereka harus menerima seperti itu. Tapi saya memfasilitasi kalo kalian bisa "ini loh video yang bisa kalian download, ini loh ppt dengan voice over yang bisa sampean download" itu satu. Kesulitan yang kedua adalah mendapatkan materi autentik, authentic materials itu sulit untuk dibuat sendiri kenapa. Karena authentic materials itu secara pronunciation, intonation dan sebagainya kalo bisa kan native-like sementara kita dulu punya native nativenya sudah pulang. Dan untuk mendevelop a material as like native-like itu tidak mudah, solusinya bagaimana? Ya mendownload materi dari youtube seadanya seperti itu. |
| Dari berbagai macam strategi yang dipakai, menurut njenengan strategi apa yang paling suitable untuk diterapkan di masa seperti ini dimana | Huum. Strateginya itu bergantung sih mas kepada si siswa. Contoh ya mas, saya kan tadi ngajar 2 kelas itu treatmentnya berbeda. Yang satu full face to face dengan asinkronus, karena mereka mau, fasilitas mereka ada, kesepakatan dari kelas ok. Yang satu istilahnya mereka |

| pembelajaran dilakukan secara online? | maunya every other week. Mana yang sesuai? Saya belum mendapatkan feedback dari mereka. Tetapi kalua apakah yang saya berikan itu strategi atau delivery itu sesuai y aitu mau mereka. Di awal sebelum saya melakukan model pembelajaran seperti itu saya sudah melakukan survei kecil-kecil an "sampean mau pertemuan yang seperti apa?" gitu, "sampean punya full internet nggak di rumah?" seperti itu. Nah, itu tentang delivering nya. Bahwa ketika saya membuat materi ada versi pdf, ada versi mengadopsi video versi ppt ya itu menjembatani mana saja yang sampean bisa download dan itu kepake. Oke silahkan dipake. Kalo saya memaksa untuk memakain video saja untuk speaking dengan alasan karena ini speaking dan sebagainya. oh, ndak bisa. Apakah itu working or not saya belum tau tapi saya minta mereka untuk memberikan feedback tetapi feedback sya tidak setiap hari tapi it's going to be a summative feedback dari mereka. Feedbacknya itu mulai dari material, delivering, gurunya ketika mengajar di kelas begitu. Jadi jika ditanya mana kah yang paling efektif I do not know, the one who feel it is student |
|---|---|
| Jika menurut njenengan sebagai pelajar menilai strategi mana yang dapat membuat siswa aktif dlam belajar itu strategi yang mana? | Dua duanya aktif mas. Di kelas saya yang asinkronus mereka aktif, kenapa? Kalo mereka tidak aktif mereka tidak mendapatkan nilai walaupun istilahnya mereka itu tidak dibaca rubric guidlinenya itupun mereka tidak akan mendapatkan nilai yang full. Contoh, di rubrik tersebut posting yang pertama diminta untuk posting video itu sekitar 50 nilainya yang kedua mereka harus mengomentari temennya. Kalo kamu posting yang pertama dengan follow up comment, feedback dan sebagainya. mereka akan mendapatkan seratus. Itupun masih ada dari mereka yang tidak memberikan komen terhadap video atau postingan temennya dan otomatis mereka mendapatkan contoh nilai 50. Itu efektif tidaknya menurut saya harusnya bisa efektif. Karena ada reward and punishment nya, nah kalo misalnya face to face online karena itu speaking saya biasanya memberikan motivasi harus aktif di dalam kelas regard it is be scored or not, mereka aktif. Walaupun tidak semuanya kan selalu ada yang dominan, selalu ada yang |

| | |
|---|---|
| | tidak. Menurut saya kategorinya masih aktif, tidak ada yang misalnya gurunya ngomong sendiri itu tidak ada di kelas saya yang dua itu. |
| Nggeh sir terimakasih atas waktu luang nya semoga apa yang dijelaskan dapat bermanfaat. Wassalamualaikum wr.wb | Nggeh mas sama-sama, waalaikumsalam wr.wb |

**Interview Transcript**
**Participant**

Name of Participant     : Mr. Basori M.S.Ed
Date of Interview        : 26<sup>th</sup> April 2021
Time                            : 13:58 – 14:22
Place                           : Masjid Baiturrahman
Research Title             : Strategies used by the lecturer in teaching speaking during the Covid-19 pandemic at English Education Department of UIN Malang Year 2021
R. Question 1             : What strategies are used by the lecturer in teaching speaking during the *Covid-19* pandemic?
R. Question 2             : What problems are encountered by the lecturer in teaching speaking using the strategies?

| Interviewer | Participant |
|---|---|
| Assalamualaikum wr.wb, good afternoon sir? | Good afternoon. How are you? |
| Thank God I'm in good health. Previously I would like to ask if you are willing to do an interview, this interview is to explore the data for my research entitled strategies used by the lecturer in teaching speaking through online learning during the pandemic at English education department faculty of tarbiah and teacher training state Islamic university of Maulana Malik Ibrahim Malang? | I am willing |
| First of all. As a lecturer who teaches speaking for informal interaction, what strategies do you use in teaching speaking skills online during this pandemic? | I teach speaking for informal interaction; I teach two classes. A total of 16 meetings were cut for the midtest and the final test, so in total there were about 14. Now, because of the pandemic, everything is online, there are two online systems: synchronous and asynchronous using the learning management system created by the university. The name is 'uin malang e-learning'. Well, one class is the "CK" class. They meet face to face |

| | online every other week, for example, the first meeting is face to face online, then the next week's meeting is non (face to face) which means it's asynchronous. Well, for the other class, the 'BK' class, they met face to face online assisted by asynchronous. That's the delivery technique, why is it different? That is in accordance with the agreement up front. And that technique is already in the syllabus which explains that it will be delivered via synchronous and asynchronous, that's it. Well, the delivery technique is generally the same. Because I teach two classes. If the usual (face to face online) it begins with always divided into three; 1. Pre-activity 2. Main activity 3. Post activity, in the pre-activity I didn't check attendance because everything was done online. When you see my e-learning later, I have arranged the e-learning page in such a way that every meeting always brings up the main page where students can check their own attendance. Then in the pre-activity, I usually review the material using a Q&A method where I give a question to random students and then they answer. Sometimes I point to a, b, c, d, sometimes I point to one, then the friend is pointing at another friend. For example, Mas Yusril, I will appoint you as the first one, Mas Yusril will later appoint a friend, I will give the next question like that, like Chain. The second technique is that I point one by one, the third technique is that I invite them "come on...". For example, I give question A then random student answer. That is the general technique and every meeting can be different, it doesn't have to be like that, understand, mas? The second is the main activity, in the main activity I deliver materials. But the material can be new or repeated if in the review it turns out that they are still confused. There are many techniques, mas. I definitely ask them to see the powerpoints that I share (because I always give powerpoints) or a picture, if you want, you can see the media that I made, and it can also be in the form of videos, okay. Overall, like that, there are involved questions, answers, discussions. I haven't done the split discussion yet because the splitting room is for a class that only lasts 2 credits, it takes 100 minutes. So, I gave the |

discussion to asynchronous. Now, after the material is finished, then I go to the post activity, okay (pre, main, and post activity). In the post activity, I reviewed the material that I gave that day. Mostly, because the material was not finished, the post activity was not covered. However, even though I don't give the post activity directly on that day, I usually ask students to check the e-learning. So, mas, 16 meetings are reduced by UTS and UAS, even though they are face to face online, they still have to refer to e-learning. So more or less my course lasted for a week, why is it like that? Because we are in a pandemic, students can study anywhere they can study anywhere. what about bk class? The BK's are the same, only because the BK's meet face to face every week, they get more exposure. because we are speaking, the exposure is more from me than the other class. That's the strategy I use. Now, what is asynchronous, in my e-learning it is divided into aaa, it looks like if you later see on the main page there will be a page that repeats itself, namely the main page in which there is a welcome remark or what so ever, I forgot the name, in which there are the first three parts is attendance is recurrence (always repeating) for example, mas Yusril clicks on the first meeting later in the second, third and subsequent meetings it will always be sequential. That is attendance. The second is the syllabus, so at any time they can sort the syllabus whenever they have questions. The third one is an open discussion forum, an open discussion forum where they want to talk, if there is any problem, please go there, what material they want to talk about, if they don't contact them, they can go there. They can use English, they can use any question any student can answer, that's it. Now in it, it is divided into 16 meetings, 1st meeting, 2nd meeting and so on, as if they were in class, the 8th and 16th meetings did not have material there, there is information today, you will get UTs and UAS because we are still half way there. It's not full yet, and now it's still the 13th meeting. So, in it, every meeting begins with an open remark, congratulations on your entry into this (speaking or informal interaction) the material to be studied is A, in which there is a learning outcome that contains achievement indicators such as "to achieve

| | the goals you have to do the task or submit the materials" in it contains tasks (tasks 1, 2, 3 and so on). normally task one contains a review, the title is like this, mas. Task 1 meeting 1, task 2 meeting 1 then task 1 will always contain a review, task 2 always contains material, the third task is further if there is material and finally there is always a discussion forum, well like that. From here there is a question? |
|---|---|
| How do you teach speaking asynchronously, while speaking must "speak"? | That's right. So there, in asynchronous, there is a section where I deliver material, and my material is in voice over ppt. some are like that and some are not, but I attached a video in the ppt material which is an example of the verbal version of the speaking, that's how to convey the material. Then in practice they make forum discussions. The forum discussion contains their assignments, mostly in groups, when in groups they will learn from each other both in terms of pronunciation, language acquisition, expression and so on, after that they study in groups like they study in class, how do they learn in class? Because one of the requirements to get a full score from the forum discussion is that they have to comment on other groups, so the production is always in the form of videos. Can you see the stage, right? They learn on their own from the previous task, meet in groups to complete the task, study in small groups, after that they learn from their friends to comment and so on. so, the forum discussion goes on and on, that's what I expected. |
| Then sir, from the various strategies used, did you find any difficulties or obstacles in implementing them? | The difficulty? There is. The first difficulty is making the material according to the students' needs. If we make video material, it could be that the student has a bad internet connection, if we make voice over ppt material, it could be that the material doesn't match the gadgets they have, that's one of them. What's the solution? I have to make a variety of materials. Most of the materials I make, not all of them, because there are materials that can't be converted, right? That's why I always facilitate the ppt that I make, I always make the pdf version. So, one of my materials is a video version taken from youtube. Youtube is like a ppt package but in another version, namely the youtube version, then it's ppt, there is a voice over version of ppt, so in ppt there is an embedded voice, the second one is a pdf. Then what if sir, for example, there is a student |

| | |
|---|---|
| | who can only pdf? Can't open the application or because he only has a cellphone. yes like it or not they have to accept it like that. But I facilitate if you can "this is a video that you can download, this is a ppt with voice over that you can download" that's the first. The second difficulty is getting authentic material. Authentic materials are difficult to make yourself, why? Because authentic materials are in pronunciation, intonation and so on, if possible, they will be native-like, while we used to have the natives already home. And to develop a material as like native is not easy, what is the solution? Yes, download material from youtube as simple as that. |
| From the various strategies used, according to you, what strategy is the most suitable to be applied at a time like this where learning is done online? | Hum. The strategy depends on the student. For example, mas, I taught 2 classes, the treatment was different. One is full face to face with asynchronous, because they want, their facilities are available, the deal of the class is ok. One term is that they want every other week. Which one is appropriate? I haven't received any feedback from them. But if what I give is strategy or delivery, it is appropriate, that is what they want. At the beginning, before I did this kind of learning model, I did a small survey, "what kind of meeting do you want?" So, "Do you have full internet at home?" like that. Well, it's about delivering it. That when I made the material there was a pdf version, there was a version that adopted the ppt version of the video, yes, it bridges whichever one you can download and uses it. OK, please use it. If I force them to use video only for speaking, the reason is because this is speaking and so on. oh, I can't. Whether it's working or not I don't know yet but I asked them to provide feedback but my feedback is not every day but it's going to be a summative feedback from them. The feedback starts from the material, delivering, the teacher when teaching in the class. So, if you ask which one is the most effective, I don't know, the one who feels it is a student. |
| In your opinion, as a teacher, you assess which strategies can make students active in learning? | Both of them are active. In my asynchronous class they are active, why? If they are not active, they do not get a score even though the term is not read by the rubric guideline and even then they will not get a full score. For example, in the |

| | rubric the first post is asked to post the video about 50 in value, the second they have to comment on their friends. If you post the first one with follow up comments, feedback and so on. they will get a hundred. Even then, there are still those who don't comment on their friends' videos or posts and automatically they get an example of a value of 50. Whether it is effective or not, I think it should be effective. Because there are rewards and punishments, for example, face to face online because of that, I usually motivate them to be active in class, regard it is scored or not, they are active. Although not all of them are always dominant, there are always those who are not. In my opinion, the category is still active, there is no such thing as the teacher talking to himself in my two classes. |
|---|---|
| Nggeh sir, thank you for your free time, hopefully what is explained can be useful. Wassalamu alaikum warahmatullahi wabarakatuh | You're welcome mas, waalaikumsalam wr.wb |

*Appendix 7 The result of documentation of this research*



*The documentation of the class observation using zoom conference apps*



*The example of the task on e-learning*

*The example of the conversation used by the lecturer to do a role-play technique*
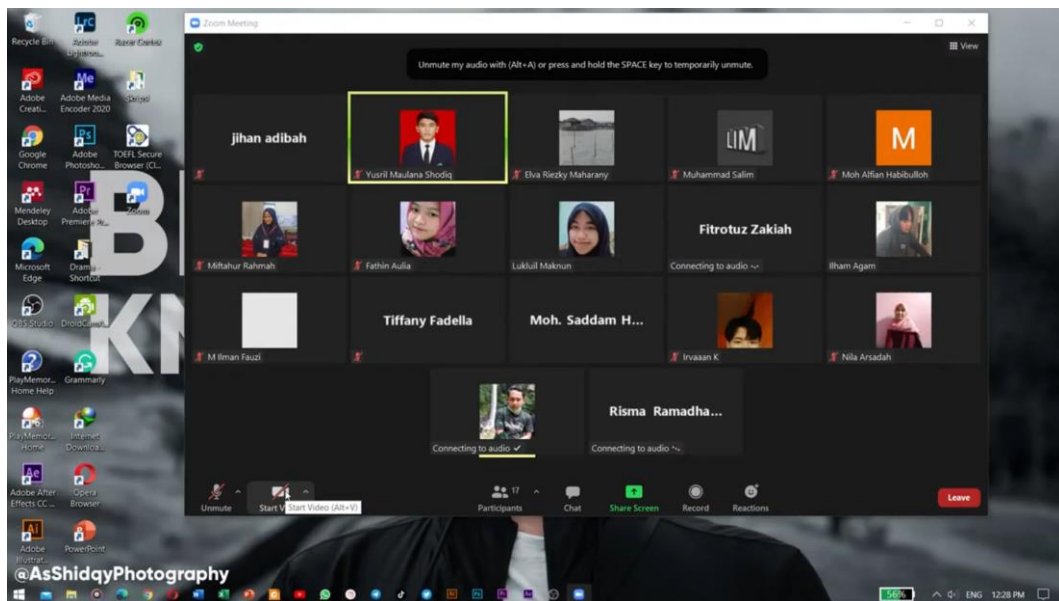


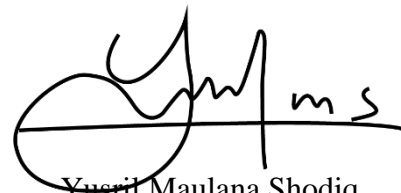*The example of online learning activity using zoom conference*

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