

**TEACHING AND LEARNING SPEAKING FOR GENERAL
PURPOSES IN COVID-19 PANDEMIC ERA AT ENGLISH
LANGUAGE EDUCATION OF UIN RADEN INTAN
LAMPUNG**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree**

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2021/2022**

ABSTRACT

This research was conducted to describe teaching and learning speaking for general purposes in the era of the Covid-19 pandemic at English Education of UIN Raden Intan Lampung. The focus of this research is to describe the teaching and learning process of speaking for general purposes during the Covid-19 pandemic at English Education at UIN Raden Intan Lampung, finding problems for students and lecturer in the teaching and learning process of speaking for general purposes in the first semester of English Education at UIN Raden Intan Lampung, and to find out the efforts made to overcome the problems that occurred in teaching and learning speaking for general purposes during the COVID-19 pandemic at English Language Education of UIN Raden Intan Lampung, where the teaching and learning process was carried out online during the Covid-19 pandemic.

This research used descriptive qualitative research. The subject of this research was first semester students in class G English Education at UIN Raden Intan Lampung. This research used observation, interview, questionnaire, and documentation as instruments to obtain data. After getting the data, the researcher analyzed the data by using data reduction, data presentation, and conclusion drawing or verification.

The results of the observation, interview and questionnaire of teaching and learning speaking for general purposes in the Covid-19 pandemic era there are some problems that occur when teaching and learning such as: lack of connectivity, nothing to say, inhibition, mother tongue use, and low motivation. Furthermore, (1) There are no issues with the teaching and learning process about procedures of teaching speaking carried out by lecturer (opening and reviewing, teaching and practicing process, and evaluating and closing). (2) The lecturer problem in teaching speaking for general purposes in Covid-19 pandemic era at English Language Education of UIN Raden Intan Lampung there are problems with (lack connectivity, and equipment that affects the implementation of e-learning in developing countries) but there is no problem in the process of teaching speaking itself. (3) The students problems in learning speaking for general purposes in Covid-19 pandemic era at English Language Education of UIN Raden Intan Lampung, such as: poor connections (lack of connectivity), cellphones that do not support the use of applications (equipment and

software). Students are trapped in expressing their opinions (nothing to say) due to a lack of vocabulary (inhibition), and occasionally use their language (Mother-tongue use) that make it difficult for them to learning speaking. (4) The action in overcoming the problems that occur during the teaching and learning process are prepared dual SIM cards to solve connection problem, providing software or hardware training such as giving examples or tutorials, and give some questions about the theme of the material at that time so that students are able to speak and understand the material by pointing randomly so that student self-confidence is also increased that suggested by lecturer and followed by students.

Keywords: Speaking, Qualitative Research, English Education, Covid-19



DECLARATION

I declared that this graduate thesis entitled "Teaching and Learning Speaking for General Purposes in Covid-19 Pandemic Era at English Language Education of UIN Raden Intan Lampung" is entirely my work. I am accurately aware of the fact that I have quoted some statements and ideas of various sources and I duty acknowledged them in this thesis.

Bandar Lampung, 24th February 2022



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MOTTO

مَا يَلْفُظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

“Not a word does he utter but there is a sentinel by him, ready (to note it).”¹

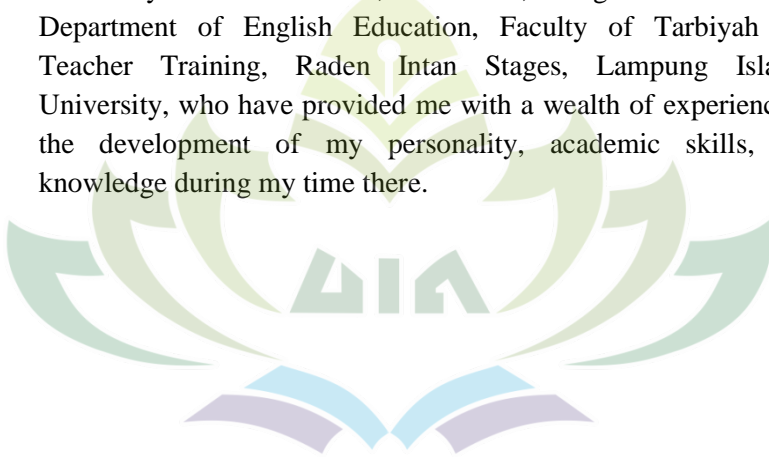


¹ Javed Rana, *The Absolute Reality, Quran English Translation and Commentary By Abdullah Yusuf Ali (Qaf)*, (Lahore:Pakistan, 2006) p. 28.

DEDICATION

This thesis is dedicated to:

1. My Lord Allah SWT, who has bestowed upon me several favors and graces that are critical to the completion of my thesis.
2. Mr. Sukiyo and Mrs. Sutinah, my devoted parents who have shown me love, care and unending support, not just for my academic success, but also for my personal success. I am grateful for your presence, and this thesis is also yours.
3. Nur Aini, my loving sister, who has been very helpful and caring during many stages of my university studies.
4. All of my beloved lecturers, classmates, and graduates from the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan Stages, Lampung Islamic University, who have provided me with a wealth of experience in the development of my personality, academic skills, and knowledge during my time there.



CURRICULUM VITAE

Nur Ulfani, or Fani as her friends call her, is the author of this thesis. She was born in the city of Tanggamus on March 4th, 1999 to Mr. Sukiyo and Mrs. Sutinah and is the first child. Nur Aini, her younger sister, is the only sibling.

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ACKNOWLEDGEMENT

First and foremost, I want to thank Allah SWT for bestowing His grace and guidance upon me, allowing me to complete my studies at UIN Raden Intan Lampung. I also remember to offer my finest prayers and sholawat to Prophet Muhammad SAW, Allah SWT's best lover, who was sent to us to show humanity the way to salvation in this world and the next.

Secondly, my time at the Raden Intan State Islamic University in Lampung was not an isolated experience. I have gotten excellent assistance and support from a variety of people, the number of whom is hard to include here owing to space constraints. I've decided to honor a handful of them who have aided me in particular ways. They are:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training at UIN Raden Intan Lampung and her staff who have provided opportunities and assistance to writers who are currently studying until the completion of this thesis.
2. Dr. Moh. Muhassin, M.Hum., the chairperson of English Education Study Program of UIN Raden Intan Lampung who has facilitated in the completion this thesis.
3. M. Ridho Kholid, S.S., M.Pd., the secretary of department of English Education Study Program of UIN Raden Intan Lampung who has helped the writer to finish this thesis.
4. Rohmatillah, M.Pd., the thesis advisor, who has assisted and led the researcher in completing the thesis.
5. M. Sayid Wijaya, M.Pd., the co-advisor, who has always gently led, assisted, and provided the writer numerous hours to complete the thesis.
6. All lecturers at UIN Raden Intan Lampung's English Education Department who have provided the writer with training, skills, and experience.

7. Dhea Novita Sari, Nur Retno Eriyani, Nurul Fadilla, and Nurjannah, my dear pals who constantly come to my aid and encourage me when I am depressed.
8. The last, thank you to all of my classmates in class C English Education 2017, whose names I am unable to mention here, for the wonderful memories and mutual support.

Finally, because no one is infallible, and apart from all of the important names that I have mentioned above, any flaws in this undergraduate thesis are all my responsibility, I accept all kinds of critical criticism for the better of my thesis.

Bandar Lampung, 24 February 2022

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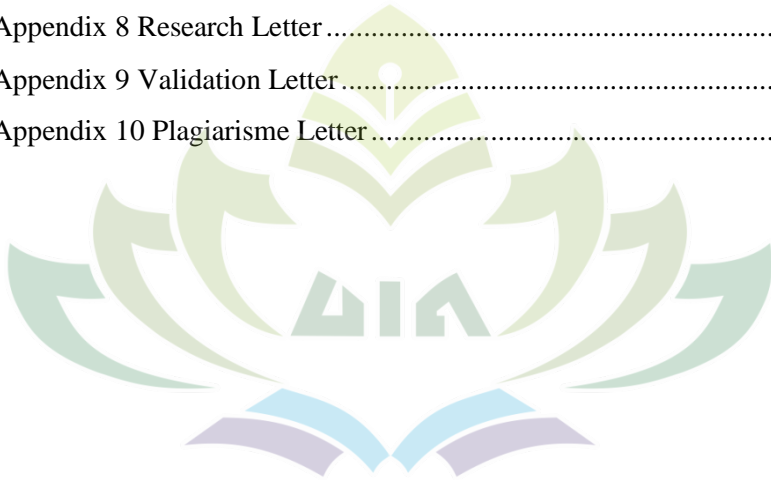
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CHAPTER I

INTRODUCTION

A. Title Confirmation

In understanding the title of this research and avoid misunderstanding, the researcher needs to explain this research.

Teaching and Learning in this research is the process of teaching and learning activities of speaking for general purposes in the first semester of English Language Education at UIN Raden Intan Lampung during the Covid-19 pandemic era which was conducted online.

Speaking for General Purposes in this research is the speaking course for first semester of UIN Raden Intan Lampung whose teaching and learning process is carried out online and offline due to the Covid-19 pandemic.

Covid-19 pandemic era in this research is a situation when teaching and learning activities at UIN Raden Intan Lampung are affected by this pandemic, as a result some of the teaching and learning processes are carried out from their respective homes or online learning by lecturers and students.

English Language Education of UIN Raden Intan Lampung in this research is one of the departments affected by the Covid-19 pandemic at UIN Raden Intan Lampung, located in Bandar Lampung, precisely in Sukarame, Bandar Lampung.

This research means about **Teaching and Learning Speaking for General Purposes in Covid-19 Pandemic Era at English Language Education of UIN Raden Intan Lampung 2020** is to carried at to analysis and find out learning and teaching process of speaking course during the Covid-19 pandemic, student's problems in the teaching and learning process of speaking subject during Covid-19 pandemic, lecturer's problems in teaching and learning process of speaking subject during Covid-19 pandemic then, lecturers and students overcome the problems was faced in the teaching and learning process speaking

for general purposes during the COVID-19 pandemic in English Language Education of UIN Raden Intan Lampung.

B. Background of the Problem

Nowadays, since the end of 2019 until now the world has been shocked by the Covid-19 (*corona virus deasease*) which reportedly came from the city of Wuhan, China. The policy has an impact on education in Indonesia, especially on the percentage of learning for school students. The application of social distancing at all levels of education without exception with English Language Education of UIN Raden Intan Lampung, continues until the conditions are declared condusive. During the pandemic, institutions were closed, but the learning process had to continue. As long as there is no simultaneous online learning before.¹ During the pandemic, online learning is a learning solution during pandemics around the world.² The conclusions of the sentence is all elements of education must be able to facilitate learning in order to remain effective and active even without face-to-face learning.

In learning English, there are four language skills that must be understood by all students namely: listening, speaking, reading, and writing. Every each skill has a relationship with each other because without one skill it will be felt. The four skills can be classified into two groups namely, productive skills and receptive skills. Productive skills are skills that produce something using language, which includes productive skills are speaking and writing. As said by Savigon that speaking and writing can be called to be productive skills because learning process produces language.³ Meanwhile, receptive skills are skills

¹ Sun, L., Tang, Y., & Zuo, W. *Coronavirus Pushes Education Online*, (Nature Materials, 2020), p. 687.

² Goldschmidt, K. *The COVID-19 Pandemic: Technology Use to Support the Wellbeing of Children*, JournalofPediatricNursing homepage: <http://www.researchgate.net/publication/340704249>, accessed on Wednesday 23 December2020, 19.07.

³ KethelinM.Bailey. *Practical Guide to The Teaching English*, (New York :McGrawHill, 1975), p. 2.

that only receive language. Reading and listening are categorized as receptive skills. Based on Harmer, receptive skills are how people understand the meaning of what is seen or heard.⁴

Ur states that “All of the four skills (listening, speaking, reading, and writing) speaking is the most importance cause people who know a language are reffered to as “speaker” of that language, as if speaking encompasses all other kinds of knowledge and most foreign language learners are primarily interested in learning to speak. Based on this statement, it can be concluded that speaking is the important of the outhter skills.⁵

Speaking is a process of interaction between the speaker as well as the listener and it is a fact that speaking is a productive skill. Speaking is a building and sharing meaning through the use of verbal and non verbal symbols in a variety of the contexts. According to Nunan, speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.⁶ It means that in learning speaking, practice is needed to find out the level of understanding but online learning has been applied since the Covid-19 pandemic and learning speaking is also done in the same way.

The main objective in learning speaking is to improve the students’ oral skills in speaking and increase understanding as well. Therefore, the implementation of language teaching in the classroom must have the aim of optimize the use of the language itself.⁷ In that sense, learning speaking must maximize the learning time in using language.

In Covid-19 pandemic it is not easy to mastering speaking, because basically learning is related to going to

⁴ JeremyHarmer. *The Practice of English Language Teaching*, (New York :Longman, 2001),p. 199.

⁵ Penny, Ur. *A Course in Language Teaching (Practice and Theory)*, (Cambridge:CambridgeUniversityPress, 1999),p.120.

⁶ Nunan, D. *Language Teaching Methodology: A Textbook for Teachers*. (NY: PhoenixLtd1995)..p.593.

⁷ Haozhang, X. *Tape Recorders, Role-Plays, and Turn-Taking in Large EFL Listening and Speaking Classes*. *Forum*, 35(3).(1997), p. 33.

school.⁸ However, due to this pandemic all learning has shifted to online learning using platforms such as *WhatsApp*, *Email*, *Google Classroom*, *Zoom* or *Moodle* and others.⁹ Whereas in teaching and learning speaking it requires a lot of practice to be communicative. Due to, making communicative in speaking does not only require knowledge of language features, but also require expertise to process information and language on site. In developing countries, there are some obstacles to the implementation of e-learning, such as: lack of connectivity, equipment, software, and actions to put it to use.¹⁰ There are six issues with learning to speak, including inhibition (a fear of making mistakes), nothing to say (a lack of motivation to express oneself), poor or uneven class attendance, and the usage of one's mother tongue.¹¹ In addition, Kayi offers a number of speaking related teaching strategies to promote speaking. Discussion, role-playing, information gaps, interviews, storytelling, reporting, story completion, image narrating, playing cards, identify the difference, and picture describing are some of the activities that are used.¹² It means, in learning speaking, several steps are needed to teach students to achieve learning objectives.

Based on the preliminary research which took place at the English Language Education of UIN Raden Intan Lampung, it was found that most of the 1st semester students of class G still experienced difficulties in mastering speaking skills. This is supported by the results of interviews with 1st semester of class G. They said that most students have difficulty mastering English language if the learning continues online, especially in

⁸ Illeris K. *How We Learn: learning and Non Learning in School and Beyond*, (NewYork: Roudledge, 2007), p.2.

⁹ Gunawan, G., Suranti, N. M. Y., & Fathroni, F. *Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period*. (Indonesian Journal of Teacher Education, 1(2),2020). P. 61-70.

¹⁰ Daniel, J. *E-learning for Development: Using Information and Communication Technologies to Bridge the Digital Divide*. (London: Henley Media Group, 2009).

¹¹ Penny Ur, *A course in Language Teaching*. (New York: Cambridge University Press, 1991), p. 121.

¹² Pratama and Awaliyah, *Teacher's Strategies in Teaching Speaking to Young Learners*. (Core: Electronic Journals of UIKA Bogor), p. 23.

understanding or mastering speaking lessons because the teaching and learning process is carried out online through *Zoom Meetings* and also *Whatsapp* which has limited time and is constrained by signals from each element and which does not allow lecturers to know whether students understand the material or not. That's because they have difficulty in developing their speaking skills through online learning.

Related to the elaboration, scientific research needs to be carried out with the objectives to find out of “Teaching and Learning Speaking for General Purposes in Covid-19 Pandemic Era at English Language Education of UIN Raden Intan Lampung ”, the development of the ability to understand students learning, to answer whether the learning carried out is as expected and investigate whether there are difficulties in learning process.

C. Focus and Sub Focus of the Research

Based on the background of the problem, the focus of this research is to find the problems of students and teachers in the teaching and learning process of speaking for general purposes in the first semester of English Language Education at UIN Raden Intan Lampung, whose teaching and learning process was conducted online during the Covid-19 pandemic, which will be formulated in the research sub-focus as follows:

1. Teaching and learning process of speaking for general purposes during Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung.
2. The students problems in teaching and learning process of speaking for general purposes during Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung.
3. The lecturer's difficulties in teaching and learning process of speaking for general purposes during Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung.

4. The lecturer and students actions to overcome the problems that occur in teaching and learning speaking for general purposes during the COVID-19 pandemic at English Language Education of UIN Raden Intan Lampung.

Therefore, after knowing the teaching and learning process of speaking courses during the Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung and finding some difficulties for students and teachers in the learning process, this research was focused on analyzing the problems and providing only a few solutions.

D. Formulation of the Problem

Based on the background of the research, this research formulated the problem as follows:

1. How was the teaching and learning process of speaking for general purposes during Covid-19 pandemic using online application at English Language Education of UIN Raden Intan Lampung?
2. What were the problems faced by students in the teaching and learning process of speaking for general purposes during Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung?
3. What were the lecturer's problems in teaching and learning process of speaking for general purposes during Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung?
4. How did they overcome the problems that occurred in teaching and learning speaking for general purposes during the COVID-19 pandemic at the English Language Education of UIN Raden Intan Lampung.

E. Objectives of the Research

In line with the formulation of the problem above, the objectives of this research are:

1. To describe the teaching and learning process of speaking for general purposes during Covid-19 pandemic was used Zoom application at English Language Education of UIN Raden Intan Lampung.
2. To find the student's problems in teaching and learning process of speaking for general purposes during Covid 19 pandemic at English Language Education of UIN Raden Intan Lampung.
3. To describe the the lecturer's difficulties in teaching and learning process of speaking for general purposes during Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung.
4. To find their actions in overcoming problems that occurred during the teaching and learning process of speaking for general purposes during Covid-19 pandemic at English Language Education of UIN Raden Intan Lampung.

F. Significance of the Research

It is hoped that the result of this research can be useful in two aspects, namely:

1. Theoretical Contribution, the conclusion of this research were expected to provide the readers with a lot of information to understand the implementation of the teaching and learning process of speaking course during Covid-19 pandemic.
2. Practical Contribution,
 - a. For the teachers or lecturers, the result of this research might be used to help the lecturers or teachers comprehend the student's troubles in learning process and the teacher can easily to improve their creativity

in teaching process, so the objectives of learning can be achieved.

- b. For the students, the result of this research might expected that the students can get more motivation to learn and reduce the problem they got in the learning speaking in Covid-19 situation.
- c. For the institution, this research was hoped to be used to improve the quality of teaching and learning during pandemic at the institution.
- d. For the other research, the results of this research were expected to be a source of information for further research in the teaching and learning process of speaking in the pandemic era.

G. Relevance Research

In relation to this research, there have been several studies related to the teaching and learning during Covid-19 pandemic in general. There are researchers who have conducted research is:

Tari Putri Utami's research at MTS Sudirman Getasan focused on analyzing teachers' tactics in English E-Learning classes during the Covid-19 pandemic. The goals of this research are to learn about teachers' strategies in English E-learning classes during the covid-19 epidemic, and to see how effective these strategies are in helping teachers in English E-learning classes during the pandemic. The research method employed was qualitative descriptive research, that included observation, interviews, and documentation. Teachers employed a variety of tactics in teaching English e-learning classes during the COVID-19 epidemic, according to the content used, and students can certainly understand content using this strategies, according to this research. As a result, the teacher teaches through videos on the internet, conveying the subject in a simple manner and issuing directions to students in parts. This strategy can assist teachers in delivering vocabulary-building content through songs. The

teacher's video content is concise, clear, and easy to comprehend for students.¹³

Aulia Nabilah investigated the research focuses on how teachers at SMP N3 Bringin implemented online learning during the COVID-19 pandemic. The objectives of this research are to determine how teachers implemented distant learning during the COVID-19 pandemic, as well as the tactics and media that were utilized to implement learning throughout the pandemic. The research approach was qualitative research using the descriptive qualitative method, which included interviewing, coding, categorizing, and documenting. This research discovered that distant learning entails learning activities that are carried out in an indirect manner and that learning involves the use of appropriate media. Furthermore, additional factors that contribute to remote learning's difficulties in terms of geography, human resources, and the economy continue to exist. Even if the outcomes aren't ideal, learning can still take place. During the COVID-19 pandemic, proper tactics and media must be used to facilitate online learning. Giving pupils the duty of watching television and executing reporting activities via mobile phones is the best technique in the situation of a COVID-19 pandemic (WhatsApp). Whatsapp is used to get assignments from the teacher as well as student comments on carrying out tasks, in addition to reporting the results of activities. Google Form, Zoom, Facebook, and YouTube are some of the other tools that teachers and students utilize. The expectation of employing techniques and media during COVID-19 can support the virtual learning implementation. Other predictions include the end of the COVID-19 pandemic, allowing for face-to-face schooling.¹⁴

¹³ TariPutriUtami, "An Analysis of Teachers' Strategy on English E-Learning Classes during Covid-19 Pandemic". (TheResearchof the s1 Degree in English Language Education IAIN Salatiga, Central Java, 2020), Pg. 5.

¹⁴ AuliaNabilah, "The Teachers Implementations of Distance Learning during The Covid-19 Pandemic at SMP N 3 Bringin". (TheResearchofthes1DegreeinEnglishLanguageEducationIAINSalatiga, CentralJava, 2020), p. 5.

Efa Rahma Mintia investigated the analyzing of teaching and learning speaking through audio visual during Covid-19 pandemic at SMP N 2 Penengahan, Bakauheni, Lampung. The focus of the research is the analyze of teaching and learning pocess of speaking through Audio-Visual media during Covid-19 pandemic. During the Covid-19 epidemic, the aims of this research are to characterize the teaching and learning process, to learn about students' learning challenges, and to learn about teachers' problems in teaching speaking through Audio-Visual media. The method employed in the study was qualitative research with purposive sampling, and the instruments used were an interview and a questionnaire. Data was evaluated using data display, data reduction, and verification after it was obtained. During the COVID-19 pandemic, teachers confront a number of challenges in the teaching and learning process. The issue is that students are hesitant to speak English. Then, during the teaching and learning process, or while responding to WhatsApp groups, they utilize their mother tongue. They also did not pay attention and did not work on the questions when the teacher instructed them to do so. Students have difficulty acquiring English, particularly in terms of speaking skills. The issue is that kids are shy and afraid to speak English, they lack the necessary vocabulary, they lack desire, and they find it difficult to pronounce English words, based on the result of the research.¹⁵

During the Covid-19 pandemic, which was endemic in Indonesia, Iga Anggraini analyzed the emphasis of the research to evaluate students' perceptions of online English learning, especially for all XII graders at MAN1 Kota Jambi. The focus of this research was to find out how students at MAN1 Kota Jambi felt about online English learning during the Covid-19 outbreak. This research followed a quantitative approach, including quantitative descriptive methods (survey method) and a

¹⁵ Eva Rahma Mintia, "An Analysis Teaching and Learning Speaking through Audio Visual during Covid-19 Pandemic at the First Semester of the Eight Grade of SMP N 2 Penengahan 2020/2021". (The Research of the s1 Degree in English Language Education of UIN Raden Intan Lampung, Lampung, 2020), Pg. 8.

questionnaire instrument. This research, ordinal data is analyzed (tiered without a score). The numbers are just sequential for the researcher's convenience. The analysis is only in the form of frequency (number) or proportion (%), and the answers of a questionnaire about student impressions will be found from the results of this percentage. Students agreed with the material presented by the teacher in online learning during the covid-19 pandemic, and they also agreed that online English learning during the pandemic was effective, despite the fact that they did not interact directly in the classroom, according to the findings of this research.¹⁶

Ersa Nur Arodijah conducted research on SMP Negeri 23 Surakarta students, concentrating on the analysis of teaching strategies and teacher challenges in teaching speaking. The goal of this study was to determine the tactics utilized by English instructors at SMP Negeri 23 Surakarta in teaching speaking, as well as the challenges experienced by English teachers in adopting speaking teaching strategies during the Covid-19 epidemic era. The research was a qualitative research that involves qualitative descriptive instruments such as questionnaires, interviews, and documentation. This research's data analysis technique is a descriptive procedure technique for finding and compiling thorough research results such as observations, interview texts, documentation, and other data that can be shared with others. According to the findings of this study, most English teachers always determine standard criteria for student success in speaking, but not all students can meet the teacher's expectations, so the teacher always evaluates student learning outcomes, particularly in speaking, if students have not met the target, so that teachers and students can provide feedback

¹⁶ Iga Anggraini, "Students Preception of Online Learning English during Covid-19 Pandemic". (The Research of s1 Degree in English Language Education of UIN STS Jambi), Pg. 4.

in various ways in teaching talk about teaching strategies that have been implemented.¹⁷

From the research above, it can be concluded that analyzing the teaching and learning process in the pandemic era is very necessary to improve the quality of teaching and learning activities.

Some of differences between previous research and this research are in the research questions. This research discusses about the process of teaching and learning speaking for general purposes during the Covid-19 pandemic, finding student's and lecturer's problems in the learning process, and providing their actions in overcoming the problems that arise during teaching and learning process in first semester at English Language Education of UIN Raden Intan Lampung.

H. Research Methodology

Methodology is an orderly way of carrying out a job in order to produce a desired result, or a systemized way of working to promote the execution of an operation in order to meet specific objectives.¹⁸ As results of this concept, research methodology can be defined as a set of principles and procedures for resolving problems and performing research. To do this research, there are three things that must be started, namely: research design, research subject, and research data with the following explanation:

1. Research Design

The design of this research is descriptive-qualitative research which describe the result of a data on an object of research. Ary stated that descriptive research is a research designed to obtain information about the current

¹⁷ Ersa Nur Arodijjah, "The Strategies Used By English Teachers In Teaching Speaking (A Descriptive Study At SMP Negeri 23 Surakarta In Academic Year 2020/2021)". (The Research of s1 Degree in English Language Education of IAIN Surakarta), Pg. 9.

¹⁸ Pendidikan Nasional RI, *Kamus Besar Bahasa Indonesia*, p.740

status phenomenon.¹⁹ It means that descriptive-qualitative research is to provide an overview of social phenomena by collecting the data based on situations and subjects who have experience about the situation.

This research is descriptive-qualitative research to learn about the existing phenomena and natural conditions, not under controlled, or experimental conditions. In addition, this research will also go directly to the field with the research object to obtain information or data in accordance with the facts of the situation.

The purpose of this research are: 1) To describe the teaching and learning process of speaking for general purposes in the Covid-19 pandemic era using online application, 2) To find out the problems faced by lecturers in teaching and learning process of speaking for general purposes in the Covid-19 pandemic era, 3) To find out the problems of students in learning speaking for general purposes in the Covid-19 pandemic era, 4) To know their actions in overcoming problems that occur during the teaching and learning process of speaking for general purposes in Covid-19 pandemic era at English Language Education of UIN Raden Intan Lampung.

2. Research Subject

This research was conducted in the first semester of class G at English Language Education of UIN Raden Intan Lampung. Therefore, this research was carried out when the teaching and learning process takes place online in a speaking course in the Covid-19 pandemic era.

The reason for choosing class G in the first semester, because besides the class that is in the process of online learning in speaking subjects resulted from significant changes in the teaching and learning process due to the

¹⁹ Donald Ary. *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), p. 163.

impact of the Covid-19 pandemic, the students find it difficult to understand lessons that require more practice than material during the pandemic based on the results of preliminary research. In addition, if there are difficulties without knowing the causes and solutions, it can lead to low student scores and the students be able to answer the objectives of this research based on the facts experienced.

3. Research Data

The purpose of this research is to obtain data. Data are an important tool in research in the form of phenomena in the field or numbers. Because, from the data, the result of the research will be known. Whereas in research, how to collect data must be according to the research problem. According to Creswell, that the qualitative research collect the data by examining documents, observing behavior, and interviewing participants.²⁰ The data in this research was in the form of descriptive-qualitative data (transcript of observation, transcript of interview, transcript of questionnaire, and documentation) and used qualitative data procedures for the data analysis.

Participants in this research was provided the data for this research. The primary data comes from observation and interview with lecturers and students, with additional data coming from the results of documentation, transcript of interview, and transcript of questionnaire are the data in this research which was used to answer research question, such as: teaching and learning process of speaking for general purposes, the problems faced by the teacher during teaching and learning process, the problems faced by students in the learning process, and their action in overcoming problems that occur in teaching and learning speaking for general purposes during the Covid-19 pandemic situation in the first

²⁰ JohnW. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: Pearson, 2007), p.38.

semester of class G at English Language Education of UIN Raden Intan Lampung.

4. Data Collecting Technique

In this research, there are several steps that was carried out to obtain research data. Therefore, in this research, observation, interview, questionnaire, and documentation are used to obtained the data with the explanation as follows:

a. Observation

Observation is a research tool requires training in what to observe and how to record observations.²¹ Observation is suitable for research related to teaching and learning activities and problems that may occur in the teaching and learning process. In this research, the data collection could be done by observing the learning process but not being involved in class activities. It means that observations were made to take notes during the teaching and learning process from recoded video of meeting on the Zoom application, with the meaning of having noted, described, and made conclusions about the object.

The observation aims to observe the process of teaching and learning speaking during the COVID-19 pandemic, such as observing teaching methods, student responses during learning, as well as the application of procedure in teaching speaking carried out by the lecturer. Data collection was done by observing the video recording of the teaching and learning process on the Zoom application and then filling in the observation notes.

²¹ Marguerite G. Lodico et.al. *Methods in Educational Research*, (San Fransisco: Jossey Bass,2010), p 114

b. Interview

Interviews are a good research technique for finding out what people think or feel about something.²² This means that in conducting this research, an interview guide must be prepared containing the questions that will be asked of the interviewee in order to obtain the desired information and an interview is also a conversation between two people to gain a deeper understanding of the information. In this step, the purposes of interview is to confirm the result of questionnaire, and to get more data related to this research, such as (teaching and learning process, teacher problems, and students problems) in teaching and learning of speaking course in the Covid-19 pandemic era.

In this step, the data of interview was obtained by interviewing lecturers who teach speaking for general purposes in the first semester of class G English Language Education of UIN Raden Intan Lampung and also 5 students was interviewed in order to clarify the results of the questionnaire.

c. Questionnaire

To support the data, this research also used a questionnaire. Where the questionnaire itself consist of a written list of questions. An important point in the questionnaire is that everyone who answers a particular questionnaire reads an identical set of questions and makes processing the answers easier.²³ It means that the series of questions in the questionnaire have a relationship with the environment to be researched. In this research, close-ended questionnaire were selected

²² KristinGEsterberg. *Qualitative Methods in Social Research*, (NewYork:Mc.GrawHill,2000), p.37

²³ MartynDenscombe. *Good Research Guide,(3rd Ed)*, (Sidney: EBSCOPublishing, 2007), p.153

as the limitation of the respondents to determine the alternatives offered.

This questionnaire is to obtain detailed information about the teaching and learning process of speaking subject during the Covid-19 pandemic, to find out the student's problems in learning speaking during the pandemic, as well as to find out the teacher's problems in teaching speaking during the pandemic and this instrument was given to the first semester students of class G English Language Education of UIN Raden Intan Lampung via Google Form.

d. Documentation

To validate the research data, during the research process data was collected in the form of documents. Documents can be public documents (newspapers, office reports, etc.) or private documents (diaries, notes, letters, e-mails, etc.). This documentation data can be in the form of material, audio and visual such as photos, art objects, videos, or sounds.²⁴ This implies that the data in the documentation has a connection to the environment under investigation.

In this step, documentation data was from voice recordings when interviewing lecturers and students, student assignments and several photos that are directly related to the teaching and learning process of speaking for general purposes in the first semester of class G at English Education of UIN Raden Intan Lampung.

5. Research Instrument

Instrument is an important function in a research. The instrument is one of steps in conducting a research. Therefore, before conducting research, an instrument must

²⁴ Creswell, J.W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (4th Ed), (London: SAGE Publications, 2013), p.270.

be selected for the data collection process. The research instrument is a data collection tool that is valid and reliable. In this case, this research was used observation, interview, questionnaire, and documentation as research instruments. The description of the instruments as follows:

a. Observation

Direct observation (participant) and indirect observation (non-participant) are the two types of observation procedures. Non-participant observers, according to Creswell, observe and record the situation under investigation without involving participants or the current situation.²⁵ Non-participant observation were used in this research to create realistic classroom activities, which were observed based on teaching and learning processes in recorded virtual video on the Zoom application.

Observation checklists are the instruments that are utilized to make observations in this research. In the teaching and learning process, questions on the observation checklist were prepared and marked with (x) to answer research questions. The observation guideline (see appendix 1) with the specifications of the observation being used as follows:

Table 1.1

Blueprint of Observation

Aspects	Indicators	Description
1) Opening and Reviewing.	Opening and Reviewing: 1) The lecturer is able to greet and start the lesson in teaching speaking. 2) The lecturer is able to check students	

²⁵ Jhon w. Creswell, *Op. Cit*, p. 214

<p>2) Teaching and Practicing Process.</p>	<p>attendance.</p> <p>3) The lecturer is able to review the last material before beginning the lesson with new material.</p> <p>Teaching and Practicing:</p>	
<p>3) Evaluating and Closing.</p>	<p>4) The lecturer is able to explain the material.</p> <p>5) The lecturer can use media in teaching speaking.</p> <p>6) The lecturer can use some platforms to teaching speaking.</p> <p>7) The lecturer can provide exercise based on the material.</p> <p>Evaluating and Closing:</p> <p>8) Lecturer is able to evaluate the students understanding.</p> <p>9) Lecturer is able to provide feedback for students understanding.</p> <p>10) Lecturer is able to give students an assignments.</p> <p>11) Lecturer is able to close the learning process.</p>	

b. Interview

In this research, the lecturer was interviewed about the opinion to confirm the result of questionnaire, and to get more data related to this research, such as (teaching and learning process, teacher problems, and students problems) in teaching and learning of speaking course in the Covid-19 pandemic era. The topic of interview are explained as follows:

Table 1.2
Blueprint of Lecturer Interview

Aspects	Indicators	No Item	Total Item
1) Lecturer limited English proficiency.	1) Lecturer is able to teach well for the subject.	1,2	10
2) Class condition do not favor oral activities.	2) Lecturer is able to optimize the learning process in the classroom to engage students.	3	
3) Limited opportunities outside of class to practice.	3) Lecturer might make up for the absence of outside practice with other assignment.	4	
4) Examination system does not emphasize oral skills.	4) Lecturer might design assessment to help students improve their oral skill.	5	
5) Unoptimal condition for developing learners.		6	
Four Obstacles Affecting the		7	
		8	

<p>Implementation of E-learning in Developing Countries:</p> <p>6) Connectivity.</p> <p>7) Equipment.</p> <p>8) Software.</p> <p>9) Training.</p>	<p>5) Lecturer is able to enhance learning to raise students' aptitudes and comprehension.</p> <p>6) Lecturer is able to overcome the limitations or lack of connectivity in teaching speaking.</p> <p>7) Lecturer is able to use equipment that can facilitate learning.</p> <p>8) Lecturer is able to use software that allows educators to design and develop learning content.</p> <p>9) Each lecturer receives training on the use of connectivity, equipment, and software.</p>	<p>9</p> <p>10</p>	
		Total	10

c. Questionnaire

In this research, a closed-ended questionnaire was used to obtain more detailed information. The close questionnaire is the question which the respondents can directly answer. Close-ended questionnaire are provided the optional answer that is Yes/No.

Table 1.3
Blueprint of Student Questionnaire

Aspects	Indicators	No Item	Total Item
1) Connectivity.	1) Students and lecturer are able to overcome the	1 and 7	14
2) Equipment.	limitations or lack of connectivity in	2 and 8	
3) Software.	teaching speaking.	3 and 9	
4) Training.	2) Students and lecturer are able to use equipment that can facilitate learning.	4 and 10	
5) Students keep using their own language.	3) Students and lecturer are able to use software that allows	5	
6) Students have low motivation.	educators to design and	6	
7) Inhibition.	develop learning content.	11	
8) Nothing to say.	4) Each students and lecturer are receives training	12	
9) Low or uneven	on the use of	13	
		14	

<p>participation.</p> <p>10) Mother-tongue use.</p>	<p>connectivity, equipment, and software.</p> <p>5) Students do their classwork in their native language rather than English.</p> <p>6) Students are able to know that they are low on learning motivation.</p> <p>7) Students are worried about making mistakes, fearful of criticisms, or simply shy.</p> <p>8) Students feel there is no motive to express themselves.</p> <p>9) Students are able to participate or talk in class.</p> <p>10) Students are able to use their mother-tongue when teaching and learning.</p>		
		Total	14

d. Documentation

Document analysis was employed in this research to gather more detailed information. Voice recordings

from interviews and videos or photo of some the tasks assigned during the learning process can analyzed.

6. Data Analysis

Data analysis is the process of processing data based on groups of data in order to obtain regularity in the form of research. Data analysis is carried out to gain an understanding of the data and present the results of the research. Based on Miles and Huberman, they states that there are three streams of activity such as:²⁶

a. Data Reduction

Data reduction aims at the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in complete written field notes, or transcriptions. Then this data is analyzed to find important information, classify the data, and select the data needed and organize the data into an appropriate format so as to provide meaningful results and conclusion. In this research, data reduction refers to the observation, interview, questionnaire, and documentation that are selected based on the data needed to strengthen the data.

b. Data Display

At the data display is to show the data from data reduction. Generally, a display is an organized, compressed collections of information that allow conclusions drawing and action. The data display include many types of text or diagram, graph, chart, table or matrix.

In this research, the presentation of data refers to the results of data reduction from observation, interview, questionnaire, and documentation that have

²⁶ Matthew B. Miles and A. Michael Huberman, *QualitativeDataAnalysis*, (Thousand Oaks: Sage Publications, 1994),p.10-11

been selected based on the required data and displayed in text or written form.

c. Conclusion Drawing or Verification

Conclusion drawing to consider the meaning of the analyzed data and to assess their implications for the questions, while verification is a series of processes that are able to explain the answers to research questions and research objectives.²⁷ This research is focused on the comparison between observation, interview, questionnaire, and documentation in answering the research questions. Thus, the right conclusions were obtained in the answer to the research questions.

7. Trustworthiness of the Research

Trustworthiness is the part in which to believe the validity of a data. The research refers to the level of correctness of data, interpretation, and methods used to guarantee the value of the research.²⁸ It means that trustworthiness must be exercised to ensure the data of the research.

In a descriptive qualitative research, this research was used the triangulation of method, in the triangulation of method is a method that uses different methods to collect the same data. Triangulation itself is the process of corroborating evidence from different individuals, types of data, or methods of collecting data in descriptions and themes in qualitative research.²⁹ Where in the triangulation of method in this research there are interview, questionnaire, and documentation which have the same goals, namely: 1) To describe the teaching and learning process of speaking course in the Covid-19 pandemic era, 2) To find out the

²⁷ *Ibid*, p.11

²⁸ Colnelly, Lynne M, *Trustworthiness in Qualitative Research*, Medsurd Nursing, Vol.25 No. 6 (December 2016), P. 435

²⁹ Jhon W. Creswell, *Educational Research*, (Boston: Pearson Education, 2012), p.259

problems faced by teachers in teaching and learning process of speaking course in the Covid-19 pandemic era, 3) To find out the problems of students in learning speaking course in the Covid-19 pandemic era, 4) To know their action in overcoming problems that occur during the teaching and learning process of speaking for general purposes in Covid-19 pandemic era at English Language Education of UIN Raden Intan Lampung.

I. Systematic Discussion

The researcher discusses the research in the structure as below:

In Chapter I, this research told the general description of the research and the purpose of the research. It is why the researcher presents the introduction, which consists of title affirmation, background of the problem, focus and sub focus of the research, formulation of the problem, objective of the research, significance of the research, relevance studies, research methodology and systematic discussion.

In Chapter II, this research told about the related literature of the research and the theories that researcher use to do research as base of the research. It is why the researcher presents the theories of concept of Covid-19, concept of teaching and learning English, concept of speaking skill, concept of teaching and learning speaking, and teaching and learning during pandemic era.

In Chapter III, this research told about the description of the research to clarify the research. It is why the researcher presents the general description of teaching and learning speaking for academic purposes in Covid-19 pandemic era at English Language Education of UIN Raden Intan Lampung and presentation of research facts and data.

In Chapter IV, this research told about the result of findings research. It is why the research presents the result of teaching and learning speaking for academic purposes in Covid-19 pandemic era at English Language Education of UIN Raden Intan

Lampung which consists of analysis of research data, and research findings.

In Chapter V, this research told about the conclusion of the research and the suggestion. It is why the researcher presents the conclusion and suggestion of the research.





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Covid-19

1. Definition of Covid-19

Covid-19 is a new disease that emerged at the end of 2019 until now. At first, this disease was not named Covid-19 but the *2019 Novel Coronavirus (2019-nCoV)*. This virus can spread and includes infectious diseases and can be transmitted from person to person. The pandemic-related issues have extremely detrimental consequences on people's health, the economy, society, and the security of both national and international societies. They have also significantly disrupted politics and society.¹ It means that Covid-19 is a pandemic that is troubling all elements in the country.

Pandemic is an outbreak that occurs simultaneously over a large geographic area.² Which means that the spread of this virus needs to be cut off to stop its spread, including in Indonesia. According to Morens cited in Nabilah, coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East Respiratory Syndrome (MERS).³

From the definition of Covid-19, it can be concluded that the Covid-19 pandemic is a social phenomenon that needs to be watched out for because of the transmission rate and spread in a wide geographic.

¹ Aulia Nabilah. *Teachers Implementation of Distance Learning during Covid-19 Pandemic at SMPN 3 Beringin*. (A Thesis of S-1 Degree English Education University of IAIN Salatiga, 2020), p. 21.

² *Ibid*, p. 22.

³ Marazziti, D., & Stahl, S.M. *The relevance of COVID-19 pandemic to psychiatry*. (World Psychiatry, 19, 2. 2020). doi:10.1002/wps.20764. [in press].

2. Social Distancing

As a result of the Covid-19 pandemic, several government policies must be implemented to reduce or even break the chain of spreading this virus. Included in a dangerous virus, the policies for social security were first implemented in China, and in all other countries.⁴ These include mandatory use of gloves, face shields, waterproof clothing and respirators, social distancing, cancellation of meeting events (e.g., medical conferences, sports competitions, etc), strict travel restrictions, lockdowns of school or universities and most workplaces (e.g., healthcare, press, food suppliers, etc). Thus, it can be stated that this is a serious condition.

Almost the same as other countries, Indonesia has also implemented policies to deal with the Covid-19 pandemic. The action taken by the Indonesian government is the PSBB (large scale social restrictions) or commonly known as social distancing. It means that all Indonesia people are urged to reduce human interaction in order to reduce or suppress the spread of this virus, in other words education is also affected by this policy. Thus, there has been a change in the learning process, which was initially carried out in person or face-to-face and now converted into online learning. However, there has never been any concurrent online learning.⁵ During times of pandemics, online learning has been implemented in almost all over the world.⁶

Based on the explanation, it can be concluded that social restrictions greatly affect all areas of life including education, which requires online learning policies to cut the spread of Covid-19 and continue education.

⁴ *Ibid*, p. 4.

⁵ Sun, L., et.al Coronavirus Pushes Education Online. *Nature Materials*, 19(6), (2020). p.687.

⁶ Goldschmidt, K. *The COVID-19 Pandemic: Technology Use to Support the Wellbeing of Children*. (2020). *Journal of Pediatric Nursing*.

B. Concept of Teaching and Learning English

1. Concept of Teaching

a. Definition of Teaching

Smith explained that teaching is an act that has a purpose and is influenced by two factors: factors that the teacher cannot replace like (the number of students in the class, the physical characteristics of the students, etc) and, factors that the teacher can change by asking a question, discussing an idea, etc.⁷ This statement is also supported by Wells who stated that teaching is a definite action system in which the teacher invites, describes, summarizes, doubts while collecting data on student academic achievement and progress.⁸ However, teaching is a way of making learning lighter. The teacher behaves as a driver that increases student learning.⁹

In social life, language is needed by human to communicate and share ideas. This is the key in life, because it becomes a means of intermediary with other people.¹⁰ Hornby states that language is a method for understanding ideas, feelings and hopes through a system of sound and sound symbols.¹¹ Furthermore, Setiyadi also said that language is a system to express a certain meaning.¹² Thus, it can be concluded that language is important in life because of its usefulness for communicating and obtaining information from other people.

⁷B.O. Smith. *A Concept of Teaching*. Bandman B. and Gutchen R.S. (Eds), Philosophical Essays in Teaching, (New York: J.P.Lippincott Co 1969), p. 10.

⁸Wells G. *Teacher research and educational change*, (Toronto: OISE Press 1982), p. 1-3.

⁹Farrant J.S. *Principles and practice of education*, (London: Longman Group Ltd 1980), p. 386.

¹⁰ M.F. Patel and Praveen M.jain, *English Language Teaching (Methods, Tools & Techniques)*, (Vaishali Nagar: Sunrise, 2008), p. 31

¹¹ Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 1987), p.437

¹² Ag. Bambang Setiyadi, *Teaching English as Aforeign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 10

There are various languages in the world and English is one of them. In addition, English is the second language in Indonesia. Thus, English language becomes one of the lessons or even majors in an institution in Indonesia. That is, in learning English as a second language, the teacher must know what needs to be taught. According to Brown, teaching is giving direction or information to someone to learn how to do something by providing lessons that aim to know or understand something.¹³ This means that teaching is a way of sending knowledge to students that makes students know about something they do not already know.

Thus, it can be concluded that learning language is very beneficial for human life. This is because everyone can give their ideas or opinions through language. And by learning English, humans can reach almost all aspects related to life to get a lot of information.

b. Role of Teaching

In learning activities, a teacher is needed who can understand what his role is. Role itself is defined as actor's part; one's function, what person or thing is appointed or expected to do.¹⁴ It means that role is as a character that is part of a person's function, who is chosen or expected to do something.

The teaching role will then be able to explicitly mention some of the features and characteristics that indicate the work done in the educational scenario, which

¹³H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p. 8

¹⁴The New Oxford Illustrated Dictionary, (Oxford University Press, 1982). p. 1466

involves its professional, social and cultural actions.¹⁵ The roles that lecturers take on in the classroom are influenced by a wide variety of intricate circumstances. If the lecturer wants to comprehend teaching activities, they must have an understanding of these variables. Even though the social and psychological variables inherent in the roles are frequently concealed, the lecturer-learner connection is the foundation of the process of learning a language in a classroom. The relationships between lecturers and students are influenced by a number of things:

1) Interpersonal Factors:

- a) Status and Position: Depending on the social prestige assigned to lecturers and students' performances, even though there are many different kinds of teaching and learning situations, the relative positions are typically fixed. Between lecturers and students, there is a power dynamic where power is not distributed fairly. This fact causes social distance when it is paired with status perception.
- b) Attitudes, beliefs: There may be significant differences in personal attitudes and opinions between lecturers and students. The attitudes could be toward the process of teaching and learning, the "content" of learning, or even toward one another personally.
- c) Personality: It is very conceivable that personalities will change in the close-quarters of the teaching and learning environment. The difficulty of learning a foreign language adds

¹⁵Facundo, H. *La virtualización Desde la perspectiva De la modernización De la educación superior: Consideraciones Pedagógicas*. (Revista Universidad y Sociedad del Conocimiento, 2004). p.17.

another layer of complexity to the scenario. The learner's personality may change as a result of internalizing the new language.

- d) Motivation: Both lecturers' and students' learning goals are instrumental and integrative. They have deeper, more introspective objectives.

2) Task Related Factors:

- a) Goals: Every task has goals or solutions. Individuals' personal goals may be activated by tasks. While lecturers and learners are engaged in an activity that is very dependent on goals.
- b) Tasks: There is the cognitive, or mental, aspect of tasks in addition to the emotional, or "personal," aspect. There is interaction between the two elements during group projects in the classroom.
- c) Topics: Tasks typically come with "subject matter" or expertise built-in. A person may have to make decisions on how to complete tasks while performing them. The majority of class time is spent on procedural and "subject" work.¹⁶

This interdependence between lecturer and learner roles is well illustrated by Cortice cited from Beltran that it could be said that teachers are expected as a minimum part of their role to have adequate subject-matter knowledge, to have some understanding of how children learn and develop, and to be able to design appropriate learning and teaching experiences in light of these two considerations. As a minimal requirement for their role,

¹⁶ Elina Vilar Beltran, *Roles of Teachers: A Case Study Based on Diary of Language Teacher (Joachim Appel 1995)*. (Journades de Foment de la Investigacio: Universitat Jaume), p. 5.

students would be expected to show an interest in learning, learn how to listen to a teacher explain a subject, learn how to read about and comprehend a subject, and have some proficiency with numbers.¹⁷ That is, the teacher's role in the teaching process is the main role in learning that gives students some ideas to think creatively based knowledge possessed by the teacher with being professional and being able to control various kinds of situations.

c. **Traditional Role Teaching versus Modern Role Teaching**

In the learning process, a teacher generally has two learning methods, namely traditional and modern teaching methods. According to Havice explains that traditional teaching is learning that uses textbooks and learning rules only.¹⁸ Furthermore, Stinson and Claus states that the equipment in the traditional class had rows of chairs and tables along with a blackboard in front of it.¹⁹ In this explanation, it can be seen that traditional teaching is face-to-face learning that makes the teacher is the main role in education.

Different from traditional teaching, modern teaching has a meaning where technology becomes learning elements such as text, graphics, animation, video, sound, teaching system based on computer features.²⁰ Online teaching or so called e-learning focuses

¹⁷ *Ibid*, p. 6.

¹⁸Havice, W.L. *College students' attitudes toward oral lectures and intergrated media presentations*. (Journal of Technology Studies. XXV(1): 1999). p.51.

¹⁹Stinson, B.M., & Claus, K. *The effects of electronic classrooms on learning English composition: A middle ground between traditional instruction and computer based instruction*. (Technological Horizons in Education. 27(8): 2000). p.106.

²⁰Neo, M. & Rafi, A. *Designing interactive multimedia curricula to enhance teaching and learning in the Malaysian classroom- from teacher-led to*

not only on teaching but also on learning that is tailored to individuals.²¹ Furthermore, Cheung and Cable describes eight key principles of effective online teaching, such as: encouraging contact between students and faculty, collaborative learning, quick feedback, active learning, task time (inviting students to allocate more time to complete assignments on time), high expectation (teachers must communicate their expectations to support and motivate students), diverse learning, and the application of technology.²² Based on the explanation, it can be concluded that traditional teaching is different from modern teaching where in traditional education the teacher is the main center, while in the modern education student is the main center and the teacher only facilitates.

2. Concept of Learning

a. Definition of Learning

Learning is a way to update attitudes, knowledge, skills, etc, that arise through practice, relationships or experience and the results of this process.²³ Learning is generally irreversible but it can also be forgotten.²⁴ Kimble in Brown stated that learning is acquiring or obtaining knowledge about a subject or skills through study, experience, or instruction. It is a relatively permanent change in behavioral tendencies and the conclusions of practice are affirmed.²⁵ It can be concluded that learning can be interpreted as a change in

student-centered experiences. (International Journal of Instructional Media. 34(1): 2007). p.51-59.

²¹ Oye, N.D.; Salleh, M.; Iahad, N.A. *E-Learning Methodologies and Tools.* Int. J. Adv. (Comput. Sci. Appl. 2012, 3).p. 48. [CrossRef]

²² Cheung, C.; Cable, J. *Eight Principles of E-active Online Teaching: A Decade-Long Lessons Learned in Project Management Education.* (Proj. Manag. World J. 2017).p. 1.

²³ Jack Richard, *Op.Cit.*, p. 298

²⁴ H.Douglas Brown, *Op.Cit.*, p. 8

²⁵ *Ibid*, p. 7

attitude which changes through experience, knowledge, and abilities that can make behavior better than before.

Learning is a person who wants to build new knowledge and insights through their beliefs and knowledge.²⁶ According to Richards et.al learning has the same meaning as an acquisition. He said that acquisition is a way or process of someone learning a language which is sometimes called an acquisition such as learning, because some linguists believe that the first language ability in a child is a certain process.²⁷ It means that learning is an action that requires other people to gain new knowledge.

Based on the explanation, it can be concluded that learning is a process to get something new or develop abilities through experience, knowledge, or skills and requires other people to get it.

b. Types of Learning

Teaching is a teacher's effort to convince every student that they have the skills prerequisite for their learning assignments, stimulate the use of students' abilities to be ready to complete and manage their learning needs. In learning situation, the appropriate level of learning consists of several things related to the requirements for intellectual skills and includes the use of learning requirements, there are eight requirements for learning or types of learning, namely:²⁸

1) Signal learning,

Signal Learning is a response to the classic requirements of Pavlov and Waston in the form

²⁶ John D. Bransford, Ann L. Brown and Rodney R. Cocking, *How People Learn*, (Washington DC: National Academic Press), p. 10

²⁷ J.C.Richard, et al, H., *Longman Dictionary of Applied Linguistics*. (Longman Group: Hong Kong.1990.p.162

²⁸ Nana Sudjana, *Teori-teori Belajar untuk Pengajaran*, (Jakarta: Fakultas Ekonomi Universitas Indonesia, 1991), p. 159

of stimulus substitution and learning organisms to respond to the same signal. For example, the cue “ready!”, which is a sign of taking a certain step.

2) Stimulus response learning,

Stimulus Response Learning is the process of modifying the response to a stimulus, which means learning about the difference between correct and incorrect stimuli.²⁹ For example, such as a dog, when given a hand, the dog will either bow its head or raise its front legs.

3) Chaining,

Chaining is a motor skills or verbal association which means the relationship between stimulus and response. For example, like words that have a relationship, namely: goodbye (good and bye), ladies and gentlemen, and others.

4) Verbal association,

Verbal Association is a requirement for studying motor chains. The simplest form of verbal association is when someone is shown something they will respond responsively say an object.

5) Discrimination learning,

Discrimination Learning is the process of learning to perform a number of different responses to various levels of stimulation at a certain level that resembles one physical appearance. Thus, students are able to make various responses to stimulate something that is similar but not the same. For example, being able to recognize a car brand even though it has many similarities.

6) Concept learning,

Concept Learning is a response to the types of stimuli that distinguish one another. To learn a concept, students must have a variety of situations or experiences to distinguish the types of concept.

7) Rule learning,

Rule Learning is a form of two or more concepts that contain internal statements from students to control their behavior. The terms of rule learning consist of:

- 1) Teaching provides about the form of attitude that is expected when learning has been completed.
 - 2) Ask the students how to regrow previously learned concepts to form rules.
 - 3) Use verbal statement that will lead students to laying the rules, as a chain of conceptual correct rules.
 - 4) Use statement and students are asked to deminstrate some concrete things about the rule.
 - 5) With statements that match what has been learned, students are asked to make oral statemnts from these rules.
- 8) Problem solving.

Problem Solving is a function of how a particular stimulus is be input through the memory sensory system, processed and coded through working memory or short term memory and stored with

associations and events or history as a family in long term memory.³⁰

Based on the explanation, it can be seen that learning has many types and its different in each of its use and learning.

C. Concept of Speaking Skill

1. Definition of Speaking Skill

In learning English, the thing that needs to be considered is learning various kinds of skills. English language has four skills, one of them is speaking skill. According to Jones, "Speaking is a form of communication".³¹ Same as what Jones said, Crisstopher also explained that "Speaking is a direct route from one thought to another and it is the way we usually choose when asking questions or providing explanation".³² Thus, it can be concluded that speaking is one of the skills of the English language that is needed for communication between humans to express ideas or opinions and also to get a lot of information.

Based on the previous paragraph, which states that speaking is for communication, it can be said that speaking is a very productive skill. As Nunan's statement, that speaking and writing can be said to be productive skills because students have ways to create in various languages.³³ This means speaking is important in the world of education because it can be used a means of communication between

³⁰ Palumbo. D.B. *Programming Language/Problem-Solving Research: A Review of Relevant Issue*. (Review of Educational Research; Spring. Vol. 60(1), 1990), p. 65.

³¹ Rhodi Jones, *Speaking and Listening* (London : The Bath Press, 1989), p.

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³² Christopher Turk, *Effective Speaking Communicating in Speech*, (London: Taylor & Francis e-Library, 2003), p. 9

³³ David Nunan. *Practical English Language*. (New York: Mc Graw-Hill, 2003), p. 48

people, speaking itself consists of producing a systematic verbal sound to convey a meaning.

From some of the previous explanations, it can be concluded that speaking can affect several aspects of life. This is because speaking can be means of connecting with other people. In other words, speaking is also a toll to exchange ideas, express opinions and ideas, and also to get some informations.

2. The Components of Speaking Skill

Previously explained that learning speaking is important in our life. However, in learning speaking, it is necessary to know the components that are in speaking itself. According to Hughes, there are five components in speaking, namely: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.³⁴

a. Pronunciation

Hornby said that pronunciations is how a word is pronounced.³⁵ Pronunciations include the segmental characteristics of vowels, consonants, stress patterns, and intonation.³⁶ It means that learning speaking begins with proper pronunciation ability because to reduce the presence of words that cause misunderstandings.

b. Grammar

Grammar are the rules used to express sentences according to the time of occurrence. Lewis and Hill states that grammar can help students to improve their speaking ability to understand and

³⁴ Hughes, Arthur. *Testing for languageteachers*. (Cambridge University Press, 2003), p. 118

³⁵ Hornby. *OxfordAdvancedLearnerDictionaryOfCurrentEnglish*. (Oxford University Press, 1995), p.928

³⁶ Harris David, *TestingEnglishasSecondLanguage*, (New York: Tata McGraw Hill Publishing Company Ltd, 1974), p. 81

respond quickly based on the conditions being discussed.³⁷ This means that the use of incorrect grammar can lead to misinterpretation.

c. Vocabulary

According to Hornby, vocabulary is the total number of the words in English.³⁸ This means that vocabulary is the first thing a person needs to know and remember. This is because the person will not be able to speak without knowing the words to be spoken.

d. Fluency

Fluency is the ease and speed of speech.³⁹ It can be interpreted as the ability to speak properly and precisely according to professional needs. In general, fluent means being able to maintain the flow of speech.

e. Comprehension

Hornby states that comprehension is capturing or exercises that have the aim of improving or testing language understanding (written and spoken).⁴⁰ This shows that in understanding the speaker and the listener must understand what is meant in the speaker's topic.

Considering every aspect of speaking, it is clear that teaching speaking is one way to develop students' speaking abilities. As a result, teachers must be able to motivate children to make sounds until they are required to utilize and perform oral language.

³⁷ Michel Lewis – Jimmy Hill, *English Language Teaching*, (London: Heinemann, 1997), p. 82

³⁸ Hornby, *Op.Cit*, p.331

³⁹ Harris David, *Op.Cit*, p. 81

⁴⁰ Hornby, *Op.Cit*, p. 235

3. The Importance of Speaking

In learning English, learning speaking skills is an important thing in it, this is because learning speaking can help students to improve their ability in a language and know how to use the language. Speaking is an interactive task and occurs under the limitations of real time processing. This means that use of words and phrases will run smoothly without thinking much. As a skill that allows people to produce utterances, when truly communicative, speaking is desire (and goal driven), in other words they really want to communicate something to achieve a certain goal.⁴¹ So, speaking is crucial because, as social beings that engage in communication with one another, humans speak constantly to create and maintain these interactions.

Based on Richards cited from Mintia, there are three functions of speaking, namely: talk as interaction, talk as transaction, and talk as performance.⁴² The explanation are belows:

a. Talk as Interaction

Talk is an interaction that has a social purpose in everyday life. Meeting someone new and immediately exchanging greetings are two instances of social interaction, as is exchanging information with others who are solely focused on the conversation and how to reply to one another.

b. Talk as Transaction

When talking about these instances, the emphasis is on what is said or done. Instead of concentrating on the participants and how they engage socially with one another, the main goal here is to communicate effectively and properly. Students and lecturers typically concentrate on meaning or on talking their

⁴¹ Jo McDonough and Christopher Shaw, *Materials and Method in ELT ; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134.

⁴² Efa Rahma Mintia, *Op.Cit*, p. 13.

way to comprehension in this form of spoken language.

c. Talk as Performance

This is a reference to public discourse that conveys information in front of an audience, such as morning addresses, speeches, and announcements. It is an amusement-seeking hobby.

As a result of the explanation provided above, it can be concluded that speaking is essential for survival for three reasons: it serves as a primary social function when people interact with one another; as a transaction when people communicate; and as a performance when people speak in front of an audience.

D. Concept of Teaching and Learning Speaking

1. Definition of Teaching and Learning Speaking

Teaching is a way that is done by a teacher to students to increase students' knowledge and abilities in a field. In Indonesia, English becomes a foreign language where learning about this language is needed especially in speaking skills. According to Fauziati said that "teaching speaking skills must be placed as central in foreign language pedagogy".⁴³ Based on Ur cited from Arodijah states that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation.⁴⁴ It means that the purpose of teaching speaking is for communicative skills.

There are social reasons why speaking needs to be taught to students, be it social reasons or the students' own reasons. According to Harmer, there are three reasons for teaching speaking, as follows:

⁴³ Fauziati, Endang. *Teaching English as a Foreign Language*. (Surakarta: Muhammadiyah University of Surakarta, 2008), p.15

⁴⁴ Ersu Nur Arodijah, *Op.Cit*, p. 25.

- a. Speaking activities provide opportunities to practice speaking in real life and classroom safety.
- b. The speaking assignment is where students try to use one or even all of the languages they know provide feedback for teachers and students.
- c. The opportunities for many students who have the opportunity to bring various elements of their language.⁴⁵

Thus, it can be seen that teaching speaking does not only see how students' speak, but also explains how to speak properly and in accordance with the rules of the language used. Therefore, encouraging students to speak is a good strategy to help them communicate their feelings, meet their communication needs, engage with others in a variety of contexts, and exert influence. For this reason, it's important to enable learners to naturally develop their speaking abilities while simultaneously having a clear grasp of communication in the classroom. Overall, activities that encourage students to be creative and active are emphasized when teaching speaking skills.

2. The Procedures of Teaching and Learning Speaking

In a lesson there are several rules or paths that must be followed by the teacher or student. A teacher must know the procedures that need to be applied in teaching process, this also applies to teaching speaking. Brown states that there are three kinds of procedures in teaching speaking, namely:

- a. Pre-Teaching, (opening and reviewing) Pre-teaching is a step to foster students' desire in planning assignments.
- b. While-Teaching (teaching and practicing process)

⁴⁵ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), p.123

- 1) Organize initial pair work and allow students five to ten minutes to discuss, expand, or vary the list of suggestions.
 - 2) After the discussion is over, you should facilitate the formation of group. Then, give the group a maximum of twenty minutes to work on the planning task.
- c. Post-Teaching, (evaluating and closing) Re-chair a reporting session where each group can present their opinions and suggestions. Posters can be provided to help groups present their ideas.⁴⁶

Based on these procedures, as a teacher the steps in teaching and learning activities are very important to achieve learning goals. The teaching procedure of speaking also need to be known by the teacher, because this activity contains many objectives, especially in teaching speaking, mastery of speaking and pronunciation skills are targets in learning that can motivate students to dare to try speak a little evenin their class.

In the teaching process, especially in speaking as a teacher, usually there are several obstacles in teaching speaking activities. There are several problems faced by lecturers in teaching speaking in class. As a Richard cited from Fadli states that there are five problems for lecturer in online teaching of speaking as follows:

- a. Lecturer limited English proficiency.

In the learning process, the lecturer lacks applied teaching skills or the lecturer has difficulty in the subjects they teach.

- b. Class condition do not favor oral activities.

⁴⁶ H.Douglas Brown, *Teaching by principle an interactive approach to language pedagogy*, (San Francisco: California, 2000), p. 278

In teaching speaking, oral activities such as dialogue, etc., must be applied in the classroom. This aims to make students active in learning.

- c. Limited opportunities outside of class to practice.

Students and lecturers have limited opportunities to practice outside the classroom. Therefore, lecturers must change strategies so that students continue to practice their oral skills, such as making videos about explaining material etc.

- d. Examination system does not emphasize oral skills.

Exams are one of the learning processes in teaching speaking skills. Therefore, lecturers must pay attention to the exam system that can emphasize students' oral skills, such as making questions or commands.

- e. Unoptimal conditions for developing learners.⁴⁷

Teachers must optimize the conditions in the classroom to improve students' speaking skills, considering that in online learning, lecturers and students have limitations in the learning process, such as time, connectivity, and others.

Based on the problems in teaching speaking, it can be concluded that teaching speaking is not an easy thing for educators because the aim of teaching is to make students able to speak English.

Learning speaking in English is not merely learning communication, but learning all components of speaking, namely: grammar, vocabulary, pronunciation and fluency. Students need to learn all of these components because students are expected to be able to use English as their foreign language. In accordance with what has been explained in the previous paragraph that learning speaking is important

⁴⁷ Fadli A.P Fani, *Teachers' Problem on Teaching English Speaking Skill at SMAN 1 Campurdarat Tulungagung during Pandemic Situation*, (The Research of the s1 Degree in English Language Education IAIN Tulungagung, East Java, 2022), p. 26

because besides being able to exchange information it is also useful for the occurrence of international relations. According to Ur, there are problem for student in learning speaking, and they are as follows:

- a. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
- b. Nothing to say. Students have no motive to express themselves.
- c. Low or uneven participation. Only one participant can talk as a time because of large classes and tendency of some students to dominate, while others speak very little or not at all.
- d. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.⁴⁸

Based on the explanation, there are problem in learning speaking. It means that learning speaking is difficult to foreign language learner.

3. The Method or Technique Used in Teaching Speaking

Speaking is a process of interaction between the speaker as well as the listener and it is a fact that speaking is a productive skill. Speaking is a building and sharing meaning through the use of verbal and non verbal symbols in a variety of the contexts. According to Nunan, speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.⁴⁹ It means that, since English is not the students' first language, they should study it thoroughly. To help the learners speak more fluently, it is advised that they employ English in their daily interactions. In order to

⁴⁸Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), p. 121

⁴⁹ Nunan, D. *Language Teaching Methodology: A Textbook for Teachers*. (NY: PhoenixLtd1995)..p.593.

accomplish this, the lecturer must employ a specific method when instructing speaking.

In order to encourage speaking, Kayi also provides several teaching techniques for speaking. They include discussion, simulations, role-play, brainstorming, information gaps, answer and question, interviews, storytelling, reporting, story completion, picture narrating, playing cards, identify the difference, and picture describing.⁵⁰ The explanation is as follows:

a) Discussion

Because all elements in the classroom (lecturer and students) can participate in the teaching and learning process, group discussions may be made up of three to five students to improve the students' abilities. They will regularly work on their communication skills with their relatives.

b) Simulation

Simulation and role-plays are extremely similar, but simulations differ from role-plays in that they are more detailed. Students can bring items to class to simulate scenarios and create a realistic setting. Simulations and role-plays offer various benefits. First off, they inspire students because they are entertaining. They also boost the confidence of students who may be apprehensive since, in role-playing and simulation exercises, they will play a different part and cannot be expected to speak for themselves, which frees them from some of the burden of accountability.

c) Role-Play

Role-playing is another technique for encouraging students to talk. Students act out numerous social situations and positions in their fake lives. During role-

⁵⁰ Yesni Dewita, & Zul amri, *Technique Used by the English Teachers in Teaching Speaking at SMAN 3 Padang*. (Online Journal, ICOELT 2019: Atlantis Press volume 411, 2020), p. 120

playing exercises, the lecturer provides the learner with information about their identity, their thoughts and feelings.

d) Brainstorming

In a constrained amount of time, students can generate thoughts about a specific topic. Individual or group brainstorming can be successful depending on the situation, and brainstormers produce ideas rapidly and freely. The benefit of brainstorming is that students are not held accountable for their ideas, which encourages them to share new ones.

e) Story Telling

To encourage creative thinking, students can tell their classmates their own stories or briefly explain a narrative or story they have heard from someone else in the past. Additionally, it assists students with expressing concepts in the beginning, middle, and end of a story, as well as the characters and environment. Additionally, students can make jokes or puzzles. For instance, the lecturer might invite a select group of students to share a few quick riddles or jokes at the start of each class session. The lecturer will be able to address the class as a whole while simultaneously drawing their attention to the students' speaking abilities.

f) Information Gap

The students are meant to work in pairs on this project; one student will have the information that the other partner lacks, and the pair will exchange their knowledge. Activities that fill in information gaps have a variety of uses, including information gathering and problem solving. Additionally, neither partner gives the other the knowledge they require. Because everyone has the chance to speak extensively in the target language during these activities, they are effective.

g) Answer and Question

All elements, both students and lecturer became participant during the learning process. The lecturer explained the material and asked several question to students with the provisions of asking and anwering orally.

h) Interviews

Students have the option of interviewing numerous people about particular themes. Students have the opportunity to develop their public speaking skills both inside and outside of the classroom by conducting interviews with real individuals, which also helps them socialize. Each student has the opportunity to present their research to the class after interviews. Additionally, students can conduct interviews with one another and introduce their partners to the class.

i) Story Completion

An instructor narrates this whole-class free-speaking practice once the preceding person has finished speaking. Four to ten sentences should be added by each student. Calls from students add new characters, explanations of events, and so forth.

j) Reporting

Students are required to read a newspaper or magazine before class, and during the lesson, they report to their classmates the news they find most interesting. Before class, students can also discuss whether they have had any noteworthy experiences in their daily lives that they should share with others.

k) Picture Describing

Giving students just one picture and asking them to describe it is one technique to use pictures in speaking exercises. Students can form groups for this task, and different pictures are supplied to each group. Following

group discussion, each group's spokesperson introduces the image to the class as a whole. This exercise helps students improve their public speaking abilities as well as their imagination and originality.

1) Find the Difference

The students can work in pairs for this project, and each pair will receive two different pictures. The students, in pairs, will then discuss the similarities and/or differences in the pictures.⁵¹

Based on these previous ideas, it can be said that the methods or techniques used in the speaking learning process can assist lecturers in teaching speaking, shorten lecturers' comprehension of the subject matter, and inspire students to boost their confidence in speaking English. The methods or techniques used by lecturer in teaching speaking for general purposes in this research is answer and question method in virtual learning, which involves the following steps: the lecturer explained the material and provided some questions to students or students who asked questions to the lecturer with orally and both received responses.

E. Teaching and Learning during Pandemic Era

In carrying out learning in the classroom, teaching and learning activities have several differences if the learning styles used are different. In the pandemic era, there have been several changes in the teaching and learning process. This is due to government policies that limit human interaction to stop the spread of Covid-19. Speaking is one of the many lessons that have also been affected by this pandemic. It can be said to be affected because learning speaking is changing the transition to online learning or so-called E-learning. According to Tristianal and Suwondo, the education system in Indonesia has had to adapt to the situation during a pandemic era by way of teaching that is usually

⁵¹ Ersu Nur Arodijah, *Op.Cit*, p. 28.

done face-to-face teaching process turning into online teaching. There are many ways to teach speaking in offline and online teaching during the pandemic.⁵²

Online learning means learning that requires online media in its implementation. In this case, software and platforms are needed to support teaching and learning activities. This was also conveyed by Gunawan that the platforms in question were in the form of WhatsApp, Email, Google Classroom, Moodle, Zoom and so on.⁵³ It means that students and teachers must be connected to the internet to be able to interact with each other.

Every learning activity must have several problems that must be faced, as well as online learning. As Abidah said, distance learning can create many challenges, such as miscommunication between teachers and students.⁵⁴ It means that in apart being an educational solution in pandemic era, online learning also has its own challenges in its implementation which in this case means influencing the learning and teaching process. Daniel describes four obstacles affecting the implementation of e-learning in developing countries as follows:

- a. Connectivity: Limited or lack of connectivity in many developing countries.
- b. Equipment: E-learning requires equipment that can facilitate learning.
- c. Software: Software enables educators to design and develop learning content.

⁵² Tristianal, R. *The Effect of Youtube Content Making on Students Speaking Skill*. (Jurnal FISK, 1 No 1(1), 2020).p. 148.

⁵³ Gunawan, G., Suranti, N. M. Y., & Fathoroni, F. *Variationsof Models and Learning Platforms for Prospectives Teachers During the Covid-19 Pandemic Period*. Indonesian Journal of Teacher Education, 1(2), (2020). p.61-70.

⁵⁴ Abidah, A. *The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar"*, Studies in Philosophy of Science and Education, 1(1), .(2020). p.38–49. Available on: <https://doi.org/10.46627/sipose.v1i1.9>

- d. Training: No combination of connectivity, equipment and software will achieve anything if people are not trained to use them.⁵⁵

According to the explanation, it can be concluded that teaching and learning process of speaking in the Covid-19 pandemic era has its own challenges in its implementation. In this sense, the Covid-19 pandemic is a social phenomenon that has existed since the last few years, which means a social phenomenon is emphasizes the subjectives aspects of human behavior, where research is carried out in the subject of the conceptual world to find out how and what they get in the events that occur in their daily lives.⁵⁶ Thus, the instrument in this study is the person who examines it. In this case, the use of the tringulation method to collect the data is intended not to examine the truth of a social phenomenon, but to increase someone's understanding of what is being studied.⁵⁷ The tringulation itself consist of three instrument, namely: interview, questionnaire, and documentation. Therefore, this research was used the tringulation method in its research instrument.

⁵⁵ Daniel, J. *E-learning for Development: Using Information and Communications technologies to Bridge the Digital Dvice*. Common Wealth Ministers Reference. (London: Henley Media Group, 2009)

⁵⁶ Ismail Nurdin & Hartati. *Metidilogi Penelitian Sosial*. (Media Sahabat Cendekia: Surabaya, 2019).p. 85.

⁵⁷ Ag Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*,(Yogyakarta: Graha Ilmu, 2006), p.219.

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