

TEACHERS' STRATEGIES IN TEACHING SPEAKING IN POST-PANDEMIC

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Abstract. To develop students' speaking skills in English class, teachers require a variety of strategies based on needs, purpose, and situation. Therefore, this study aims to examine the types of teaching strategies are applied by teacher in teaching speaking after the Covid-19 pandemic at SMPN 264 Jakarta as well they way teachers implement them. Data was collected by applying observation and interview with three English teachers. The method implemented in this research is qualitative with a case study approach, data analysis was conducted in three stages: data reduction, data display, and conclusion drawing. The result of this study reveals that there are five strategies implemented by teachers in teaching speaking skills after the Covid-19 pandemic, they are: discussion, role-play, picture describing, storytelling, and drill. It is also shown that the teachers implement those strategy in various ways and learning topics. The results of this study are expected to be the basis for subsequent research on teacher teaching strategies in teaching speaking.

Keywords: Speaking Skills, Teacher Strategies, Post Pandemic

Abstrak. Untuk mengembangkan kemampuan berbicara siswa di kelas bahasa Inggris, guru membutuhkan berbagai strategi berdasarkan kebutuhan, tujuan, dan situasi. Oleh karena itu, penelitian ini bertujuan untuk mengetahui jenis-jenis strategi pengajaran yang digunakan oleh guru dalam mengajar berbicara setelah Covid-19 pandemi di SMPN 264 Jakarta serta cara guru mengimplementasikannya. Data dikumpulkan dengan menggunakan observasi dan wawancara dengan tiga orang guru bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan studi kasus, analisis data dilakukan dalam tiga tahap: reduksi data, display data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa ada lima strategi yang diimplementasikan oleh guru dalam mengajarkan keterampilan berbicara setelah pandemi Covid-19, yaitu: diskusi, bermain peran, mendeskripsikan gambar, mendongeng, dan latihan. Hasil penelitian ini juga menunjukkan bahwa para guru mengimplementasikan strategi tersebut dengan berbagai cara dan topik pembelajaran. Hasil penelitian ini diharapkan dapat menjadi dasar untuk penelitian selanjutnya mengenai strategi pengajaran guru dalam mengajar berbicara.

Kata Kunci: Keterampilan Berbicara, Strategi Guru, Pasca Pandemi

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INTRODUCTION

Since March 2020, all learning has been shifted to distance learning due to the Covid-19 pandemic. There have been numerous studies with student and teachers showing a lack of student interest in online teaching, participation, giving oral presentations, doing homework,

attending online classes, low engagement, interaction, communication, and self-efficacy. Then, as time went on and the number of positive cases of Covid-19 in Indonesia decreased, the government initiate program known as Limited Face-to-Face Learning that implemented with the aim of overcoming the problem of learning loss during online learning the Covid-19 pandemic. According to Wirawati et al. (2022), the process of learning English, in general, is going well and is presented through some exciting strategies and fun methods, although there are still some obstacles. According to Manggoa (2020) some of the most apparent challenges in teaching during the Covid-19 epidemic include those caused by technology and learning media, teacher inexperience, insufficient infrastructure and facilities, methodological issues, and a lack of human resources. Arum et al., (2022) claimed one of the challenges to educational innovation in the post-pandemic period is the need for more aggressive and progressive behaviours among teachers and online-based policies that are not supported by school policies.

In carrying out their duties, teachers are also required to be able to develop effective and efficient learning strategies and to be able to facilitate students in achieving their learning goals optimally. Therefore, in the national education standards in the Republic of Indonesia's National Education Metric Regulation Number 16 of 2007, it is stated that one of the competencies that a teacher must have pedagogical competence, namely the teacher's ability to manage learning effectively and efficiently by implementing appropriate strategies. In general, Nickols (2015) stated that a strategy is a term generally given for an outline that can create to achieve select goals and purposes. If it is associated with learning or teaching and learning, then the strategy can be interpreted as a general pattern of activities between teachers and students in a teaching and learning activity to achieve the goals outlined. According to Rohani (2010), since managing teaching to be more effective, dynamic, efficient, and positive is one of a teacher's primary roles and obligations, teachers must be able to develop successful teaching strategies and designs as effectively as feasible.

Strategy has an important role in learning English, especially in learning speaking skill. Leong (2017) stated that speaking is one of the most crucial abilities to develop in order to communicate effectively and also that speaking is also one of the most complex aspects of language learning. The teacher must have the right strategy to teach speaking. Moreover, Covid-19 requires students to study online for approximately two years. Marisa (2022) claimed the advantages that using Google Classroom to learn how to teach English has for both teachers and students. The benefits include simple operation, adaptable teaching and learning schedules, and support for a range of educational resources. However, due to some students' access to inadequate facilities and the less helpful communication aspects of the program, the teaching

and learning process utilizing Google Classroom cannot be carried out at its best. This causes the need for special attention from English teachers when implementing strategies for teaching speaking skills. Siregar et al. (2021) stated that English teachers could use this interactive video design to teach speaking effectively and to help students improve their English-speaking abilities. In addition, parents can use this interactive video design as a resource to help their children learn to speak English. In the Bengkayang District of West Kalimantan, Sumantri (2022) found out that students who use running dictation are driven to learn, as shown by their engagement in class, both individually and as a whole group.

Rao (2019) stated of the four main language skills, speaking is considered the most important in learning a second or foreign language. Speaking is special. This ability is just as crucial as any other. Your expression will depend on what you say. Speaking can take on many different personas; some are more social, professional, or public than others. The skills needed are the same regardless of context (Lorena & Sadiku, 2015). The problem of this research study is that there are still many students in the scope of the research, namely SMPN 264 Jakarta, who have poor speaking skills and are hesitant to speak in English class after online classes during the Covid-19 pandemic.

Teachers and students at SMPN 264 Jakarta were compelled to conduct class remotely using Google Classroom and WhatsApp during the Covid-19 pandemic. As they were becoming used to this system, the Covid-19 pandemics pushed them to re-implement the face-to-face learning system, which made them have to go back and get used to the "New Normal" behaviours. This learning transition is not easy, including for the school, teachers, and students. According to Michael (2020), there was a complex idea of how learning would take place and in what kind of environment when the educational system started to function again during and after the Coronavirus (COVID-19) crisis. researcher recommended that in order to comprehend the advantages of education in this new era, particularly with regard to reimagined learning spaces need a concerted effort be made by the government, educational system, and researchers. Nashir (2022) stated that the implementation of limited face-to-face during the new normal period at a high school in Bayuwangi has gone well, and teaching speaking in English class has been successfully prepared using a Mix of engaging strategies and fun techniques. However, some challenges are faced, such as the need to shorten the school day, and divide student groups. Therefore, this study will investigate the teaching strategies of English teachers at SMPN 264 Jakarta in teaching speaking and how teachers apply them in the post-19 pandemic period.

The urgency in this research is expected to be useful for teachers to determine strategies that can be used as systematic guidelines and references in the implementation of learning and able to help further research to develop further the use of teaching strategies that follow students' speaking skills in English classes in the post-Covid-19 pandemic period.

METHOD

A qualitative case study was designed for this study. Bengal (2017) explained a qualitative case study as an in-depth, comprehensive description and analysis of one specific incident, phenomenon, or social unit. Researcher aims at finding discussed the phenomena of the use strategies by teachers to teach speaking. Because it is utilized to explain and identify the different types of strategies teachers employ this study utilize applied a qualitative case study method as the research design.

The research was carried out in March - April 2023, and SMPN 264 in Jakarta will serve as the research's location. SMPN 264 Jakarta is located at Jalan Barkah I, Rawa Buaya, Kec. Cengkareng, West Jakarta, D.K.I. Jakarta Province. Three English teachers from SMPN 264 Jakarta and fifty students in grades VII and VIII participated in this study. Three of the participating English teachers—teacher A, who has 35 years of experience; teacher B, who has 25 years of experience; and teacher C, who has 8 years of experience—all have bachelor's degrees in education. According to Aedi (2018), attempting to put together an instrument is basically putting together an evaluation tool because evaluation entails gathering data on the subject of the research and allowing for the measurement of the outcomes using criteria that have been predetermined by the researcher. A combination of observation, interviews, and documentation were employed as the research instruments in this study.

For data analyzing, the first step is the researcher started watching, listening, and observing how the teacher taught speaking. The researcher recorded the teachers' strategies to teach speaking in his notes. To learn more about the teacher's strategies for teaching speaking, the researcher interviewed the concerned teacher. The researcher then completed the research with supporting material in the form of files, including the teacher's lesson plans. After that the data were analyzed using a table analysis and presented qualitatively by the researcher. Descriptive analysis was used to describe the data. Researchers gave data derived from observations, interviews, and previously completed documentation. The next step, the researcher concluded with the research or outcomes discovered during the research after the data had been given. In essence, there were three steps the researcher took when analyzing the data. The data were presented, the interview transcripts were summarized, key words in the transcript were

highlighted, the reasons why the teacher used these teaching strategies in teaching students to speak were categorized, and a conclusion was drawn.

RESULTS

Teaching Strategies Implemented by English Teachers in Teaching Speaking After the Covid-19 Pandemic

In observations conducted on March 02 - 16, 2023 in the English class at SMPN 264 Jakarta, researcher found various strategies implemented by teachers in teaching speaking after the covid-19 pandemic. The strategies they implemented are discussion, role-play, picture describing, storytelling, and drill as it will be presented in this section.

Discussion

During the observation, the researcher found that the teacher implemented discussion in teaching to make students participate actively and talk with friends to discuss the material in the class. The topic discussed in the discussion can be seen in the following table:

Table 1. Topics implemented by teachers in the discussion

Teacher	Date	Class	Topics
Teacher A	10/03/2023	VII D	Prepositions
Teacher A	14/03/2023	VII E	Simple Present Tense
Teacher B	03/03/2023	VIII F	Comparative Degree
Teacher B	10/03/2023	VIII F	Comparative Degree
Teacher C	08/03/2023	VIII A	Comparative Degree
Teacher C	10/03/2023	VII B	Simple Present Tense
Teacher C	13/03/2023	VII B	Simple Present Tense

Role-play

Based on the observation, it was noted by the researcher that the teacher implemented the Role-play to develop the student's interest and make the classroom environment to be more alive. The topic in the role-play activities show in the following table:

Table 2. Topics implemented by teachers in the role-play

Teacher	Date	Class	Topics
Teacher C	13/03/2023	VIII A	Comparison Degree

Picture Describing

Researchers found that teachers implemented Picture Describing to provide information or become a reference in conversation, discussion, or narration of the material being studied. They are various topics in picture describing activities as it is seen in the table below.

Table 3. Topics implemented by teachers in the picture describing

Teacher	Date	Class	Topics
Teacher A	03/03/2023	VII D	There Is & There Are
Teacher A	10/03/2023	VII D	Prepositions
Teacher B	02/03/2023	VII I	Prepositions
Teacher B	03/03/2023	VIII F	Comparative Degree
Teacher C	03/03/2023	VIII B	Prepositions
Teacher C	08/03/2023	VIII A	Comparative Degree
Teacher C	13/03/2023	VII B	Simple Present Tense

Story Telling

During the observation, the teacher implemented storytelling in speaking activities to develop students' speaking skills, foster students' creativity and provide students to find new ideas. The material in storytelling can be seen in the following table:

Table 5. Topics Implemented by Teachers in the Story Telling

Teacher	Date	Class	Topics
Teacher A	15/03/2023	VII E	Simple Present Tense
Teacher A	16/03/2023	VII D	Simple Present Tense
Teacher B	09/03/2023	VII I	Prepositions

Drill

Based on the observation, the researcher found that all teachers implemented drilling. Firstly, teachers provide examples to students. After the teacher presented them, the teacher then conducted repetition practice. The objective of this practice is to enhance students' speaking abilities by fostering specific agility and skills in speaking.

Table 6. Topics implemented by teachers in the drill

Teacher	Date	Class	Topics
Teacher A	10-16/03/2023	VII D VII E	There is & there are, Prepositions and simple present tense
Teacher B	02-16/03/2023	VII I VIII F	Prepositions, simple present tense, and Comparative Degree
Teacher C	03-13/03/2023	VII B VIII A	Prepositions, simple present tense, and Comparative Degree

The Way Teachers Implement Teaching Strategies in Teaching Speaking After the Covid-19 Pandemic

Table 7. The Way Teachers Implement the Teaching Strategy

No	Name	Strategy	The Way Teacher Implement the Strategies
1.	Teacher A	Picture Describing & Drill.	Give some random pictures of the classroom.
2.	Teacher B	Picture Describing & Drill.	Give some random pictures of the house.
3.	Teacher C	Picture Describing & Drill.	Give some random pictures of the classroom.
4.	Teacher A	Discussing, Picture Describing & Drill.	Give some fill in the blank's sentences and random pictures.
5.	Teacher B	Discussing, Picture Describing & Drill.	Give some random pictures to each group.
6.	Teacher C	Discussing, Picture Describing & Drill.	Give random pictures and four topics to create mini dialogs for student groups.
7.	Teacher A	Discussing & Drill.	Give some example sentences and topics
8.	Teacher B	Storytelling & Drill.	Gives several different stories.
9.	Teacher C	Discussing & Drill.	Give some example sentences and fill in the blank sentences.
10.	Teacher A	Storytelling & Drill.	Give some story topics.
11.	Teacher B	Discussing & Drill.	Give some topics about the comparison of objects.
12.	Teacher C	Role-play	Ask students to do role play in a small group
13.	Teacher A	Discussing, Storytelling & Drill.	Give an example story and five story topics.
14.	Teacher B	Drill	Give some example sentences.

DISCUSSION

The discussion was implemented frequently by all teachers during the classroom observations. The implementation of this strategy proved to be a great way to engage students' participation. By implementation this strategy, students also could develop their speaking skills. As stated by Azzahra (2018), discussion is a powerful teaching strategy for language activities that can stimulate student participation, which aids them to speak more fluently and to understand better of the subject matter. Role-play were also frequently implemented by teachers to allow students to take on roles of fictional characters or act out specific scenarios. Students can engage in elaborate role-play situations individually, in pairs, or in groups. They can also immerse in the authentic situations or scenarios using role-playing activities.

According to Rahayu (2015), the use of role-playing helped students create more effective group projects, increased their motivation to speak up, and reduced their weaknesses in learning speaking.

After the observation, the researcher found that students could learn to talk confidently by describing pictures as part of the speaking classes. Students also performed their tasks constructively. According to Sabila (2021), picture description is an effective strategy to teach students speaking, since it helps them develop appropriate grammar, vocabulary, and pronunciation. Umami (2018) states that the goal of this strategy is to help students develop their imagination and their ability to describe things in speaking English. By implementing a storytelling activity, students could tell stories by using English. In this activity, students were expected to remember the content of the story and engage in conversations with their friends for practicing speaking skills in English. This strategy involves two-way interaction between the storyteller and the listener, which can be used to stimulate students in learning speaking actively. As pointed out by Inten (2017), storytelling helps students understand how to use suitable gestures and tone in speaking, which has positive effects on their speaking skills.

Drill can be a good way of memorization using word repetition. It can be an excellent strategy for teaching new words or grammar rules, because the more often utterances are repeated, the stronger the skill becomes, and the more learning will be completed. According to Afri (2020), students will enjoy learning more if the lesson is presented by utilizing the drill strategy for teaching and it will also help them to speak more clearly.

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Discussion

Based on the classroom observation, the teacher B implemented a discussion strategy to teach the topic about comparative degree. In the process, the teacher divided students into several groups and gave them different topics to discuss. After that, the teacher asked each group to present the results of their discussion. Later in the interview, the teacher B mentioned that one of the challenges in teaching speaking skill was that many students were not confident when speaking. Thus, to address this, the teacher used discussions to help students overcome their fear of public speaking and encouraged them to be confident in giving their opinions. According to Ririn (2019), the discussion strategy helps students build skills for problem-solving and express point of view, and students develop enthusiastic and determined to speak in public. Fajriyah (2013), also states Group discussions are activities carried out by a small

group of students that include sharing information and communicating in order to comprehend and complete something.

Role-play

From the observation, the teacher C implemented a role-play activity to assess students' speaking skills about the topic of comparison degree. In the interview, the teacher C explained that she implemented various teaching strategies in each class and each meeting to keep students engaged and to provide them with various learning experiences. Mustadi (2012) states that, especially in English language teaching for special purposes, role-playing strategies can help students develop effective speaking skills and train learners' abilities in specific areas. In a relatively specific language classroom setting, role playing is also a very effective strategy to improve speaking skills. Masda (2018) claims that role play is one of the communicative approaches that helps students become fluent in their language, speak in the classroom, and get more motivated.

Picture Describing

Next, after the observation, the teacher B implemented picture describing activities in the classroom by showing some random pictures to the students. From the interview, the teacher stated that this strategy was highly favorable for many students to learn speaking and they were very enthusiastic to respond the teacher's instruction when the pictures were being presented. Sofa (2023) states that the goals of the picture describing strategy are to develop students' speaking English, word-pronunciation skills, and ease of comprehension of the meaning the picture is intended to convey. It may be inferred that using the strategy of describing pictures will help them speak much better.

Storytelling

Furthermore, from the observation, the teacher A implemented storytelling as a teaching strategy for the topic of simple present tense by asking students to share their daily activities. From the interview, the teacher A elaborated that from utilizing storytelling strategy, she could assess and observe students' speaking ability, because it allowed her to focus on them one by one. Susilo (2021) claims that storytelling is one of the teaching strategies for motivating creative speaking when learning the English. Storytelling will help students increase their vocabulary and learn new grammatical structures. Students can convey their beliefs, anxieties, aspirations, and values through stories.

Drill

Lastly, from the interview conducted with the teacher A, she stated that she encountered multiple challenges in implementing drill strategy in the class. She explained that students often struggled with pronunciation and felt hesitant to speak, which required her and the students to repeat the exercises slowly. According to Mardariyanti (2014), the drill is a practice activity that students must consistently engage in to obtain knowledge and the skill to speak in public so that their speaking patterns don't become inflexible, smooth, or structured.

CONCLUSION

Managing teaching and learning to be more effective, dynamic, efficient, and positive is one of a teacher's primary roles and obligations. Therefore, teachers must be able to develop successful teaching strategies and designs as effectively as feasible. The researcher tried to find out the strategies applied by teachers in teaching speaking since the implementation of strategies is important to help learners achieve the learning goal. Based on the finding, it was concluded that there are five teaching strategies implemented by the teacher in teaching speaking. Those are discussion, role-play, picture describing, storytelling, and drill. The way teachers implement teaching strategies is various because they take many considerations into account, such as learning materials and student characteristics.

RECOMMENDATIONS

Based on the results of the study, it is suggested that teachers implement speaking teaching strategies that are appropriate to the characteristics and level of proficiency of students, as well as providing material that engages students to be active by using a variety of available media for teaching speaking implementation.

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