

**TEACHERS' STRATEGY IN TEACHING SPEAKING SKILLS DURING  
POST-PANDEMIC AT MAN 1 KOTA MALANG**

**BACHELOR THESIS**



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MALANG**

**AUGUST, 2022**

**TEACHERS' STRATEGY IN TEACHING SPEAKING SKILLS DURING  
POST-PANDEMIC AT MAN 1 KOTA MALANG**

**BACHELOR THESIS**

**Presented to State Islamic University Maulana Malik Ibrahim Malang to  
obtain bachelor's degree in education (S.Pd)**



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PANDEMIC (STUDY CASE AT MAN 1 KOTA MALANG)**

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Accepted as the requirement for the degree of English Language Teaching (SPd) from English Education Department, Faculty of Education, Maulana Malik Ibrahim Islamic State University of Malang

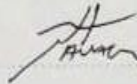
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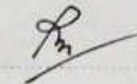
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Assalamualaikum Wr. Wb

After analyzing and correcting bachelor thesis of Muhammad Irham Maulana by the title **“Teachers’ Strategies of Teaching Speaking Skills During Post Pandemic at MAN 1 Kota Malang”**, i have decided and would like to propose that this thesis can be examined unto the lecturers and submitted to The Faculty of Education. Hopefully, this bachelor thesis is able to contribute the academic research.

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## STATEMENT OF AUTHORSHIP

I am Muhammad Irham Maulana, the writer of this article, stated that the bachelor thesis entitled **“Teachers’ Strategies of Teaching Speaking Skills During Post Pandemic at MAN 1 Kota Malang”** is my original work to complete the final duty of UIN MALIKI MALANG bachelor degree. I am surely not including some materials or topics previously either written or published by other writers, except those i have cited and noted the bibliography within discipline procedures of taking sources in academic research. Hereby, if there is claim from the others about this thesis, i am willing to be responsible and finished.

Malang, December 18th, 2022

The researcher



Muhammad Irham Maulana

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## **MOTTO**

*“Science tells us what we can know, but we can know is little, and if we forget how much we cannot know. We become insensitive to many things of great importance”.*

*Book of A History of Philosophy Western.*

**-Bertrand Russel, United Kindom-**

## **DEDICATION**

This thesis dedicates specially to my Parents, Muadzin and Masluah, who always pray, guide, and give me much motivation. Until unconditional time, they do live me by single situation and pain. In the other hand, I thank all my friends and my only girl, Chafidhoh Zakiyah who have made me completing this term bachelor degree.



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This bachelor thesis entitled “Teachers’ Strategies in Teaching Speaking Skills during Post-Pandemic at MAN 1 Kota Malang” will not be perfect without the supporting hands, guidance, pray, and attention from my parents, friends, and my girl. For spesific purpose, the writer firstly thanks a lot to Dr. Akhamd Nurul Kawakip, M.Pd, M.A, my respectable lecturer, who has guided and tought the writer until this duty finished.

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Malang, Desember 16th 2022

Muhammad Irham Maulana

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## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987:

### A. Words

=	<b>q</b>	ق	=	<b>Z</b>	ز	=	<b>a</b>	ا
=	<b>k</b>	ك	=	<b>S</b>	س	=	<b>b</b>	ب
=	ت	<b>t</b>	=	ث	<b>Sy</b>	=	ل	<b>l</b>
=	ث	<b>ts</b>	=	ص	<b>Sh</b>	=	م	<b>m</b>
=	ج	<b>j</b>	=	ض	<b>Dl</b>	=	ن	<b>n</b>
=	ح	<b>h</b>	=	ط	<b>Th</b>	=	و	<b>w</b>
=	خ	<b>Kh</b>	=	ظ	<b>Zh</b>	=	ه	<b>h</b>
'	=	ء	'	=	ع	=	<b>d</b>	د
=	ذ	<b>dz</b>	=	غ	<b>Gh</b>	=	ي	<b>y</b>
=	<b>F</b>	ف	=	<b>r</b>	ر			

<b>B. Long Vocal</b>	<b>C. Diphthong Vocal</b>		
<b>Long Vocal (a)</b>	= â	اَ اَو	= aw
<b>Long Vocal (i)</b>	= î	اِ اَي	= ay
<b>Long Vocal (u)</b>	= û	اُ اَو	= û
= î	اِ ي		

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## ABSTRAK

Maulana, Muhammad Irham. 2022. Teachers' strategies of teaching speaking skills at MAN 1 Kota Malang during post pandemic. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Akhmad Nurul Kawakip, M.Pd., M.A

Strategi pembelajaran memiliki peranan penting dalam pembelajaran bahasa asing, terutama pada speaking skills. Setelah pandemi, penyesuaian strategi serta implementasinya menjadi keputusan yang sangat berpengaruh untuk menghasilkan proses belajar mengajar yang optimal. Sebagaimana isu yang berkembang bahwa motivasi murid setelah pandemi nampak tidak seperti sebelum COVID 19, dan menteri pendidikan mengajurkan memperbarui sistem pembelajaran, yang oleh karena itu, sangat perlu menemukan strategi yang tepat agar pembelajaran *speaking skills* di sekolah dapat maksimal.

Penelitian ini dilakukan untuk mengetahui; (1) Strategi apa yang digunakan guru untuk mengajar speaking skills setelah pandemi di Man 1 Kota Malang. (2) Bagaimana cara guru mengimplementasikan strategi tersebut dalam mengajar speaking skills setelah pandemi. dalam penelitian ini, peneliti menggunakan pendekatan kualitatif deskriptif dengan menggunakan tiga instrumen, yaitu observasi, wawancara, dan dokumentasi. Data yang diperoleh kemudian diproses dengan beberapa cara: pertama, mereduksi data. Kedua, memaparkan data temuan. Ketiga, menggambarkan kesimpulan. Partisipan dalam penelitian ini melibatkan dua guru bahasa inggris MAN 1 Kota Malang.

Hasil penelitian menunjukkan bahwa ada tiga strategi yang digunakan guru dalam mengajar speaking skills setelah pandemi, yaitu news anchor, short-speech, dan dan vlogging. Ketiga strategi tersebut cukup daya guna dan membantu pembelajaran speaking skills murid setelah pandemi karena mereka termotivasi untuk menceritakan fenomena saat pandemi dan topik bebas. Sementara, cara implementasi strategi tersebut setelah pandemi menggunakan metode blended learning, yakni guru menjelaskan materi di kelas seperti biasanya dan memanfaatkan secara intensif media social dan e learning, seperti LMS Man 1 Kota Malang, google drive link, youtube, Whats App dan instagram.

***Kata kunci: Teachers' strategies, Teaching Speaking Skills, Post Pandemic COVID 19***

## ABSTRACT

Maulana, Muhammad Irham. 2022. Teachers' strategies of teaching speaking skills at MAN 1 Kota Malang during post pandemic. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang.

The advisors: Dr. Akhmad Nurul Kawakip, M.Pd, M.A

Strategy posits an essential role for teaching a foreign languages, especially on speaking skills. After pandemic, adjusting the strategy and its implementation becomes very influential decision to produce the optimal learning process. As the post pandemic issues overwhelming, one of them, is about students' motivation lost in learning that appears to be unlike before COVID 19 and ministry of education's advice to renew the learning system, so that, it is surely necessary to find the compatible strategy that can maximize the learning process at schools.

This appearance research is proposed to identify: (1) What strategies teacher use to teach speaking skills at MAN 1 Kota Malang in post pandemic. (2) How Teachers teach (implementation) speaking skills by those strategies in the time of post pandemic. This research used descriptive qualitative by three research instruments, which is observation, interview, and documentation. The data obtained then is processed in the form of data reduction, data display, and featured in conclusion or verification. Besides, for the participant, this research is involved two English teachers at MAN 1 Kota Malang.

The results of this research showed that there are three teaching speaking skills strategies used by English teachers in post pandemic Covid-19. There are news anchor, short-speech, and vlogging. Those strategies are quite efficient and benefit for teaching speaking skills after pandemic because the students are motivated and attractive to tell all phenomena happening during COVID 19 and free topics based on their interest. Meanwhile, the ways of implementing those strategies in post pandemic, the teachers used blended learning method. Firstly, teachers teach and explain the materials like usual in the class. Secondly, teachers utilize intensively some social media, such as Whats App, Youtube, Instagram and e learning media LMS MAN 1 Kota Malang.

***Kata kunci: Teachers' strategies, Teaching speaking skills, Post Pandemic COVID 19.***

## مستخلص

مولانا، محمد إرحام. ٢٠٢٢. استراتيجيات المعلم في تدريس مهارات الكلام باللغة الإنجليزية في المدرسة الثانوية الإسلامية الحكومية 01 مالانج بعد الوباء. قسم تعليم اللغة الإنجليزية، كلية علوم التربية و التعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف : استاذ أحمد نور الكواكب الماجستير

الكلمات الأساسية : استراتيجيات المعلمين ، تدريس مهارات الكلام ، ما بعد الوباء COVID 19

استراتيجيات التعلم لها دور مهم في تعلم اللغات الأجنبية ، خاصة في مهارات التحدث. بعد الوباء ، أصبح تعديل الاستراتيجية وتنفيذها قرارًا مؤثرًا للغاية لإنتاج عملية تعليم وتعلم مثالية. مع تطور المشكلة ، لم يكن واقتراح وزير التعليم تحديث نظام التعلم ، لذلك كان من COVID 19 دافع الطلاب بعد الوباء كما كان قبل الضروري إيجاد الإستراتيجية الصحيحة حتى تكون عملية التعلم يمكن تعظيم مهارات التحدث في المدارس.

تم إجراء هذا البحث لمعرفة ؛ (1) ما هي الإستراتيجية التي استخدمها المعلم لتعليم مهارات التحدث بعد الوباء في المدرسة الثانوية الإسلامية الحكومية 01 مالانج. (2) كيف يطبق المعلمون هذه الاستراتيجيات في تدريس مهارات التحدث بعد الوباء. في هذه الدراسة ، استخدم الباحثون نهجًا وصفيًا نوعيًا باستخدام ثلاث أدوات ، وهي الملاحظة والمقابلات والتوثيق. ثم تتم معالجة البيانات التي تم الحصول عليها بعدة طرق: أولاً ، تقليل البيانات. ثانياً: عرض بيانات النتائج. ثالثاً ، صف الاستنتاج. شارك في هذه الدراسة مدرسان للغة الإنجليزية في المدرسة الثانوية الإسلامية الحكومية 01 مالانج.

تظهر نتائج الدراسة أن هناك ثلاث استراتيجيات يستخدمها المعلمون في تدريس مهارات التحدث بعد الوباء ، وهي مديعي الأخبار والكلام القصير ومدونات الفيديو. كانت هذه الاستراتيجيات الثلاث فعالة جدًا في التدريس بعد الوباء لأن الطلاب كانوا متحمسين للحديث عن الظواهر أثناء الوباء والمواضيع المجانية. وفي الوقت نفسه ، فإن طريقة تنفيذ هذه الاستراتيجية بعد الوباء هي استخدام التعلم المدمج ، حيث يشرح المعلم في LMS المواد في الفصل كالمعتاد ويستخدم التعلم الإلكتروني ووسائل التواصل الاجتماعي ، مثل Instagram و YouTube و Google Drive Link المدرسة الثانوية الإسلامية الحكومية 01 مالانج،

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**MALANG**

**AUGUST, 2022**

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the background of the research containing some clues and reasons doing this research, scope of this research which is discussed about the limitation and research focus, research question means source of problems questioned, objective of the research, significance of the research, and definition of key terms. They are displayed on the first chapter.

### 1.1 Background of the research

EF-EPI (English First-English Proficiency Index) is organization working to analyze and observe the English prosperity progress in the world. On 2021, the English literacy of Indonesia ranked 80 from 112 countries by score 466 (EPI, 2021). The score is accumulated from the 4 fundamental English language skills, including speaking. As consequence, it denoted that the capability of SEFL (Speaking English as a Foreign Language) is under average.

In the English as a foreign language, there are 2 substantial components that should be completed. Those components are receptive skills and productive skills. Receptive skills consisted of listening and reading. Receptive skills define the process of receiving information based on the text or oral representations. While, productive skills are insisted of speaking and writing. Productive skills measure the technic to produce the words, either in oral accent or written text (S. Sreena, 2018).

Since speaking has a crucial impact for communication and interaction in foreign scope, it is essential to teach in any educational level. Speaking is one of the English skills mostly used in the dialogue, conversation, and interaction in a world range. In learning English, speaking posits as the subject mostly practiced (Palmer, 2014). While, Speaking in ESP (English for Spesific Purpose), it sets a media-talking approach to explaining English materials in the classroom.

The importance of speaking had been taught by Allah. He asserted the essential of speaking, such as in surah Ar-Rohman:

الرَّحْمَنُ ۙ عَلَّمَ الْقُرْآنَ ۚ خَلَقَ الْإِنْسَانَ ۙ عَلَّمَهُ الْبَيَانَ

The verse, on the number 4, briefly described that speaking should be thought to the human. The speaking aspects produce the way to communicate and interact well and how it has a lot of good attitude in oral approach.

During the Pandemic COVID 19, the Ministry of Education, Nadiem Makarim, published a new policy, number 4 of 2020 about the rule of educational operation (Kemendikbud, 2020). Multi-level educations, starting from schools to Universities was held in distance learning. Procedures and systems of education accessed from home (WFH). At the same time, teaching-learning process changed into massive online learning because of the COVID-19 emergency.

However, at this time, the condition of COVID-19 precisely comes into into normalization. On 11th May 2022, the Ministry of Education, Nadiem Makarim, announced policy number 408 of 2022 (Kemendikbud, 2022) toward (SKB) about the feasibility of educational process face-to-face at the current

school. That policy established the school to administer the teaching-learning as face-to-face 100%. The School that was standardly qualified 80% of the COVID-19 vaccine was allowed to stage the learning process in offline mode.

This policy appears the new phenomenology in the education, especially in the school. When COVID 19 was running on, there are a lot of schools had not capability to overcome the online learning process effectively. Either state or private schools indicated confusedness to find the best strategy and equipment to execute the discipline teaching-learning. Factually, this becomes a hard challenge for schools and teachers to discover the learning activities then in a new condition.

Clearly, the challenge of teachers does not end from COVID 19. In this specific time, post pandemic, teachers are pressed to accomplish the best strategy to attain the optimal learning. Post-Pandemic impact, indeed is driving the teachers' extra work to design some equipments in a teaching both synchronous and asynchronous approach. Therefore, selecting a compatible strategy is precisely needed to settle the excellent learning.

A teacher's strategy has an important role to cover the learning process. Teaching does not engage in the ways of giving instructions or theories. Moreover, it is to understand students' material transformed and to make the class active. Therefore, strategy does be formed because it concerns the technique, method, and stage to cover students' taxonomy blooms: cognitive, affective, and psychomotor aspect. The teachers require an artful strategy to assist the students' skill and to reach the target of the learning (Crawford, Saul, Mathews, & Makinster, 2005).

This new phenomena becomes the reason why the researcher does this research. The researcher desired to identify the strategy of teacher in teaching speaking skills at MAN 1 Kota Malang during post pandemic. This research is quite challenged because there are few researches related to the strategy and its implementation for teaching speaking skills at post COVID-19. Based on the researcher's perspective, post-pandemic studies do not yet present in educational courses.

To convict this statement, the researcher presents some previous research to enhance the substantial information. The first research is investigating the teacher strategies during COVID-19 done by Yuli Heldawati & Sri Wiyanah (2022). The respondent of this research is two English teachers in 10<sup>th</sup> and 11<sup>th</sup> grade of SMAN 1 Jongkong, West Kalimantan. The result discussed about the obstacle and the strategies of speaking during COVID-19. Besides, this research then will discuss about the strategy and its impelementation at MAN 1 Kota Malang during post pandemic.

The second research was composed by Fitri, Hermansyah, Pratiwi, & Aswadijaya, (2021). This research studied the teaching strategy and how teachers teach at pandemic COVID-19 in Junior High School Prabumulih, South Sumatera. The subject of the research is two English teachers on the first grade. Data collection technic used observation, documentation, and interview. This research discussed about the strategies and how teachers teach at that time. While, my research is focused on two English techers at tenth and eleventh grade at MAN 1 Kota Malang and the ways of teachers implementing those strategies after pandemic.



For the last research written by Pratiwi, Sholihat, & Darsih (2021). The research investigated also the teacher's strategy in teaching speaking skills during COVID 19. The research was done at Kuningan University, West Java. The subject is a lecturer and five scholars from English Education Department. This research used qualitative method and the main research explained about the only strategies for teaching speaking skills. It is different with my research then on the research question that is about how teachers implement those strategies for teaching speaking skills during post pandemic.

From those previous researches, the research conducting strategy for teaching speaking skills are general. However, there are three different points. The first point comes from the object of the research MAN 1 Kota Malang. The second point goes to the time period, post pandemic, namely adaptational time with the impacts of COVID 19. For the last point, it tends to how teachers implement those strategies after pandemic. Thus, the researcher forms this study entitled "Teachers' Strategy in Teaching Speaking Skills during post-pandemic (COVID-19) at MAN 1 Kota Malang.

## **1.2 Scope of the research**

Based on the explication of background, the focus of this research is to identify the strategy in teaching speaking skills used by English teachers at MAN 1 Kota Malang in post-pandemic COVID 19. Besides, the researcher will also observe on how teachers implement those strategies at MAN 1 Kota Malang during post pandemic. The researcher will be involved two English teachers because they are more expertise in teaching speaking skills at that school.

Furthermore, MAN 1 Kota Malang has a large number of science and language achievements in the level of province and national competition. Those achievements can be found in the website of school. At the same topic, MAN 1 Kota Malang has the digital classroom. It aimed at developing the teacher's professional teaching learning in order to adapt with the IOT and transmission of technology 5.0.

## **1.3 Research Question**

To adjust the explanations above, the researcher formulated some questions to guide this research more focusable as followed:

1. What are the teachers' strategies in teaching speaking skills during Post-Pandemic at MAN 1 Kota Malang?
2. How teachers implement those strategies in teaching speaking skills during Post-Pandemic at MAN 1 Kota Malang?

#### **1.4 Objective of the research**

Based on the research question, the objective of this research tends to formulate as followed:

1. To explore the teachers' strategies in teaching speaking skills in the time of post-pandemic.

2. To describe the implementation of those strategies for teaching speaking skills in the time of post-pandemic.

#### **1.5 Significance of the research**

The researcher hopes that this research can contribute to the education and science. On the same category, this research can be beneficial to multi-institutional schools in teaching speaking skills at the current time of post pandemic both theoretically and practically. The researcher hopefully can legate the learning models and references to advance the strategy for teaching speaking skills and its learning process.

For the teachers, as professional and responsibility in active teaching learning, this research can assist the teachers' knowledge and assumption of strategy in teaching speaking skills. Besides, this research can evaluate the perspective on how to compile the strategy and to discover the fun learning activities for the students. Concretely, the teacher can form the appropriate strategy as the feedback and evaluation in teaching speaking skills at the same issue.

For the researcher and general readers, this research can increase the understanding, view, and new knowledge toward speaking skills strategy in post COVID 19. It can be the evaluation for the future learning designs when there is the same phenomenon (post pandemic disease) in the future time. Shortly, the teachers, school institutions, general readers, and the researcher have the equipment and solution to face the current condition from the impact of post covid-19 pressure in order to have the optimal teaching learning.

### **1.6 The definition of Key Terms**

To reduce the misconceptions in this research, the researcher will precisely define the research with the key terms as followed:

1. Speaking skills: speaking is one of the English component assessment mostly used as the term of communication, interaction, and conversation. At this time, speaking mastery posits as the vital oral accent to have a relation and business with abroad. In TEFL (Teaching English as Foreign Language), speaking has a significant role and major procedure for teaching a various foreign language including English.

The researcher chose MAN 1 Kota Malang because this school had some achievement in English competition. There are some students who have won some champion either in English subject and others. Besides, the teachers also own some strategies to teach speaking skills. They are about role play, short dialog, and presenting the theme in front of the class and modified them in to the technic of using e-learning and media social.

2. Teaching Strategy: it is the efficient technics and methods used by the teachers to teach the students. By appropriate strategies, teachers are able to arrange some effective plans and methods that match with the students' ability and background. Shortly, teaching strategy is the equipment of teacher to transform the materials in teaching process, to bear the optimal result. In this research, teaching strategy is proposed as the out-side core component of the teachers to teach speaking skills at MAN 1 Kota Malang during post pandemic.

### 3. Post-Pandemic Covid 19

Post-Pandemic: it is a new phenomenology that occurred after pandemic COVID-19. It can be explained as the new normal conditions in which people are pressed to adapt with the impact of COVID 19 and some transformations of life style. Post-pandemics also features people suffering a long mental exhausted due off some rules applied and rehabilitation during COVID 19 outbreak.

In educational sector, post pandemic is a time where the schools encounter the new situation by renewable learning procedure, methods of teaching learning, and collaborative teaching learning process by mixing conventional and electronic media. Based on the researcher's observation, this school, MAN 1 Kota Malang has capability to overcome those challenges so that the researcher is interested to research about how they implement teaching-learning speaking skills after pandemic.

## **CHAPTER II**

### **THEORITICAL FRAMEWORK**

In this chapter, the researcher presents some theories that support the research. It is including the definition of speaking skills, the importance of mastering speaking skills, the types of speaking skills, the level of speaking skills proficiency, teaching strategy definition, principles of teaching speaking skills, Techniques and stages of teaching speaking skills, methods of teaching speaking skills, strategies for teaching speaking skills, definition and the impacts of post-pandemic in Education.

#### **2.1 Speaking Skills**

##### **2.1.1 Definition of Speaking Skills**

The most functionable English linguistics is speaking. Speaking is a process to deliver oral language mostly do-able to assist the interaction and communication. Speaking seems more complex due to firstly need integrating the idea, arranging the sentences, and then declaring into oral words appropriately (Aydogan, 2014). The act of speaking precisely demonstrated some parts of the internal physics, such us the controlling the lungs, vocal tract, chords, and tongue.

Speaking skill has two disciplined rules, macro and micro skills (Brown, 2004). They are core component items that measured the accuracy of speaking. Micro insisted of the small linguistics materials including phoneme, morpheme, symbol, and phrasal units. For the other, Macro is arranged from the external

elements such as fluency, accuracy, the suit producing words, the correct pronunciation, and delivery expression strategic.

According to Finegan (2008), speaking is the majority aspect used by human language to gap the interaction. It proposed to ask the information, request, giving the directions, and apology. That statement brightly defined that in the daily contexts, human being are the social characteristic that always inter-connect one another. Social process, regarding to culture and interaction cannot be denied without communication and speaking practices.

In teaching EFL, especially in a speaking approach, creating mutual speaking and communicating between students and teacher becomes the most principle implemented to control the students' progressive learning. During teaching in the class, CLT (Communicative Language Teaching) refers to obtain some purposes, like suggestions, recommendations, clarifying, and orders between teachers and students (Richards, 2001).

### **2.1.2 The importance of Mastering Speaking Skills**

Now days, mastering a speaking (EFL) can assist to reach the some quality prospects. Speaking well and credible can drive the speaker more valuabe. Mastery an artful speaking skills can increase the career, earn the jobs easily, advancing the confidence, and improve self-image (Tracy, 2008). In the other hand, brief communication is necessary to every single aspect of life and work. Drawing the condition at this time, EFL as if takes the core language as media for interaction and communication in international scale.

According to Cole, et al (2007), speaking becomes crucial key skills to accomplish English literacy qualifications. Speaking is one of the standards accountable as the first element authority among writing, listening, and reading. Speaking prospects produce some maintain consequences: building the trust relation with the native speakers for a business, helping the listener to explain the things brightly, deliver information structurally, and have more convicted and productive relationships.

### **2.1.3 The Speaking Skill Types**

Every single linguistic of English has specific types regarding to the speaking skills. According to (Brown, 2004), types of speaking are actually copied from a part of the listening assessments. Understanding types of speaking are indeed recommended to guide the teachers more adaptable with the ways of teaching ESP (English for Specific Purpose). Here are the types explained then as followed:

#### **2.1.3.1 Imitative Speaking**

One of the most important in speaking skills is attempted to simulate the words, phrases, and sentences in accordance with the pronunciation standard qualifications. Imitative speaking merely tends to product both the words and sentences purely like the native speaker. It can assist the performance of the speaker to make the conversation more relevant and understandable about the topics and purposes to the object (listener).



#### 2.1.3.2 Intensive Speaking

The intensive speaking discussed how often and accurately speaking products are used. It demonstrated the ability in a narrow band of grammatical, phrasal, lexical, or phonological relationships. When stating accents, speech should be focused on the analysis of prosodic elements, intonation, stress and rhythm. Intensive assessment required the continuous trainings in order to be able to respond the dialogue compilations and the purposes of the opponent speaker.

#### 2.1.3.3 Responsive or responding speaking

Responsive speaking is slightly more complex than intensive but the difference is clearly. In this level, the speaker is pushed to cover the oral approach produced by the object of speaker then follow-up the topics discussed. Responsive speaking has the high role to complete the conversation. Despite speaker can talk frequently, sometimes the listener own the high trouble to identify the utterance foreign language delivered (Hollien, Majewski, & Doherty, 1982).

#### 2.1.3.4 Interactive Speaking

The interactive speaking is briefly different with the responsive speaking. It is more complex interaction in which includes multiple participants. In this type, communication and conversation might take two forms of transactional language. The topic discussed can be more pragmatically complex due to any kinds of various language styles, like the slang, humor, formal, and non-formal oral productions.

#### 2.1.3.5 Extensive (Personal Speaking)

The extensive type is defined as the single oral production designed to give the information and persuading. The features of extensive speaking merely look like public speech, presentations, and leaderships' talking. This category is including about the general speaking styles in general scope rather than in education (Hamilton, 2012). However, this type can be played in educational sector as the informative and persuasive for teaching learning creativity.

#### **2.1.4 The Level of Proficiency Speaking Skills**

English literacy has precisely standard qualification to count the mastery of EFL (English as Foreign Language). It proposed to calculate the ability on how fluent, accurate, credible, and right speaking comprehension based on the proportional results. According to ACTFL CORPORATION (2012), speaking components are divided into major levels of proficiency:

##### 1. Distinguished/ grand master in English spoken language

Grand master or distinguished level in speaking is able to use the language skillfully and with the highest accuracy, efficiency, and effectiveness. In this level, the users are nominated as the educated and articulated language function. They can discuss on a wide range of the global topic issues and highly cover some difficult, spesific, and abstract concepts in the discipline of science, social, politic, and education. The speakers in this level can take the whole attention from the audience because of the authentic and meaningful speech.

## 2. Superior/ master in spoken English

The superior speakers are able to communicate and interact with accuracy and fluency to participate fully and effectively in a conversation on a variety of topics in a formal or informal setting in terms of general concepts. Higher-level discussions of aspects tend to address a large number of issues such as social and political issues, with the possibility of detailed information, special perspectives and analytical argument based on accurate grammar, syntactic, lexical and phonetic pronunciation.

## 3. Advanced/ more fluent in speaking English

Advance level of speaking defines the ability of speaker to engage the communication and information related to the autobiographical topics, as the issue of community, national, or international discourses. The technic in delivery information and argument in this level is highlighted by narration and description in the frames of past, present, and future. There are three sub-components in this level. Those are advanced high, advanced middle, and advance low.

## 4. Intermediate/ speaking average competencies

Intermediate level speaking is categorized as the distinguished primary speech by the ability to create the language as daily conversations and communications. They do not have special discourse in explaining the object. Intermediate speakers can arrange the topics discourse without bright explanation. They are able only to ask simple questions and answer within the survival situations, not in the bright definitions, with the native speakers.

## 5. Novice/ Understand small component of language spoken

The speakers in this Novice Level can largely communicate and make conversation by short messages. They do use small language primarily due not to isolate the components of basic grammar, phrase, sentence, and correct pronunciation. Novice speakers might be possible difficult to understand the sound products from the native speaker. They are featured as the ability of speaking under average. This level comprehensively needs some training and guiding from TEFL (Teacher English as Foreign Language).

## **2.2 Teaching Strategy**

### **2.2.1 Teaching Strategy Definition**

The most significant teacher's responsibility is providing the equipment to fulfill the teaching learning process. Teaching English as Foreign language should match the dedication into occasional and particular target learning. The teachers should be aware for the teacher's role and skills to achieve the target of learning. In the other hand, teachers are asserted to motivate students improving continuously learning foreign language (Susanto, 2009).

Besides the responsibility, the teachers should recognize a wide range of general aspects from the students. The act of teaching is not only transforming the knowledge, but indeed to understand the students' background related to the cognitive supports, the object of knowledge, the measurable assessments, and providing some efficient practices, evaluations, and feedbacks (Rosenshine, 2012). Therefore, the teacher truthfully required an appropriate strategy to hand the classroom more optimal and efficient.

Strategy is the fresh project proposed to achieve a specific purpose. It is an early plan to identify the possible advantage and disadvantage of the things (Oxford University, 2008). According to Rebecca L. Oxford (2017), strategy viewed from education has to cover the aims of learning style (unique method and technic), clear context of the materials, and also including role of emotion, cognition, and some multi-task to reach the target of learning proficiency.

This is a line with Maulidar, Gani, & Samad in (Rosadi, Nuraeni, & Priadi, 2020) stated that teaching strategy is considered important to the various methods and technics selected and then applied by the teacher to cope teaching learning process and students' barriers. From all those statements, it can be sum up that teacher's strategy is the effort and equipment designed by the teachers to implement the learning process in order to be reliable on the learning goal materials.

### **2.2.2 Principles of Teaching speaking Skills**

Teachers must have a discipline approach to engage the students' learning process. Besides, the teachers are demanded to be more creative in designing the model of material. Implementing some principles can assign the teachers' focus on the learning delivery and ease to accommodate classroom activities. According to Goh & Burns (2012), there are 7 qualified principles that are more effectivable by the teachers in teaching speaking accent.

The first principle is accessing the students more focused on the object of learning (Speaking). This stage demonstrates the teacher to cover the metacognitive aspect (individuality, assessment, and strategic knowledge) which

is related to the essential of a foreign language (L2) to the students. The second principle goes to provide the input of speaking material. In this stage, the teacher is emphasized to give the early introduction of some units in a foreign language to the students before executing the learning activities.

The Third principle discussed on the conducting speaking assessment. The teacher is supposed to decorate the vital components of speaking skills as the pre-explanation. Either students or teachers encounter the first step of speaking skills followed by utilizing general numerous units in speaking. The teacher has to build students' motivation to develop the beginning of speaking. This stage shortly tends to create the students' confidence and to express some words as fluent as possible.

The fourth is focus on the language, discourse, skills, and strategy. This principle posits the essential role of teacher in the extending speaking skills activities. This stage aimed at addressing three previous stages in order to enhance the accuracy and proficiency of speaking skills. To gap them, the teacher provides some appropriate vocabularies and grammar books. The fifth principle is review speaking assessment. It is more likely the pre-following up from previous principles and stages as focus as providing the exercises.

The sixth principle is learners' reflection on learning. This principle demands about students' experience during learning speaking. The teacher evaluates the children based on all the stages implemented to count the development of every single student of work-sheet, expression, and speaking

activities. It gives a chance to the learners to consolidate and to value how mutual strategy, method, and technic used by the teachers.

The last principle is feedback. This principle is very essential to form all the results from teaching learning process in speaking skills. Feedback is able to inform the teachers how far the accurate and fluent students' communication and interaction in learning English, especially speaking skills. The teachers can picture the results by drawing some suggestions, comments, and motivations to students' assessment. Students might also criticize the teachers' strategy whether it is effective or not.

### **2.2.3 Techniques and Stages of Teaching Speaking Skills**

To stand optimal principles in teaching speaking, selecting appropriate techniques or stages are highly recommended. It intends to fine-tune the process of learning speaking skills as focus as on implementation. Developing students active in communicating and interacting is the most valuable goal in speaking skills. According to Richard (2008), teachers are extremely deserved applying the mutual techniques to develop the efficiency of speaking skills.

2.2.3.1 Techniques Language Input: it is the form of teacher's explanation in speaking skills component. The teacher gives the materials to the students to begin the speaking skills learning activities. In this stages, it posits as the pre-learning or opening to teach speaking skills. The purpose of this technique is to extend the cognitive aspect: the theory, function, some essentials purposes of learning speaking skills to the students.

2.2.3.2 Techniques Structured Output: it is the process of teaching learning speaking skills handed by the teachers. The students begin to learn speaking subject and work some assessments designed by the teacher. This stage posits as the middle-learning speaking skills. The implementation of learning takes a lot of times to strengthen the students' understanding and practice. It aims at guiding and confirming the affective aspect: students' attention, behavior, motivation, ability, and credibility on learning speaking skills.

2.2.3.3 Techniques Communicative Output: it comes to the final step in teaching speaking skills. CO (Communicative output) it is the target of the teacher to create students' ability in communication and interaction by English. This stage takes a place in the last meeting of teaching learning. The purpose of this technique is to expand the psychomotor aspect students: Students enable "speak up" fluently consistent to the term of theories and rules in speaking subject. Besides, it is to measure that they are capable to practice it as daily mother language.

#### **2.2.4 Methods of Teaching Speaking Skills**

Method interprets a systematic procedure used by the teacher to construct teaching-learning circumstances. Method posits as the second design in teaching learning concepts, then executed by technic and approach. Methods in teaching speaking skills used regularly ALM (Audio-Lingual Method) and CLM (Communicative-Lingual Method). In shortly definition, ALM defines the behaviorist theory and CLT defines the constructivist theory (Ghofur, Degeng, Widiati, & Setyosari, 2017).



#### 2.2.4.1 Audio Lingual Method (ALM)

ALM (Audio-Lingual Method) is one of the essential method emphasizing the communicative accent based on the comprehensive dialogue and drilling practices (Mart, 2013). The teacher makes the drill and the students have to repeat afterwards to gain a structure and intonation mastery. The mistakes of speaking accents are mostly corrected based on the rules of grammatical units and pronunciation discourses. Shortly, this method is designed with the discipline learning.

#### 2.2.4.2 Communicative-Language Teaching (CLT)

CLT is the method that is coherent with the outside activities, and sometimes held with some current strategies involving large or small groups. The purpose of CLM is to drive students more reliable in using English as daily actions. This method is largely to give a chance for the learner to note the free experiences and express the words and sentences as long as communication goes without considering a maximum grammar rules and pronunciation ethics (Tahir & Hanapi, 2017).

### **2.2.5 Strategies for Teaching Speaking skills**

Strategy, the first learning design, posits the highlight role in teaching learning process to overcome the hindering factors. It is a fundamental step to organize the principle, approach, technics, and method in teaching speaking skills. According to Harmer (2015), there are intensive numerous speaking activities that can extend students' communicative comprehension.

#### 2.2.5.1 Communication Games

CG (Communication Games) is able to carry out the students more independent in talking or describing the things. This strategy divides two appropriate categories: Games Information-Gaps and media games, sourced from television and you-tube that can import students' interaction and communication with the partner. Games Information- Gaps trained students to discuss and find similarities and the differences of the pictures. The other point is to gap students more attractive discussing the e-picture media.

Communicative games are highly possible to improve speaking skills. It demands into some oral practices than lesson any grammatical rules. Students are more relax to express every single idea and dialogue as fluent as communication goes on. This is a line with (Dewi, Kultsum, & Armadi, 2017) on their research that communicative games can improve students' speaking skills and motivation to learn English. This game against can captured the barriers in teaching speaking skills.

#### 2.2.5.2 Scripts Acting (drama acting)

This strategy improves students' creativity on acting like the actor or actress sourced from books-task or film. Students are allowed to act out from scenes by utilizing some genres. It can strengthen the mastery of vocabulary limits and some idiom expressions trough act-styles. The teacher can perform the composing of students either in or outside the class. However, the teacher has to notice the process of performing: the dialogue, interaction model, to guide students' precision in spoken English.

#### 2.2.5.3 Discussing Topics

After teaching learning activities, discussion can be entered into speaking skills activities. This strategy demonstrates students to explore some ideas, arguments, or opinions about events, experiences, or the topics that are suitable with the teacher's discourse. They can denote each other with the partner. More compatible with this strategy, Teachers are allowed to draw a stimulus, such as brainstorming to keep up the students' attention and interest to "speak up".

Discussion act coincided students to communicate and interact with the discipline topics selected. The teacher might hold up the debate formal to increase the propositions of CELL (Communicative English language learning). By this strategy, the ability of speaking English is more valuable due to take students' critical thinking. The research about strategy in teaching speaking skills showed that small discussion group is probably empowered the speaking accents (Bohari, 2019).

#### 2.2.5.4. Presentations (informative accents)

Presentation is one of crucial strategy that can train students more speechable in current topic selected. This strategy demonstrates the students to much communicative and interactive using English. One of the reasons goes to individual creativity to compose the idea and topic chosen, in a forward time presented in public classroom. Presentation can build the listeners and speakers work each other. Speakers give the specific information and listeners respond with some feedbacks and comments.

#### 2.2.5.5. Questions and Answer

Questions and answers are useful because, by pre-plan questions, teachers can ensure the students' cognitive aspect to count the understanding. By suitable questions to the material, students are tightly skillful to respond the statements from teachers and the same relationships in the class. They may against cope the utterance language spoken delivered by the teachers on the topics talked. This strategy can build mutual work related to the teachers and students to act from problems and weird phenomena. It can form the ability in writing and prepared talks.

#### 2.2.5.6. Role-Play

Role play is one of speaking skills strategies that is focused at using large group discussions. Students are formed into the room with the real-life encounters. Role play actions are occasionally designed with various themes (business, struggle journey, love,) and models of (meeting, interview, interaction, and communication in a wide range of situations and conditions). This strategy takes the students into natural movements by their own creativity thinking and acting, like protagonist or antagonist artist.

According to Freeman (2000), role-play activities are extremely essential into CLT (Communicative Language Teaching) due to give the relax opportunity to students' active communication in social contexts and real-life. Role-play is able to encourage the students' respond to retell the ordinary artist by his own styles. Students will be adaptable to persuade the experiences trough the oral productions and gestures move.

#### 2.2.5.7. Story-telling

Story telling possessed figurative activities in teaching speaking skills. This strategy can increase individual creativity and competence. Because, students are pushed to design plot story, character of actor, and moral value as impressed as the audience by the story they composed. ST (story-telling) forced the students to form the brilliant idea for entertaining the audience's sympathy. This strategy enables to train emotional intelligence of students. In the other hand, Story telling is able to enlarge the vocabularies and understand the pattern of words and sentences from second language skills (Nazarova, 2022).

## **2.3 Post-Pandemic COVID 19**

### **2.3.1 Definition of Post Pandemic COVID 19**

Post-Pandemic COVID 19 is the accident from the route of COVID 19. It is the disease phenomena occurring for a current reason, that is mental exhausted condition and stress situation caused by the large disease (pandemic COVID 19) transisting into normal life. The affect of post pandemic does not match with single factor. That tragedy conduced some risks and roles in human social aspects to effectuate the new habit in more useable technologies and IOT (Internet of Things).

According to WHO (World Health Organization) (2021), post-pandemic condition is clarified as collective impacts of COVID 19 refering to the psychological damage (confused, unfocused, cognitive barriers, lose health-thinking, and emotional mental). Either infected virus or not, the effect of post pandemic does bear analogous characteristic. The symptom of post-pandemic COVID 19 significantly predisposed the human's behavior and daily activities. It is assumedly as the long affect disease of during COVID 19.

Dealing with post-COVID 19 complications, The Guardian, a daily news paper from English, assumed that Post-COVID 19 defines as the Long-COVID 19. It is the variety of continuum COVID 19 that caused panics, under average mental, motivations and error working in daily movements. Despite people have been vaccinated inclusively from the government, the normal life of human being is still harmful that deposited a large number of changes, not the same with previous condition of COVID 19 (Editorial Board , 2022).

Another study reported that post- pandemic COVID 19 is the terminology of the new habits of the socialism prioritizing the technology function and life style movement after pandemic COVID for some years (Laksana, 2021). Because of the COVID 19 impact, all the world perspectives encounter the zone with the ability and capacity to adapt with the virtual media. It became the challenge for people to be accustomed with numerous of technologies. That scenery matched with some factors including educational commodities.

Noticing the issue, post pandemic is a multi-series of COVID 19 out-break and transmission into endemic (the change of global disease to regional cycle). This phenomenology is still truly considered the health protocol, masker, defense face masker, hand-washing clean, and distance interaction even not as intensive as COVID 19 rules. Post-pandemic COVID 19 is precisely pasca-pandemic plague carrying out the human life in adaptable with the disease, technologies, and established new policies.

### **2.3.2 The impacts of Post Pandemic COVID 19 in Education**

The impact of post-pandemic can be dissociated from the COVID 19. Since CVD (Corona Virus Disease) 19 had come from China, then widely pervading to some countries, it diverted all the sectors: economy, social, politics, and education administered in the abnormal activities. The consequence of COVID 19 reshuffled the education routines from conventional teaching learning (offline) into virtual approach (online). That current issue seriously assigned the teachers' evaluation.

Some researches advised that applying virtual applications are remarkable solution to consolidate educational system during COVID 19. However, this phenomena brings out some matters both internal and external education. The internal circumstances note the teacher's not-complement procedures: the suitable approach to hand students' task and approximated material. Meanwhile, external implicates the ways of parenting control. In the other hand, not all of parents, students, and teachers understand e-learning platforms function.

Although COVID 19 has been set off, the impact of post-pandemic COVID 19 precisely still challenged the education to rethink the assumption on procedures expansion and how to implement the relevant teaching learning process. A study of teaching learning after COVID-19 reported that educational procedures pushed the teachers and students elaboration to produce the creativity of teaching roles and routines with digital resources (Rapanta, Botturi, Goodyear, Guardia, & Koole, 2021).



Besides a study from Malaysia against reported the picture of teaching learning process in campus after covid 19 (Abdullah, Husin, & Haider, 2020). New normal (post-pandemic COVID 19) bears some renewals in education environment: The first point goes to the process of students' activities academic. The second point is administration: the upgrade curriculum and innovation from schools, and also teachers' role creativity. And the last point is providing an effective e learning media for the learning activities that can build students' emancipation.

The statements verified that after COVID 19 or post pandemic suggested the education system reform. The challenge of education then will provide the combination of classical and virtual learning. As unavoidable cycle in education, operating technologies and modified strategies will be the first compatible option to streamline the education development. This is a line with Farhadi in (Murphy, 2020) that post pandemic offers the education to create profit e-learning accessibility and the attention of controlling class.

As transmission to new normal decade, According to Ogunsanya (2021), post pandemic impact demonstrated the critical reflection in education. The feature of education pasca COVID 19 is certainly going to attend collaborative concepts of digital literacy to integrate the educational property. Playing technologies will highlight consumptive and trend to facilitate the learning projects. Thus, teachers need driving the professional address not only as the educator, but also the facilitator and integrator.

Transition into normalization recommends the collaborative learning between classical (face to face) and online method to be effective learning. The teacher should overcome self-organizing students and active distance learning. Since the government of Education, Nadiem Makarim has permitted education as 100% (face-to-face) learning, educational field might surely bear unpredictable thing recommending to modify the learning process. As the solution, collaborative or blended learning is viewed as the consideration important in education line (Keshavarz, 2020).

## **CHAPTER III**

### **METHODOLOGY**

In the third chapter, the researcher will describe the methodology featuring some forms, terms and techniques to collect and arrange the data research. Methodology of research has essential role to organize the sufficient sources from the research. This chapter is involved with some parts: research design, research setting and participant, data source, research instrument, and technique of data analysis to answer the background of the study.

#### **3.1 Research Design**

Conceptualizing the research design is the most important stage in the research process. Research design can guide the researcher focused on the research findings. Hindering factors of failure research are commonly occurred because of not appropriate research design and clear research question and result finding. Research design is primarily evaluation to manage the data and discussion of the research (Kumar, 2011). Hence, research design is some components consist of some frameworks of the research.

As focus on this study, the researcher is deserved to obtain the information of teachers' strategy in teaching speaking skills. For a specific identification, the researcher will identify and explore the strategies and the implementations of teaching speaking skills at MAN 1 Kota Malang in a periodical time of Post COVID 19. The research category is discussing social phenomena conducting the crucial topics of teaching learning activities. Therefore, qualitative research method is relevant.

Qualitative research method is designed to find the information and theoretical experiments by descriptive explanation. This character methodology indicates non-numerical research, but managing the data based on the holistical interviews, observations, and documentations. According to Latief (2012), descriptive qualitative research is intended to understand human behaviorism, social experiment, formed with some research questions 5W+ 1H, thenly reported by detailed views of participant in a form of words and sentences.

### **3.2 Research Setting and Participant**

#### 3.2.1 Research Setting

Setting of this research is conducted in MAN 1 Kota Malang. This school is one of favorite Islamic state senior high school in Malang. It is located on the street of Tlogomas No.21, Lowokwaru, Malang city, East Java. This school has credibility reputation and achievements in the level of regional, province, and national contest. In addition, MAN 1 Kota Malang also has digital classroom and Islamic boarding schools.

#### 3.2.2 Research Participants

The research participants are two English teachers at MAN 1 Kota Malang. The researcher chose only two English teachers because they are brightly competence in English curriculum of schools, creativity of teaching, and expertise in teaching speaking skills experiences. When teaching the students, they have some interest and unique approaches in teaching speaking discourse implementation. Related to this research, it is aimed at exposing the teacher's strategy in teaching speaking skills at post-pandemic COVID 19.

### 3.3 Data Source

Data source is featuring the initial locations where the researcher does the research, providing some forms of data table, data object, or other storage format. Data source is required to display a trust research in a specific location selected. The researcher requires the data source to have the information dealing with the problems and obstacles. Since the research has been coherent with the answer of the question, data source is to validate the answer from research findings and supported by desciptional theories.

The essential of data sources promotes some facts and figures of the object research then managed by the researcher to complete the information. This data then processed to get deep meaning of the research regarding to some specific purposes and results (Arikunto, 2002). Hence, securing the data from the research of teachers' strategies in teaching speaking skills at MAN 1 Malang in post pandemic COVID 19 is fully necessitated with interview, observation, and documentation approach.

The data source of this research is focused on obtaining the information from what strategy having been used for teaching speaking skills after pandemic at MAN 1 Kota Malang and how teachers implement that strategy. The researcher then manages all the information and data toward research instrument by discipline interview and observation. In addition, secondary data is supported within documentations.

### **3.4 Research Instrument**

Research instrument is a tool used to collect, analyze, and measure the data related to the research discourse. To obtain the consistent of the research, research instrument can guide the researcher to compile the research. In order to have consistent research that are focused and in accordance with topics discussed, it is recommended to use the instrument in order to organize the effective and systematic data collection. The units of instruments are conceptualized with the interview, documentation, observation.

#### **3.4.1 Observation**

Observation is one of type instruments characterized as the direct notice attention and identification during the research process (Siyoto & Sodik, 2015). The researcher then identifies the initial location with the guiding systematical procedures from the research. Components of observation are formed with two types: participant observation and non-participant observation. The researcher plays as non-participant, means only recording and noticing the strategies and implementation of teaching speaking skills in Post Pandemic COVID 19.

In this research, the observation goes to identify the strategy for teaching speaking skills that has been done by the teacher in post pandemic COVID and exploring the activities, mean the implementation regarding to the method and technic done by the teacher in teaching speaking skills in post pandemic COVID 19. However, observation in this research will be gathered on the interview explanation.

### 3.4.2 Interview

The researcher also used the interview. It is one of collecting data technique done by asking some questions to objective sources. Concretely, interview is an emphasis on the interviews subjective and personal responses where the interviewer engages to elicit more information (Fathoni, 2006). The forms questioned are indicating the information correlating with the research and should line with the research question. In this instrument, the researcher sets some formal questions regarding to strategy and its implementation during post-pandemic.

As focus of this research, the interview as the primary data of the research goes to discuss as followed: doing some deep interviews with two English teachers of tenth and eleventh grade at MAN 1 Kota Malang about strategy of teaching speaking skills during post pandemic situations and how teachers implement those strategies for teaching speaking skills. The researcher will play the interview research instrument as the highlight data source to complete the research.

### 3.4.3 Documentation

The next instrument to source the data of the research is documentation. It is a technique collecting the data that emphasizes the variable of the research related to a wide range of notes, manuscripts, books, public records, personal writing, pictures, and the instructional materials (Margono, 2005). Based on this research, some pictures are used as the data then explained by the researcher as

the concrete evidence of the actual research. The researcher documents all process of teaching learning in the class.

As the important of documentation that plays as the convicted approval research, the documentation here is to feature as followed: identifying the activities, the strategy, and its implementation in teaching speaking skills during post pandemic at MAN 1 Kota Malang. All documentations will perform on Appendix as the supporting data sources and valid research that the researcher has been convictable doing this research in that school.

### **3.5 Data Analysis**

Analyzing the data is to reform and discuss the result based on the instruments formed: observation, interview, and documentation. Per-instrument of collecting the data then is described coherently based on the facts of the research done by the researcher in the mentioned location, MAN 1 Kota Malang. Data analysis is also to organize the research line, gap, and limit in order to be accurate in the research. According to (Sugiyono, 2014), there are some steps to control the data based on the explanation as followed:

#### **3.5.1 Data reduction**

Data reduction is a process of editing, coding, and selecting the data derived empirically or experimentally either in numerical or alphabetical shape of the research. The purpose of data reduction is to reduce the invalid research, some notes that are not a line with the propose research. Based on the descriptive qualitative method in this research, all transcriptions produced from the instrument will be manageable into focused discussing.



In this research, reduction data means a process of changing the data recording from the interviews into writing notes. The data reduction is regarding to the strategy of teaching in teaching speaking skills used by the teacher. And the second data reduction is about the implementation of teacher's strategy in teaching speaking skills in post pandemic COVID 19 at MAN 1 Kota Malang. The researcher will choose the valid and appropriate data in order to be able to form the structural research.

### 3.5.2 Data display

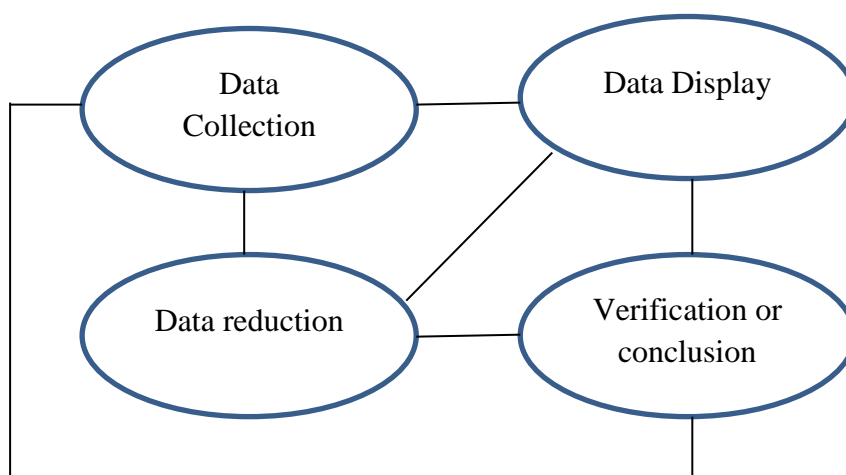
Data display becomes the main of data analysis. It is to portray the detail information from data reduction. Data display is to inform the specific explanation, message, and discovery of the research to convey the core data, topic, and discussing problem of the research (Verdinelli & Scagnoli, 2013). After the research, the researcher presents the result of the data by qualitative method. The researcher forms the all the instruments toward description and narration.

After processing data reduction, the researcher then informs the data by data display. It is the result from reduction data based on the clear of data collecting research. As the qualitative method technique, the data display is indicating about strategies and the implementation of teacher in teaching speaking skills in post pandemic at MAN 1 Kota Malang. The researcher performs some current the data in a specific description.

### 3.5.2 Verification or Conclusion

Verification is one of the essential platforms of data analysis. It is a discipline feedback and evaluation of the researcher to recheck the significance, relevance, reliability, and conviction of the research work (Morse, Barret, Mayan, Olson, & Spiers, 2002). It is to conclude and validate whether the research is reliable or not. After controlling and filtering the data reduction and display, the researcher summarized and concluded the data obtaining from teachers' strategy and implementation of teaching speaking skills in post-pandemic COVID 19.

To understand easily the data analysis, the researcher forms the picture to organize the data analysis. The qualitative design research is truly important using this picture to analyze as the structural and systematical data based on what a mean of data analysis, patterns, explanations, and possible configuration. According to Miles and Huberman (1994), presenting the interactive model of data analysis can structure the research based on the easy platform discussing by the picture as followed:



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents data analysis that deals with the investigated data from the research. The data features about teaching strategy and its implementation used by English teachers to teach speaking skills at MAN 1 Kota Malang during post-pandemic. In this chapter, the research displayed findings and discussions of the research.

#### 4.1 Research Findings

Before discussing the strategy used and its implementation in teaching speaking skills at the time of post-pandemic, the researcher firstly introduced the participants. They are two English teachers as the vital informants from MAN 1 Kota Malang. Both of them are teaching at 10<sup>th</sup> and 11<sup>th</sup> grade. According to the researcher, these two English teachers are more compatible in English discourse. The participants can be identified in the below diagram.

Table 4.1  
Characteristics of two English teachers at Man 1 Kota Malang

No	Name	Description
1	LM Dra. Luluk Machsufah	Teacher Grade Eleventh at MAN 1 Kota Malang
2	NQ Nurul Qibtiyah, S.S	Teacher Grade Tenth at MAN 1 Kota Malang

#### **4.1.1 Teachers' Strategies of Teaching Speaking Skills in Post Pandemic COVID 19**

As deniable global issue, post pandemic COVID 19 consequence obviously caused all the areas and sectors adapting with the new pattern of life, indeed educational system. Until this time, educational institutions become one of the most highlighted issues discussed for recovering their dangerous risks. Since COVID 19 has been present in Indonesia, teaching learning procedures were diverted into online mode. This situation tremendously bears the high trouble of psychological aspect either in the teacher, student, and parent.

In a fact, the learning process either at universities or schools by not face-to-face learning carried out a tremendous problem because they faced the abnormal experience and condition. Teaching learning operated in distance learning: WFH (*Work from Home*). Besides, there are a large number of teachers have not a good talent and property in applying the models of virtual learning. Moreover, not all parents of students possess the understanding and equipment to compile e-learning activities.

As the result, this problem, of course, brings new terms and phenomena. Post pandemic COVID 19 from an educational perspective is a time where all institutions including school encounter a new zone by dealing with various models of teaching learning, specifically modifying strategy and its implementation. Both of them are vital management concepts to determine optimal learning. Therefore, in this current time, the researcher is extracted to

research the strategy and its implementation used by the teacher at MAN 1 Kota Malang.

Based on the observation and interview, The strategies used by the teachers have different models. It is depend on each classess guided by the teacher. For grade eleventh, the informant, Luluk Machsufah used the news anchor and short-speech in post pandemic COVID 19. Those strategies are modified to suit the material in a module book: report text and analytical exposition. News anchor demands to increase their ability in discussing the issue and short-speech is to encourage their self-confidence on public speaking. For the clear statement, it can be noticed in this detailed interview:

*“.....Well, let me understand you. Before pandemic COVID 19, i would use some strategies that were role play and short dialog to teach speaking skills either in or outside the class. However, in the period of COVID 19, we know that all process of teaching learning in schools have operated as virtual learning since 2019 till 2021, including MAN 1 Kota Malang. At that time, I only explained the speaking materials, providing task, and assigned them direct practice in a zoom live. When pandemic COVID 19 transited in to normal condition, at the same time, the 11th student grade entered report text and analytical exposition material. I used the news anchor and short-speech. News anchor strategy proposed to increase their passion to feature and report the phenomenon or problems. In the other hand, short speech aimed at intensifying creativity and self-confidence of public speaking in front of class...” (Participant LM, Personal Communication, Friday, November 4<sup>th</sup> 2022).*

On the temporary side, strategy used by the teacher at 10<sup>th</sup> grade is video vlogging. This strategy looks like the same as short-speech in speaking skills orientation. However, the difference goes to the rules and delivery arguments, where this strategy is more free expression and style movement. The teacher, NQ, Nurul Qibtiyah applied this strategy to customize the curriculum and module book of senior high school. At the same time, the tenth grade students learn the descriptive text and tourism place. This strategy is proposed to increase their

argument and expression to deliver the information in a free. This brief statement is on the interview section:

*“.....At the time of post pandemic, i used vlogging strategy to teach the speaking skills in 10th grade. Because the learning process has been normal, in this odd semester, they learned descriptive text exactly tourism place material. I adjusted that strategy to the senior high school curriculum and module book. I chose that strategy to improve the argumentative quality and creative aspect of speaking skills in describing something. However, I absolutely still guided and pointed out the topics that were worth discussing...” (Participant NQ, Personal Communication, Thursday, November 24<sup>th</sup> 2022).*

For further information about the effectiveness of those strategies for teaching speaking skills in post-pandemic situation, LM as English teacher stated that either news anchor and short-speech had the positive impact for students' motivation. Students are more attractive to retell kinds of phenomena at the time of COVID 19. They are also motivated in learning English, firstly on speaking material due off new operatable strategy. However, the impact of post pandemic still attacks the students' respond, for COVID 19 disorders. It can be noted in this interview:

*“.....Alright, according to me, that strategy was effective enough after pandemic apart from learning a novelty item, they were also motivated to explain current phenomena occurred during pandemic. Unlike during COVID 19, they looked like “no motivation to learn” even accompanied by teachers and parents in front of zoom live. At this time, I can hand and manage the discipline class. They looked more enthusiasm in learning. For three meetings, I made them report all the activities during pandemic and they did well. But, some students occasionally did not complete the task for about some risks: confused, not confidence to speak-up, and arrange the sentences grammatically...” (Participant LM, Personal Communication, Saturday, November 5<sup>th</sup> 2022).*

In a line with NQ, Vlogging strategy can stimulate students' motivation in learning. By the focus orientation into talents and interest aspect of students, it contributes students' movement and style to speak up (free creativity on their passion). They are able to explore their multi-finding topics discussed. That

strategy greatly relieved the teacher in teaching speaking skills, moreover at the time of post pandemic, for not-heavy challenge at COVID 19 moment. However, teacher's role is still extra active in the process. To confirm the reliable arguments, informant has clarified in this below chapter:

*“...For this circumstance, that strategy was quite effective because students were able to be creative on their passion and interest. At the same time, vlogging strategy drove them more enthusiasm in learning due not to reconcile the items in a module book. Unlike in a period of COVID 19, i merely elucidated the materials and homework within the Google-meet and Zoom. After pandemic transition, i could be more independently to control them and posit as the facilitator, guide and supervise their activities...” (Participant NQ, personal communication, Thursday, November 24<sup>th</sup> 2022).*

#### **4.1.2 The Implementation of Strategies in Teaching Speaking Skills during post pandemic COVID 19.**

Etymologically, implementation is practical concept to execute the technique and mechanism from the system. In educational context, it defines as fundamental practice to cover the strategy in all learning stapes. By the suitable implementation, a strategy used in teaching-learning will result the maximal orientation. Depending on the observation and interview, the implementation of that each strategy at the time of post-pandemic, both of teachers at eleventh and tenth grade, used blended learning.

On the reliable arguments delivered by teachers, in this normal condition, each of strategies that they have implemented for teaching speaking skills are face-to-face 100% without considering health protocol management and utilize some media facilities both in and out-side classroom. The reason teachers used collaborative learning between conventional and virtual study goes to past experiences before and during pandemic. Post-pandemic challenged them integrate the relative implementation of each strategy to adjust the learning trends in the new era. As stated by LM as English teacher in eleventh grade:

*“...For the implementation, in post pandemic condition, i have integrated the model of teaching learning by blended learning, for the schools having been face-to-face learning. I teach the students as a rule based on the module book in the class. On the process of learning activities, I trained them to write one and two paragraph cohered on the topic discussed then performed in oral accent (speaking). For the virtual media, I used download you-tube video displayed on the LCD projector as the instrument and stimulus. When the learning ended up, I demanded them to create a video (news anchor or short speech) as the feedback homework then submitted on the LMS MAN 1 Kota Malang Platform and Whats App Group....”(Participant LM, personal communication, Saturday, November 5<sup>th</sup> 2022).*



It is a line with LM statement, NQ also argued as followed:

*“...In this post pandemic, almost all of the schools remodeled the learning method by virtual media for the impact COVID 19 outcomes. The technique to implement that strategy was face-to-face in the class and utilized online media. For me, I am preferred to implement an online media as the instrument and practice enhancement. In the class, i only instructed the material followed by some steps to create vlog video structurally on the LCD. While, for the feedback, i asked them to make a video with any unique various topics formed in a link Google drive then sending to Whats App group. After clarifying, they were allowed to upload that assessment either in their Instagram or mine...” (Participant NQ, personal communication, Thursday, November 24<sup>th</sup> 2022).*

However, the impacts of post pandemic still harm the teachers to secure the students’ psychological abuse and motivation lost in the process of teaching-learning. Home-accessed learning and distance learning in a long time caused the students’ error activities to readapt with new normal school. In this post pandemic, the effort of teaching is extra working rather than before and during pandemic. When the students have a difficulty on the subject, the teachers take some deep approaches to the students and make alternative techniques:

*“...Because the effect of post pandemic COVID 19 extremely attempted to students’ academic motivation, all teachers in this school were imposed an extra teaching to build against their motivation. In the present of learning, when there were one or more students less understandable, i delivered them a question. The second, I gave a detailed example and helped them on how to arrange the sentences and pronounce the words appropriately. The third, as the alternative technique, I recommend them speak up in front of the mirror to extend their self-confidence within the online dictionary as the accurate pronunciation mark at home...” (Participant LM, Personal communication interview, Monday, November 7<sup>th</sup> 2022).*

Furthermore, NQ also have the similarity techniques to solute students’ difficulties and error understanding whether from the material and instructions. Nevertheless, there are some unique ways that NQ does to create a fun respond. She used a personal body guiding to make a clear explanation from the course and

mention a surprise language to value the students work. This brief argument can be observed in this interview:

*“...In this post pandemic situation, students seemed reduced motivation because of the long two years home-schooling rehabilitation. When they faced the difficulties in learning, i gave the example you-tube video download. Furthermore, I demonstrated the body gesture, facial expression, and delivery argument technique to arouse their mood in order that they owed a sense to design appropriate vlogging video. Besides, to have a desire completing the task, I always appreciated by a quote “your speaking is more perfect than me”. And the last, the core point of teaching speaking skills, the teacher were supposed to be talkative, hyperactive, and smart to find unique ideas...”(Participant NQ, personal communication interview, Thursday, November 24<sup>th</sup> 2022).*

In post pandemic, either those strategies and their implementation, they are recommended to have the advantages and disadvantages. By supporting face-to-face learning, that strategy is quite effective to help the teachers in explaining the material titled speaking skills in the class. They are able to against hand the students directly and identify empirically the ability of speaking skills. For the disadvantages, in the process of teaching-learning, there are some students usually do not operate the media for learning in not-supporting function and deny the duty as stated by LM:

*“...Since the implementation of teaching learning has been normal, students’ psychological aspects, mental, were more healthy than at the time of COVID 19. I could directly interact with them. That strategy precisely availed me as the teacher in explaining the speaking material in the class. I could immediately observe their speaking skills in describing problem or experience. The second, students got more communicative in speaking accent even though quite optimal, for COVID 19 impacts. Besides, the disadvantages merely tended to the students who applied the mobile phone and laptop in not-properly learning purpose. They almost asked a permission to exit the class, for hindering the assignment...” (Participant LM, Personal Communication, Monday, November 7<sup>th</sup> 2022).*

This is a line with the resources delivered by NQ, after pandemic, that strategy vlogging can be alternative assessment sheet to mark the students’

speaking skills performance. Besides, by this normal condition, that strategy is optimal to support the students' motivation in learning speaking skills. For the implementation, students will have a zero excuse to hinder some duties offered by the teacher. However, the disadvantages are still found on the students' work sheet. They almost cheat each other and not desire to create an original composing task:

*“...For the advantages of that strategy in teaching speaking skills during post pandemic, the first, it was able to help me to mark the speaking level, the way to pronounce, and their creativity to compose the interest topics. The second point, after pandemic outbreak, I think that strategy surely supports students' psychomotor aspect to against adapt with the face-to-face schooling, so that, there is no reason apart of confusedness, difficulties, and etc. And for the disadvantages, there were some students' video vlogging derived the same source texts as their friends and copied-paste from the internets, not their own composing...” (Participant NQ, Personal Communication, Thursday, November 24<sup>th</sup> 2022).*

## 4.2 Research Discussion

In conclusion from the observation and interview, the researcher has found that the strategies used by teachers for teaching speaking skills in post pandemic are news anchor, short-speech, and vlog. Each of those strategies is compiled to complete the material in module book and to suit the curriculum of senior high school. Those strategies are quite effective to improve speaking skills and rectify students' motivation on the learning against in a normal condition.

News anchor is actually one of the journalism work that report kinds of stories, news, or events then presenting on a television or media broadcast. It is the formal informer explaining the current issues. On the dictionary, news anchor is a broadcaster that introduces information from the reporters and specific locations (Merriam-Webster, 2020).The anchors usually read and address as a glance at the text within exploring some specific arguments displayed on digital media.

The teacher used this strategy to enhance the students' capability speaking skills on how to understand, discuss, and describe the issue or phenomenon. Teacher applied the stimulus of past experience to ensure students' motivation in learning by re-discussing kinds of problems during COVID 19. As stated by Aneu Nurbayani on her research (2022), it discussed about the use of news anchor as medium for learning speaking skills trough TIK-TOK. The result confirmed that news anchor can be alternative media to assist speaking skills, improve quality of speaking performance, encourage students to speak up massive, and reduce fears and hesitancy.

Besides news anchor, the teacher used short-speech to demonstrate the students' confidence in public speaking in front of the class. It is to expand their creativity to presenting topics selected by specific movements and body gestures style. Speech becomes one of the recommended strategies since its implementation can be either in formal or non-formal and surely affects to students' competence in speaking skills. It is a line with the research of Speech Function for Teaching Speaking skills. By deep understanding on speech functions and acts bear the user recognizing the type of social communication and personal interaction (Taridi, Fitria, Supriusman, & Deska, 2022).

In the other hand, the teacher at tenth grade used vlogging strategy to measure their competence in delivery arguments and creativity to describe the things, events, and etc. As previous chapter, the implementation of this strategy is more free actions. Students are enjoyable to discuss "what theme they deserved" based on their passion and interest without demanding some formal gestures and appropriate sentences. It can be surely alternative technique to teach speaking skills and heal the students' mental abuse for COVID 19 impacts.

At this time, rapid of learning system within conventional and utilizing the social media, vlog is one of selected items that the students are able to capture their self identity, review the journey, practice their foreign language, and report the daily activities. In the practice, its implementation hears not too complicated, students just take a record video by mobile phone within utterance topics in oral expertise. Students and teachers might be arrived on the goals of prestige learning.

Based on the research journal, vlogging strategy has a positive points to bridge the speaking skills learning, such us being able to improve the critical thinking, creativity, self confidence, motivation, and its efficient and effective implementation. This research proposed to identify whether the vlogging technique can advance students' speaking ability or not to 40 bachelor students at University Teknokrat of Indonesia. The result showed that vlogging strategy has maximal positive to empower students' proficiency in learning speaking skills (Mandasari & Aminatun, 2019).

for the implementation of those strategies, both of teachers used a blended learning, a system that integrates face-to-face learning in the classroom and online in the distance learning. Blended, Collaborative, and hybrid learning have been recommended since COVID 19 affected as whole risk in education. There a large number of researchers have pointed out the mean of blended learning based on the wide spread use, concept, and context.

According to Nicky (2018), blended learning does not consistently refer a combination between synchronous and asynchronous meeting where the teachers and students are met in one digital learning zoom or Google classroom in spite of they are in different places. However, the work of teachers and students apply the computer, media learning, and others in a direct interaction and the same building can be named as blended learning. On the contrarily, the concept of blended learning in academic research is mostly defined as the far-meeting face-to-face toward digital screen.

At this time, by pressure of post pandemic evaluation, some schools begin to design the new procedures and implementation of teaching-learning. The teachers of MAN 1 Kota Malang teach the students as usual in the classroom, but use some media either provided by class and theirs, such as laptop and mobile phone. In the class, teachers explain the materials with LCD, display some video as the examples, and give some instructions to create a personal task toward news anchor, short-speech, and vlogging. On the process, teachers' efforts are still required extra working to produce the optimal learning.

In addition, for using the media-applications, teachers applied WhatsApp App, Instagram, YouTube, teachers apply them as the effective tools and feedback for students' task in learning speaking skills done in the class and home. Students are allowed to explore their discoveries toward kinds of phenomena happened during COVID 19 and unconditional topics. This assessment is to engage the students' respond from the whole lesson learned.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This fifth chapter presents the conclusion derived from findings and discussions points in the previous chapter. The researcher then controls the data obtained by descriptive explanation to make result of the research clear and understandable. Besides, several suggestions are also performed to give the information and guidance either for the following research, general researchers, teachers and others that are related to the topic.

#### 5.1 Conclusion

Post pandemic in the scope of education is a period when the learning system in the schools begins changing its learning style and mechanism. This has been recommended by the minister of education, Nadiem Makarim that after pandemic schools are required to be competent and skilled in designing an impressive learning by including technological sophistication. Using technologies for teaching learning will be highlight rather than before and during pandemic.

The impressive learning design refers to the strategy and its implementation that can restore enthusiasm and motivation for students' learning after being confined by the impact of COVID-19 more than 2 years. Choosing the compatible strategy after pandemic is an important consideration in order to determine the optimal learning process. Meanwhile, its implementation taught is also necessity procedure and indicator to produce the valuable teaching-learning.



Based on the research findings, MAN 1 Kota Malang has just changed its learning style by combining collaborative learning strategies and implementing blended learning. This is done to solve the challenges in post pandemic and rectify students' motivation lost. Collaborative learning refers to some group of strategies that is used by eleventh and tenth teacher for teaching speaking skills, namely news anchor, short-speech, and vlogging, where teacher utilize several classroom media and social media.

News anchor aims to develop the potential for analysis and discussion of issue, problem, and phenomena. Short-speech, like presentation and delivering arguments is proposed to train students' mental confidence when speaking in public classroom. Meanwhile, vlogging aims at increasing the students' creativity in discussing and reviewing experiences or something with their own style and movement. Either News anchor, short speech, and vlogging is quite effective and challenges students to explain and speak up about all phenomena that occur during pandemic and free topics.

For the implementation of those strategies for teaching speaking skills in post pandemic is by blended learning method. As discussed on the fourth chapter, blended learning does not only understand as face-to-face learning and online learning, where students and teachers are met in single screen zoom or google meet even they are in a different location. Blended learning can be interpreted as face-to-face learning at the same time as utilizing online media either for direct practice in the class or homework.

The researcher names blended learning because the teachers apply teaching-learning activities by doing face-to-face in the class as normality and use several media. The teacher explains the material as usual by reflecting on module books, personal instructions, and LCD projector class. On the other hand, for the implementation of media learning, teacher asks students to make a video in the form of Google Drive link, then send it via Whatss App as report and followed by upload on their Instagram, You-tube, and teachers' social media.

## **5.2 Suggestions**

For the suggestions, the researcher surely hopes that this research can contribute the science of teaching learning cycle. Nevertheless, this research is not too recommended for its use and implementation in academic discourse. However, for the other teachers, they are possible to use this finding research including the strategies and their implementation as reference to extend the process of teaching learning especially in speaking skills.

On the other hand, at this time, post pandemic, students' background motivation and psychological aspect should be intensively secured. As the general reviews, the impacts and disorders of post pandemic are surely not taking a risk in a life social context but also in educational expansion related to teachers and students activities, so that, they are absolutely required the deep guiding and approach to rectify their condition and motivation in learning English as a whole, not only speaking skills.

Lastly, for the other researches, this research is less perfect within the method only using the interview and documentation in appendix. In spite of those sources of data have been formed into the comprehend descriptive analysis, to make it more clear and convictable, the next researches are possible to extend the this article by quality method such us quantitative or comparison method between the feature of learning before, during, and post pandemic COVID 19.

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# APPENDIXES

## APPENDIX 1 Permission Letter for research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>, email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

---

Nomor : 1968/Un.03.1/TL.00.1/10/2022 24 Oktober 2022  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

Kepada  
Yth. Kepala MAN 1 Kota Malang  
di  
Malang

**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	: Muhammad Irham Maulana
NIM	: 17180034
Jurusan	: Tadris Bahasa Inggris ( TBI)
Semester - Tahun Akademik	: Ganjil - 2022/2023
Judul Skripsi	: <b>Teachers' Strategy in Teaching Speaking Skills at Man 1 Kota Malang in Post Pandemic Covid 19.</b>
Lama Penelitian	: <b>Oktober 2022</b> sampai dengan <b>Desember 2022</b> (3 bulan)

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.**


An. Dekan,  
Wakil Dekan Bidang Akademik

  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

APPENDIX 2 A valid letter of having been done research

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA MALANG**  
**MADRASAH ALIYAH NEGERI 1 KOTA MALANG**  
Jl. Raya Tlogomas No. 21 Malang - 65144 Telp (0341) 551752  
Website : www.man1Kotamalang1.sch.id Email : man1mlg@yahoo.co.id

**SURAT KETERANGAN**  
Nomor : B-875/ Ma.13.25.01/PP.07 /12/2022

Yang bertanda tangan dibawah ini:


Nama : ABDURROHIM, S. Ag, MA  
NIP : 19720312 200710 1 003  
Pangkat/Gol Ruang : Penata Tk. I, III/d  
Jabatan : Ptt. Kepala MAN 1 Kota Malang


Menerangkan bahwa :

NO	NIM	NAMA	JURUSAN
1	17180034	MUHAMMAD IRHAM MAULANA	TADRIS BAHASA INGGRIS (TBI)

Yang bersangkutan sudah selesai melakukan kegiatan Observasi tentang "Teachers' Strategy in TEaching Speaking Skills at MAN 1 Kota Malang in Post Pandemic COVID 19" pada bulan Oktober s.d 20 Desember 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 16 Desember 2022  
Ptt. Kepala  
  
ABDURROHIM, S. Ag, MA  
NIP: 197203122007101003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA MALANG**  
**MADRASAH ALIYAH NEGERI 1 KOTA MALANG**  
Jl. Raya Tlogomas 21 Telp (0341) 551752 Faks. 551752 Psw. 13 Malang 65144  
Website : www.manmalang1.sch.id Email : man1mlg@yahoo.co.id

Nomor : B-875 Ma.13.25.01/PP.07 /12/2022

Kepada  
Yth. Muhammad Irfan

## APPENDIX3 Blue Print of Interview Guideline

### VALIDATION SHEETS OF BLUE PRINTINTERVIEW GUIDLINES

Teachers' strategies of Teaching Speaking Skills at MAN 1 Kota Malang in Post Pandemic COVID 19.

Validator	:	Basori, M.S.Ed
NIP	:	198604112019031008
Status	:	Lecturer
Expertise	:	Highly competence in instructional technology and acedemic researches
Instance	:	State Islamic University of Maulana Malik Ibrahim Malang
Validation date	:	19/12/2022

#### A. Introduction

This validation sheet is used to obtaine all informations from the participant, two teachers at MAN 1 Kota Malang. I convict this blue print interview to Mr. Basori, M.S.Ed because he is intensively competence in a research discourse. Hopefully, his advice, suggestion, and recommendations can bear a quality instrument research that is able to be applied in any various qualitative method research.

#### B. Guidance

In this blue print interview guideline, the researcher form based on the research scope. The respondents need to respond and answer the question. Blue print interview consisted of two content questions divided into sub contents and spesific questions related to the main research.

#### C. Questions Sheet of Interview Instruments

No	Content	Sub-Content	Questions	Number of Questions
1	Teaching Speaking Skills	Stragetgy used in teaching speaking skills	What strategies did you use in teaching speaking skills during post pandemic COVID 19?	1
			Did the strategies have the effectiveness for teaching speaking skills during post pandemic COVID 19?	2

2	Teacher's role in teaching speaking	The implementation of the strategies for teaching speaking skills	How did you implement that strategy in teaching speaking skills during post pandemic COVID 19?	3
			How did you respond when the students face difficulty of that strategy in teaching speaking skills during post pandemic COVID 19?	4
			What are the advantages and disadvantages of that strategy in teaching speaking skills during post pandemic?	5

### C. Conclusion

Based on the assesment, it can be concluded that the blue print interview has been validated. It is suitable for collecting the data in qualitative. However, some mistakes and analytical topics related to the clear questions should be understood well. It aims to take a bright and focus on the 4th chapter: research finding and discussion in this bachelor thesis research.

Malang, December 19<sup>th</sup>, 2022

Validator



Basori, M.S.Ed

NIP: 198604112019031008

APPENDIX 4 Transcript of Interview

**TRANSCRIPT OF INTERVIEW**

Name : Dra. Luluk Machsufah.  
English Teacher : 11th Grade of MAN 1 Kota Malang  
Day/ Date : Friday, 4th until 7th November 2022  
Time : 9.15. A.M  
Researcher : I (Interviewer)  
Participant : LM (Informants)

I : Selamat pagi, Bu!, Mohon maaf mengganggu waktunya.

*(Good Morning, Mam!, I am sorry to bother your time)*

LM : Selamat Pagi juga.

*(Morning too)*

I : Bagaimana Kabar anda hari ini, Bu?

*(How's life today, mam?)*

LM : Alhamdulillah Sehat.

*(I am fine, alright)*

I : Baik, Bu Luluk, pada kesempatan ini, saya hendak mewawancarai ibu untuk menyempurnakan penelitian saya, apakah ibu bersedia?

*(Well Mam Luluk, In this chance, i deserve to interview you to accomplish my research, do you have a ready?)*

LM : Dengan senang hati, saya bersedia.

*(With pleasure, i do)*

I : Baik, saya di sini akan mewawancari anda tentang strategi pembelajaran keterampilan speaking yang digunakan setelah pandemi. Sebelumnya, saya sudah menyiapkan beberapa pertanyaan. Saya mulai dengan pertanyaan pertama, yakni strategi apa yang ibu gunakan untuk mengajar keterampilan berbicara setelah pandemi COVID 19?

*(Here, i will interview you about the strategy used during post pandemic COVID 19. Previously, i have prepared some questions. And, I begin with the first question, what strategy did you use in teaching speaking skills in post pandemic COVID 19?)*

LM : Baik, saya jelaskan perlahan-lahan ya mas. Sebelum ada pandemic COVID 19, saya biasanya menggunakan strategi, yakni role play dan short dialog, untuk mengajar speaking baik di dalam atau di luar kelas. Namun, Ketika pandemi mulai masuk ke Indonesia, sekitar tahun 2019 hingga 2021, semua pembelajaran di sekolah, termasuk MAN 1 Kota Malang ini, dilaksanakan secara online. Saat itu, saya hanya menjelaskan beberapa materi speaking, memberi penugasan, dan meminta mereka melakukan *direct practice* di depan layar zoom. Saat pandemi melandai dan sekolah-sekolah diizinkan melaksanakan pembelajaran secara tatap muka, kebetulan anak kelas sebelas sudah memasuki materi *report text* dan *analytical exposition*, di mana saya menggunakan strategi *news anchor* dan *short speech*. Strategi news anchor saya gunakan tidak lain untuk meningkatkan kemampuan mereka dalam mendeskripsikan suatu fenomena atau masalah. Sementara, Short speech bertujuan untuk meningkatkan keterampilan dan kepercayaan diri mereka berbicara di depan teman-teman kelas.

*(Well, let me understand you. Before pandemic COVID 19, i would use some strategies that were role play and short dialog to teach speaking skills either in or outside the class. However, in the period of COVID 19, we know that all process of teaching learning in schools have operated in virtual learning since 2019 till 2021, including MAN 1 Kota Malang. At that time, I only explained the speaking materials, providing task, and*

*assigned them direct practice in a zoom live. When pandemic COVID 19 transited in to normal condition, at the same time, the 11<sup>th</sup> student grade entered report text and analytical exposition material. I used the **news anchor** and **short speech**. News anchor strategy proposed to increase their passion to feature the phenomenon or problems. In the other hand, short speech aimed at intensifying creativity and self-confidence of public speaking in front of class).*

I : Apakah Strategi tersebut efektif diajarkan setelah pandemi?

LM : Baik, sejauh ini, strategi tersebut cukup efektif diterapkan setelah pandemi karena selain mereka mempelajari hal baru, mereka juga termotivasi untuk menjelaskan fenomena apa saja yang terjadi saat pandemi. Berbeda saat pandemi, mereka sangat malas untuk belajar meski didampingi oleh guru dan orang tua di depan layar zoom. Setelah pandemi ini, saya bisa mengontrol murid secara optimal. Sebagai bukti, mereka nampak lebih semangat ketika belajar di kelas. Selama tiga pertemuan, saya telah meminta mereka untuk melaporkan semua aktivitasnya saat pandemi dan mereka telah melakukannya dengan baik. Tetapi, ada 2 atau tiga murid terkadang tidak melaksanakan tugas tersebut karena beberapa alasan, seperti bingung, tidak percaya diri mengutarakan di depan teman-teman kelas, dan merangkai kalimat secara benar).

*(Alright, according to me, that strategy was effective enough after pandemic apart from learning a novelty item, they were also motivated to explain current phenomena occurred during pandemic. Unlike during COVID 19, they looked like “no motivation to learn” even accompanied by teachers and parents in front of zoom live. At this time, I can hand and manage the discipline class. They looked more enthusiasm in learning. For three meetings, I made them report all the activities during pandemic and they did well. But, some students occasionally did not complete the*



*task for about some risks: confused, not confidence to speak-up, and arrange the sentences grammatically).*

I : Bagaimana cara anda menerapkan strategi tersebut setelah pandemi?

*(How did you teach that strategy in teaching speaking skills during post pandemic?)*

LM :Baik, Terkait implementasi ya mas, setelah pandemi ini, saya mulai memadukan model belajar mengajar dengan *blended-learning*. Karena kegiatan belajar di sekolah sudah offline, saya mengajar seperti biasanya dengan merujuk pada modul pelajaran di dalam kelas. Saat pembelajaran berlangsung, saya melatih mereka menulis satu sampai dua paragraph berdasarkan topik yang saya berikan. Untuk media onlinenya, saya menggunakan video download dari youtube yang ditampilkan pada layar monitor sebagai instrumen dan stimulusnya. Setelah pembelajaran selesai, saya meminta mereka membuat video (*news anchor atau speech*) sebagai pekerjaan rumah lalu dikumpulkan pada laman LMS MAN 1 Kota Malang dan Laman WhatsApp Grup kelas.

*For the implementation, in post pandemic condition, i have integrated the model of teaching learning by **blended learning**, for the schools having been face-to-face learning. I teach the students as a rule based on the module book in the class. On the process of learning activities, I trained them to write one and two paragraph cohered on the topic discussed. For the virtual media, I used download you-tube video displayed on the LCD projector as the instrument and stimulus. When the learning ended up, I demanded them to create a video (news anchor or short speech) as the feedback homework then submitted on the LMS MAN 1 Kota Malang Platform and WhatsApp Group.*

I : Bagaimana cara anda menanggapi siswa ketika mereka menemukan kesulitan dalam implementasi strategi tersebut setelah pandemi ini?

LM : Karena dampak setelah pandemi COVID 19 cukup berpengaruh terhadap motivasi akademik siswa, maka semua guru di sekolah MAN 1 Kota Malang mengajar lebih ekstra untuk membangun kembali semangat mereka. Dalam proses belajar di kelas, ketika ada murid yang kurang paham, pertama saya memberi kesempatan mereka untuk bertanya. Kedua, saya memberi contoh yang detail serta membantu bagaimana cara menyusun kalimat dan melafalkan kata-kata dengan benar. Ketiga, sebagai cara alternatif, saya menyarankan mereka untuk sering berbicara di depan cermin agar percaya diri dengan alat bantu kamus online sebagai pengatur pronounnya ketika di rumah.

*(Because the effect of post pandemic COVID 19 extremely attempted to students' academic motivation, all teachers in this school imposed an extra teaching to build against their motivation. In the present of learning, when there were one or more students less understandable, i delivered them a question. The second, I gave a detailed example and helped them on how to arrange the sentences and pronounce the words appropriately. The third, as the alternative technique, I recommend them speak up in front of the mirror to extend their self-confidence within the online dictionary as the accurated prononciation mark at home).*

I : Apa kelebihan dan kekurangan implementasi strategi tersebut dalam pembelajaran speaking setelah pandemi ini?

LM : Sejak proses belajar mengajar mulai normal, tentu kondisi mental murid jauh lebih baik ketimbang saat pandemi COVID 19. Saya dapat berinteraksi langsung dengan mereka. Implementasi strategi tersebut sangat membantu saya sebagai guru dalam menjelaskan materi speaking di kelas. Saya bisa melihat keterampilan berbicara mereka dalam mendeskripsikan suatu masalah dan pengalaman secara langsung. Kedua, siswa bisa lebih komunikatif dalam berbicara bahasa inggris walaupun kurang maksimal karena efek pandemi. Sementara kekurangannya, ada beberapa siswa saat pembelajaran berlangsung menggunakan HP atau

laptop tidak pada semestinya. Mereka sering meminta izin keluar kelas untuk menghindari tugas yang diberikan.

*(Since the implementation of teaching learning has been normal, students' psychological aspects, mental, were more healthy than at the time of COVID 19. I could directly interact with them. That strategy precisely availed me as the teacher in explaining the speaking material in the class. I could immediately observe their speaking skills in describing problem or experience. The second, students got more communicative in speaking accent even though quite optimal, for COVID 19 impacts. Besides, the disadvantages merely tended to the students who applied the mobile phone and laptop in not-properly learning purpose. They almost asked a permission to exit the class, for hindering the assignment).*

## TRANSCRIPT OF INTERVIEW

Name : Nurul Qibtiyah, S.S  
English Teacher : 10th of MAN 1 Kota Malang  
Day/ Date : Thursday, 24<sup>th</sup> November 2022  
Time : 10.15. A.M  
Side : I (Interviewer)/ the researcher  
Participant : NQ (Informants)

I : selamat pagi, Bu!, Mohon maaf mengganggu waktunya.

*(Good Morning, Mam!, I am sorry to bother your time)*

NQ : Selamat Pagi

*(Morning too)*

I : Bagaimana Kabar anda hari ini, Bu?

*(How's life today, mam?)*

NQ : Alhamdulillah Sehat, kamu bagaimana?

*(I am fine, how is about you?)*

I : sehat juga, Bu. Dalam kesempatan ini, saya hendak mewawancarai ibu untuk menyempurnakan penelitian saya, apakah ibu bersedia?

*(I'm fine. Well Mam Luluk, In this chance, i deserve to interview you to accomplish my research, do you have a ready?)*

NQ : Dengan senang hati, saya bersedia.

*(With pleasure)*

I : Baik, saya di sini akan mewawancari anda tentang strategi pembelajaran keterampilan speaking yang digunakan setelah pandemi. Sebelumnya, saya sudah menyiapkan beberapa pertanyaan. Dan saat ini kita mulai pertanyaan pertama. Strategi apa yang ibu gunakan untuk mengajar keterampilan berbicara setelah pandemi COVID 19?

*(Here, i will interview you about the strategy used during post pandemic COVID 19. Previously, i have prepared some questions. And, I begin with the first question, what strategy did you use in teaching speaking skills in post pandemic COVID 19?)*

NQ : Setelah pandemi, saya menggunakan strategi vlogging untuk mengajar speaking di kelas 10. Karena pembelajaran sudah normal, mereka di semester ganjil ini mempelajari tentang descriptive text dan tourism place. Strategi vlogging saya sesuaikan dengan kurikulum dan buku modul pendidikan sekolah tingkat SMA. Saya memilih strategi ini untuk meningkatkan mutu argumentasi dan kebebasan kreativitas speaking dalam mendeskripsikan sesuatu secara bebas. Meski demikian, saya tetap membimbing dan menunjukkan topik yang patut untuk dibahas.

*(At the time of post pandemic, i used vlogging strategy to teach the speaking skills in 10th grade. Because the learning process has been normal, in this odd semester, they learned descriptive text exactly tourism place material. I adjusted that strategy to the senior high school curriculum, means “merdeka belajar” concept. I chose that strategy to improve the argumentative quality and creative aspect of speaking skills in describing something. However, I absolutely still guided and pointed out the topics that were worth discussing).*

I : Apakah strategi tersebut efektif digunakan setelah pandemi COVID 19?

NQ : Sejauh ini, strategi tersebut cukup efektif karena siswa dapat bebas berkreasi sesuai potensi dan minatnya. Pada saat yang sama, strategi ini dapat membuat mereka lebih bersemangat belajar karena tidak harus menyesuaikan materi dan topik dalam buku pelajaran. Berbeda saat pandemi, saya hanya menjelaskan materi pelajaran dan memberi tugas rumah di google meet atau zoom. Setelah pandemi, saya sebagai guru lebih leluasa mengontrol mereka dan memposisikan diri sebagai fasilitator, yakni membimbing dan mengawasi aktivitasnya.

*(for this circumstances, that strategy was quite effective because students were able to be creative on their passion and interest. At the same time, vlogging strategy drove them more enthusiasm in learning due not extendly reconcile to the items in a module book. Unlike in a periode of COVID 19, i merely elucidated the materials and homework within the google meet and zoom. After pandemic transision, i could be more independently to control them and posit as the facilitator, guide and supervise their activities).*

I :Bagaimana cara ibu mengimplementasikan strategi tersebut setelah pandemi?

NQ :Baik, karena setelah pandemi ini hampir semua sekolah mulai merombak gaya belajar dengan media online akibat pandemi lalu. Cara saya mengimplementasikan strategi tersebut dengan tatap muka di kelas dan memanfaatkan media online. Saya lebih menekankan pada media online sebagai instrumen dan peningkatan prakteknya. Saat pembelajaran di kelas, saya hanya menginstruksikan materi lalu menjelaskan langkah-langkah membuat video vlog secara terstruktur melalui LCD kelas. Sementara, untuk follow up nya, saya menyuruh mereka membuat video vlog dengan tema apa saja yang menarik lalu dikirim di Whatss App group dengan bentuk link google drive. Setelah itu, tugas (video) tersebut diupload di ig pribadi masing-masing dan ig saya ketika di rumah.

*( in this post pandemic, almost all of the schools remodeled the learning method by virtual media for the impact COVID 19 out comes. The technique to implement that strategy was face-to-face in the class and utilized online media. For me, i preferred to implement online media as the instrument and practice enhancement. In the class, i only instructed the material followed by some steps to create vlog video structurally on the LCD. While, for the feedback, i asked them to make a video with any unique various topics formed in a link google drive then sending to Whatss App group. After clarifying, They were allowed to upload that assesment either in their instagram or mine).*

I : Bagaimana cara anda menanggapi siswa ketika mereka menemukan kesulitan dalam implementasi strategi tersebut setelah pandemi ini?

NQ : Karena setelah pandemi ini, motivasi belajar mereka agak menurun akibat terlalu lama di rumah, ketika murid mengalami kesulitan dalam belajar dan pemahamannya, saya memberi contoh video download dari youtube. Kemudian, saya memperagakan gestur, mimik wajah, dan cara penyampaian supaya mereka paham bagaimana cara nge-vlog dengan tepat. Selain itu, agar mereka tertantang menyelesaikan tugasnya, saya selalu memuji karya mereka dengan mengucapkan “speaking kamu lebih baik dari saya”. Dan terakhir, poin terpenting adalah guru harus cerewet, hiperaktif, serta cerdas menemukan ide-ide unik ketika mengajar keterampilan *speaking*.

*(In this post pandemic situation, students seemed reduced motivation because of the long two years home-schooling rehabilitation. When they faced the difficulties in a learning, i gave the example youtube video download. Furthermore, I demonstrated the body gesture, facial*

*expression, and delivery argument technique to arouse their mood in order that they owed a sense to design appropriate vlogging video. Besides, to have a desire completing the task, I always appreciated by a quote “your speaking is more perfect than me”. And the last, the core point of teaching speaking skills, the teacher were supposed to be talkative, hyperactive, and smart to find unique ideas.)*

I : Apa kelebihan dan kekurangan implementasi strategi tersebut dalam mengajar keterampilan berbicara setelah pandemi?

NQ : Baik, untuk kelebihan implementasi strategi vlogging. Pertama, strategi tersebut membantu saya untuk menilai level speaking, cara pengucapan, dan kreativitas mereka dalam mengolah topik yang menarik. Kedua, setelah pandemi ini, saya rasa strategi tersebut mendukung aspek psikomotorik siswa untuk beradaptasi kembali dengan sekolah tatap muka sehingga tidak ada alasan susah, bingung, dan lain sebagainya. Sementara, kekurangan dari penerapan strategi tersebut adalah ada beberapa siswa, yang *text* nya, sama dengan satu kelas dan cara pengambilan *text*nya, copi paste dari internet, bukan karya mereka sendiri.

*(For the advantages of that strategy in teaching speaking skills during post pandemic, the first, it was able to help me to mark the speaking level, the way to pronounce, and their creativity to compose the interest topics. The second point, after pandemic outbreak, I think that strategy surely supports students' psychomotor aspect to against adapt with the face-to-face schooling, so that, there is no reason apart of confusedness, difficulties, and etc. And for the disadvantages, there were some students' video vlogging derived the same source texts as their friends and copied-paste from the internets, not their own composing).*

APPENDIX 5 Pictures of Interview





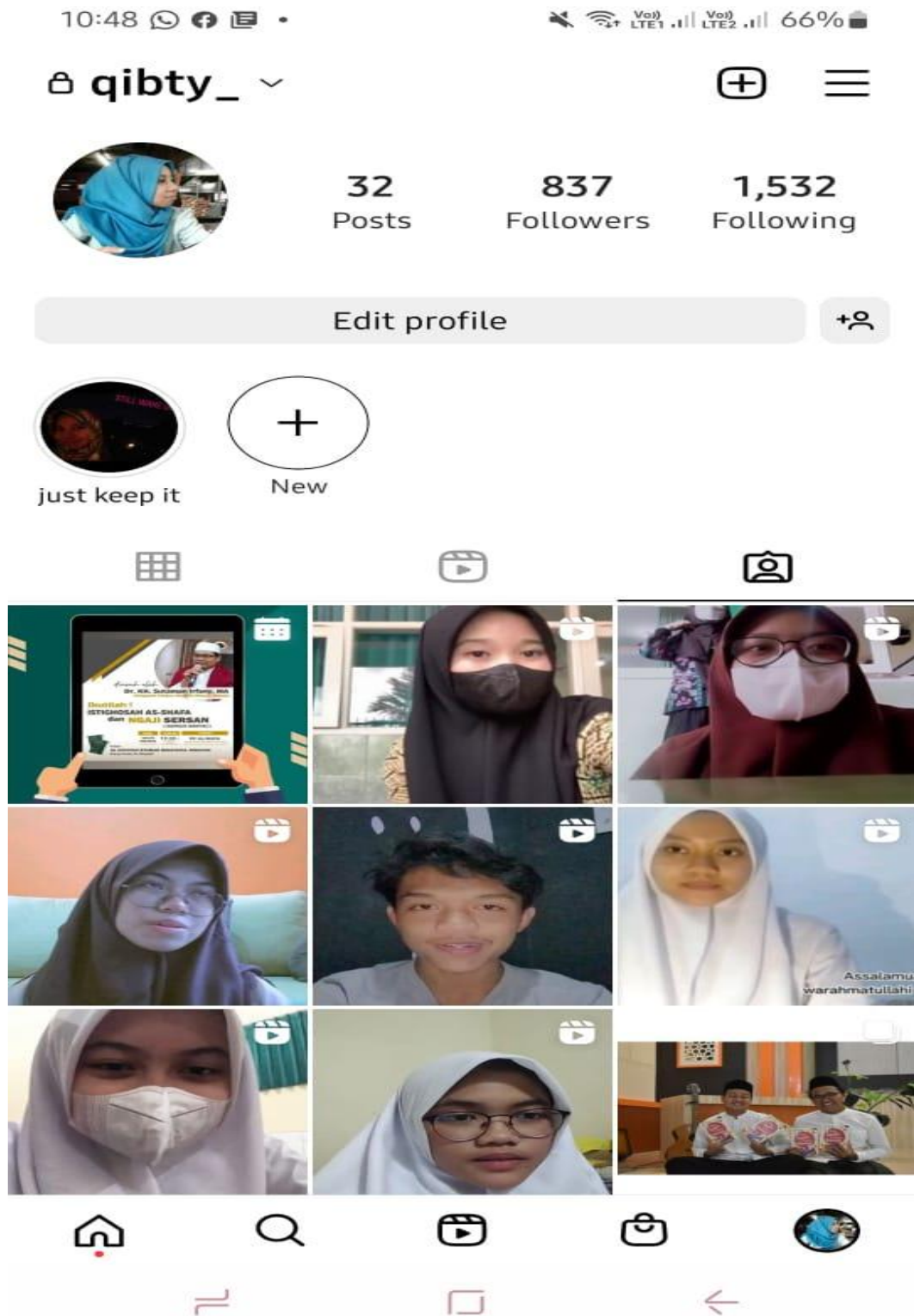


APPENDIX 6 Pictures of Teaching Speaking Skills in The Class



APPENDIX 7 Pictures of some students' assessment featured in social media and link Google Drive.

### VLOGGING TASKS





### Art Gallery Raos, Batu City | #TourWithNadhira

No views 1mo ago [share icon] ...more

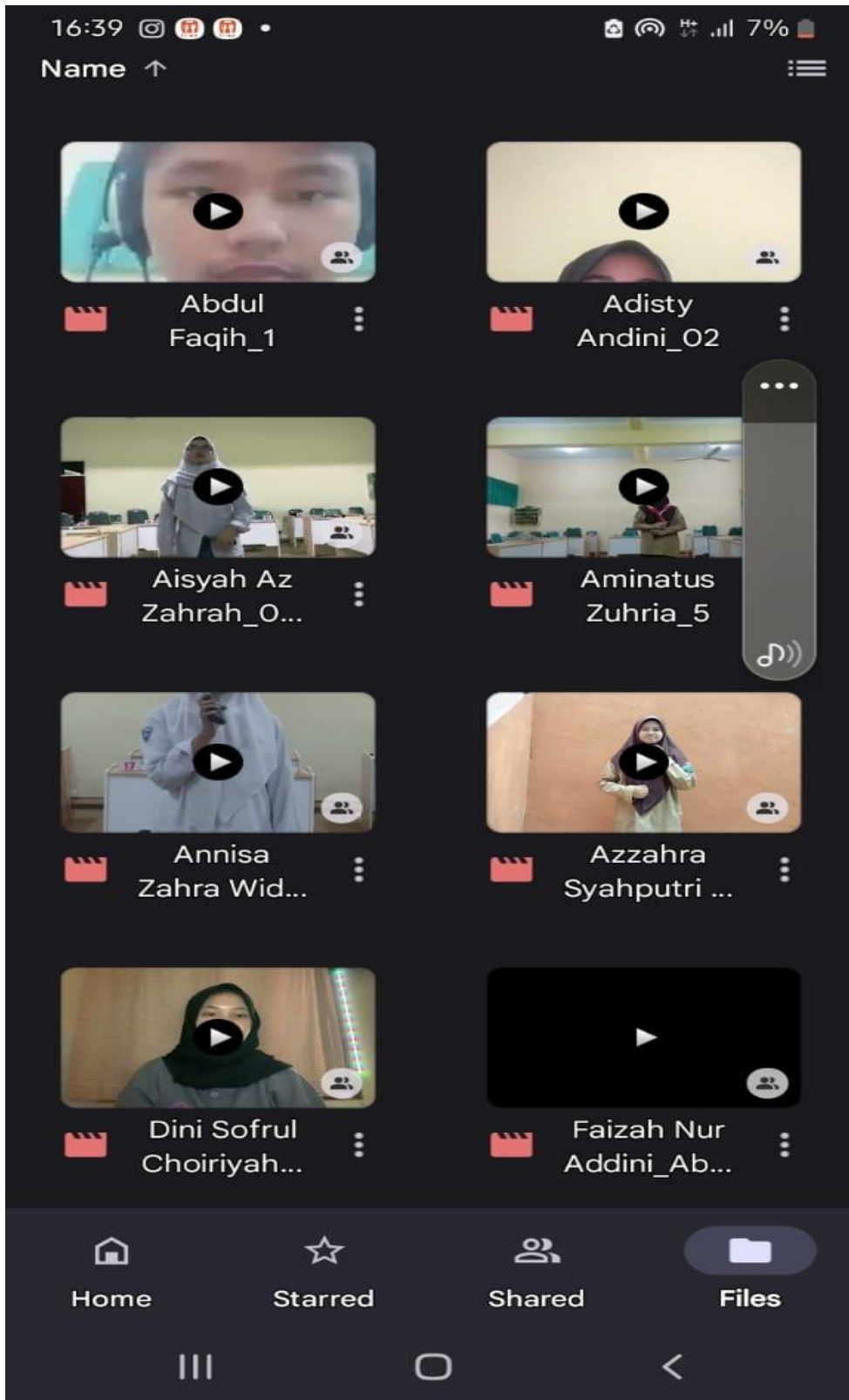
 Try YouTube Kids  
An app made just for kids Open app

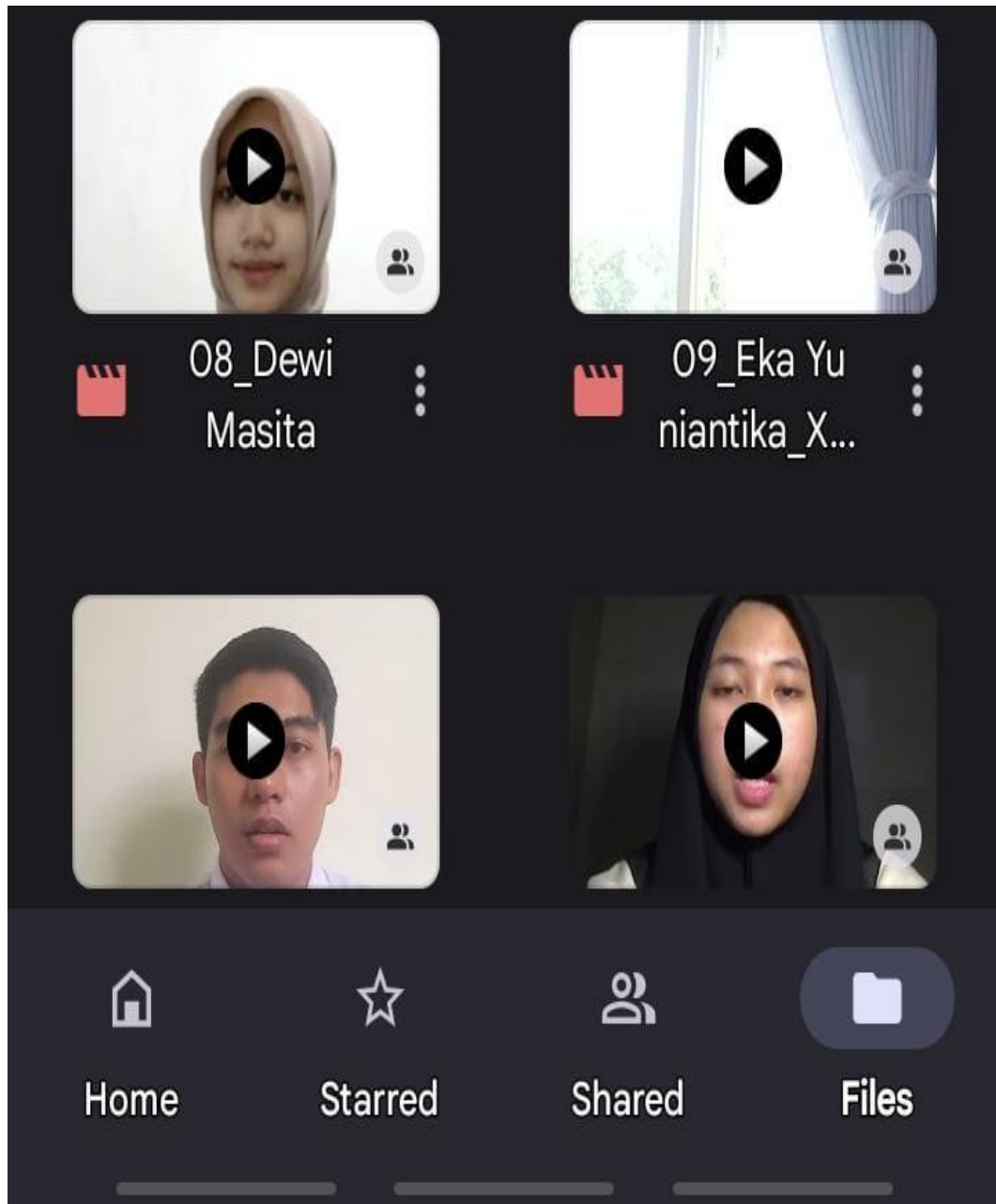
 Nadhira K 123 Subscribe

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NEWS ANCHOR AND SHORT-SPEECH TASKS





## CV For Business



### 1. Profile

Name : Muhammad Irham Maulana

Born : Lamongan November, 11th 1997

Religion : Islam

Address : Kedungwangi-Sambeng-Lamongan

Handphone: 081554611674/08129870043

Status : Scholar

Email : [irhammaulana1197@gmail.com](mailto:irhammaulana1197@gmail.com)

### 2. Education

#### Formal

- Elementary Islamic Nurul Islam Kedungwangi
- Junior Islamic high school Roudlotun Nasyi'in
- Senior Islamic high school Roudlotun Nasyi'in
- S1 UIN Maliki Malang (English Education Department)
- S2 (on the process)

#### Non-Formal

- Islamic Boarding School of Roudlotun Nasyi'in
- Hec 2/ LS 20 (Kampung Inggris Pare)
- Krisna English Course

- Elfast English Course

### **3. Organization**

- Chief of Educational program of Islamic boarding school Roudlotun Nasyi'in (2015-2016)
- Chief of Islamic Boarding School (RONAS 2014)
- Islamic Students Movement (PMII) (2017-2019)
- Member of Kelam (Scholar Deserve of Nature Malang) (2019)
- Founder of "speaking English 24 hours" Malang (2020)
- CO BEM/DEMA FITK UIN Malang (Educational Department) (2020)
- Member of BEM/ DEMA UIN Maliki University ( Scholars Development Creativity Department) (2021)
- Sahara Akustik of Malang Band
- Member of Anlitera writer poetry

### **4. Experienced**

- Teaching English at Alexandria Kampung Inggris (reguler program)
- Teaching English at Brilliant English Course (Holiday Program)
- Teaching English at Pyramid English Course Kampung Inggris Pare (Holiday Program)
- Freelance tutor of English at some schools of Malang
- Speaker at some non-formal instutions at Malang (public discussion and organization)
- Guitar Personnel and backing vokal of Sahara Band at Sarijan Coffee Malang

### **6. Expertise**

- Teaching English
- Teaching Instructional Program for Schools SMPIT Sidoarjo
- Academic Writing for Journal
- Content Writer (opinion, and media platform)
- Leadership of Organization