

**THE TEACHER'S STRATEGY IN TEACHING SPEAKING AT ONLINE
CLASSES DURING PANDEMIC AT ELEVEN GRADES AT SENIOR
HIGH SCHOOL 2 KOTA SORONG**

THESIS



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**THE TEACHER'S STRATEGY IN TEACHING SPEAKING AT ONLINE
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HIGH SCHOOL 2 KOTA SORONG**

RESEARCH

**Presented to English Education Departement
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I hereby declare that the thesis there is no work ever submitted for a degree in a college, and as long as my knowledge also does not have works of literature ever written or published by others, except as in writing referenced in this text is mentioned in the bibliography.

Sorong, September 17th 2024

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MOTTO AND DEDICATION

Philippians 4:13 "Christ is the one who gives me the strength I need to do whatever I must do."

DEDICATION:

I proudly dedicate this thesis specifically to:

My beloved parents, they are my father Darce Osok and my mother Andriana Klaibin, my beloved wife, Susance Sawat, all of my extended family who have always supported, loved, and helped me to finish this thesis.

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First of all, the researcher gives thanks to God, for with His blessing the researcher can complete this thesis, with the title "The Teacher's Strategy in Teaching Speaking at Online Classes During Pandemic at Eleven Grades at Senior High School 2 Kota Sorong" is submitted to fulfill the partial requirements for the degree of sarjana education. Because of that, the researcher says thank you to all individuals who helps in the process of writing this thesis. Hopefully, God replies all helps and bless you all the researcher realized that this thesis still imperfect in arrangement and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next thesis. last but not the least Hopefully, this thesis can helps the readers to gain more knowledge about speaking skill. Therefore, I would like to extend my appreciation to all of them, especially to:

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ABSTRACT

Venni Devita Mayor/148820317038, 2024. The Teacher's Strategy in Teaching Speaking at Online Classes During Pandemic at Eleven Grades at Senior High School 2 Kota Sorong. Thesis, English Education Department, Faculty of Education, Language, Social and Sport, Education university of Muhammadiyah Sorong. May 2024.

This descriptive qualitative research, conducted at SMAN 2 Kota Sorong, investigates the strategies employed by an English teacher to teach speaking skills during the COVID-19 pandemic. The sample comprised the English teacher, and the primary instrument of data collection was observation. The study identified three key strategies utilized by the teacher. Firstly, in response to the limitations on face-to-face interaction, the teacher extensively employed mobile phones, utilizing WhatsApp groups for communication, assignment distribution, and virtual teaching via Zoom and Google Meet applications. Secondly, the teacher implemented a Conversation Strategy, focusing on teaching expressions through illustrated pictures, prompting students to create and practice dialogues online, either live or through recorded submissions via WhatsApp. Lastly, the Discussion Strategy was employed to teach through texts, where the teacher shared texts beforehand via WhatsApp, followed by online class discussions on text content or related questions. These strategies facilitated interactive and practical learning experiences, overcoming the challenges posed by the pandemic's restrictions on in-person teaching.

Keywords: Online Teaching, Speaking Strategy, Covid-19

TABLE OF CONTENT

Legitimation Sheet	i
Declaration of Authenticity	ii
Motto and Dedication	iii
Acknowledgments	iv
Abstract	vi
Chapter I: Introduction	1
1.1 Background of the Problem	1
1.2 Formulation of the Problem	5
1.3 Objective of the Research	5
1.4 Significance of the Research	6
1.5 Operational Definition	7
Chapter II: Literature Review	9
2.1 Learning Strategy	9
2.1.1 Definition of Learning Strategy	9
2.1.2 Components of Teaching Learning Strategy	11
2.1.3 Learning Strategy Function	13
2.2 Definition of Speaking Skill	15
2.2.1 Definition of Speaking Skill	15
2.2.2 The Essence of Speaking	17
2.2.3 Teaching Speaking Skills Method	20
2.2.4 Speaking Skills Learning Strategy	23
2.3 Previous Study	25
2.4 Conceptual Framework	28

Chapter III: Research Methodology	30
3.1 Research Design	30
3.2 Time and Place of Research	32
3.2.1 Research Time	32
3.2.2 Research Place	32
3.3 Research Subject	33
3.4 Instrument	34
3.5 Data Collection Technique	36
3.6 Validation	38
3.7 Data Analysis Method	40
3.7.1 Data Reduction	41
3.7.2 Presentation of Data	42
3.7.3 Drawing Conclusion	43
Chapter IV: Findings and Discussion	45
4.1 Research Findings	45
4.1.1 Utilizing Phones for Communication and Instruction	46
4.1.2 Conversation-Based Instruction	47
4.1.3 Discussion-Based Learning	49
4.2 Discussion	51
Chapter V: Conclusion and Suggestion	55
5.1 Conclusion	55
5.2 Suggestion	56
Bibliography	59
Appendixes	61

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Speaking skills are the art of speaking that can be possessed by someone which aims to convey oral messages effectively, as a form of communication to others. (Ciputra University). speaking is an interactive process of constructing meaning that involves producing, receiving and obtaining information (Brown, 1994; Burns & joyce 1997).

Speaking means we speak our words, ideas, ideas which are arranged according to our needs so that what is conveyed can be understood by the listener. Speaking is the most important part of learning English because if we want to communicate with tourists, we must be able to speak English and English is also the second language used as a means of communication between countries. English speaking skills in elementary School, Junior high school, Senior High School and even universities are very important.

Teachers are moderators, guide students in the classroom and as educators. Teachers must be good role models for their students and approach students, inviting them to speak English so that they do not be afraid to speak English. In learning to speak English, teachers must have their own strategies so that students can master speaking skills well.

Strategy is an approach taken by a person to achieve the goals or objectives that have been set. The teacher strategy is an approach taken by a teacher in teaching in order to generate student interest in learning. So the teacher must have its own way of approaching students, for example by the teacher

understanding the character of the students so that understanding the character of the students can help the teacher to have a good impact to be able to attract students' interest in learning.

In the current Covid 19 pandemic situation, all activities carried out outside the home are temporarily stopped, thus making all office, school and prayer activities carried out from home. This condition causes schools to be closed and teaching and learning activities to be carried out from home online using the WhatsApp application, zooming in Google Meetings, and others. In doing online learning, of course, it is not easy because it is given that teachers and students have different difficulties. teachers have difficulty adapting directly to students so that teachers only explain online learning. Students also have difficulties, namely lack of understanding of the learning material delivered by the teacher, so that it makes students confused in doing the assignments given by the teachers. like the English teacher, he has a slightly different difficulty, therefore the teacher must have his own strategy so that students can enjoy learning English and to improve the quality of speaking students the teacher must nimbly take advantage of the current situation. This is because many students are not interested in learning English. So, English teachers must have their own strategies so that students can enjoy learning and become proficient in speaking English. Of course, it is not an easy thing for an English teacher because they must have a unique and interesting strategy to make students interested in learning English.

According to my interview with Ibu Nunik who an English teacher at SMAN 2 Kota SORONG is, Ma'am Nunik said that most students really like English because English apart from being an international language is also a

modern language for millennial adolescents. But there are also a small number of students who are still not interested because English is a foreign language that needs to be processed and studied harder to understand it. In addition, there are some who are still shy and lack confidence in speaking English. From the interviews, it can be concluded that some students at SMA 2 SORONG have an interest in speaking English. However, there are also some students who are still not interested in speaking English. Therefore the research conducted this research to find out what strategies English teachers used.

1.2 Formulation of the Problem

Based on the background of the problem above, the problem formulations in research was:

“What strategies does teacher used in teaching speaking skill in online class during pandemic at eleventh grade in SMA Negeri 2 Kota Sorong?”

1.3. Objective of the Research

The objective of this study was to find out the teacher used in teaching speaking skill in online class during pandemic at eleventh grade in SMA Negeri 2 Kota Sorong.

1.4 Significance of The Research

1.5.1 In theory

The theoretical benefits of this research can be used as a reference for further research, the researcher hopes that the results of this study can improve teacher strategies in teaching speaking skills.

1.5.2 Practical Benefits

1. For researchers

Researchers hope that this research can increase understanding for individuals and can be practiced in the world of education and can be an experience in conducting research.

2. For teachers

The researcher hopes that this research can be an inspiration for teachers, as well as an evaluation material for teachers to improve students' speaking skills.

3. For student

The researcher hopes that this research will improve students' English speaking skills, increase students' self-confidence, and also have an interest in English.

1.5. Operational Definition

Operational Definition For this study, the researcher limits the study using two variables as follows:

1.5.1. Speaking skills

Speaking skills, namely the art of speaking that is owned by someone naturally or through special training and as a means of communication to convey an idea or idea. speaking is the ability to pronounce sounds or words to express an object so that it can be easily understood.

1.5.2. Teacher strategy

Teacher strategy is the teacher's effort in creating an effective and fun teaching and learning environment in order to increase student interest in learning. Students are often lazy to take part in

learning, so the teacher needs to have a strategy that fosters their interest in taking part in learning.

CHAPTER II

LITERATURE REVIEW

2.1 Learning Strategy

2.1.1 Definition of Learning Strategy

The term strategy was originally used in the military world. Strategy comes from the Greek strategos which means general or commander, so that strategy is defined as the science of genius or climatology. Strategy in this military sense means how to use all military force to achieve war objectives. The purpose of war itself was not determined by the military, but by politics. Once the goal has been established by politics, the military must win it.

Strategies that match the demands of the situation and conditions of students provide a greater possibility for the success of the teaching and learning process and vice versa. Among the existing educational strategies are a group approach teaching and learning strategy and an individual approach teaching and learning strategy.

According to Etin Solihatin (2013: 3) which states that the learning strategy is a general component of a series of learning materials and procedures that will be used jointly by teachers and students during the learning process. according to (Etin Solihatin, 2012: 3. There are 5 components of learning strategies that need to be considered, namely preliminary learning activities, information delivery, student participation, tests, and follow-up activities. Meanwhile, according to Etin Solihatin

(2012: 4) Learning Strategy is a holistic approach. in a learning system, which is in the form of general guidelines and a framework for activities to achieve general learning objectives, which describes systematic procedures in assisting student learning efforts, organizing learning experiences, organizing and planning teaching materials to achieve certain learning objectives

According to Wina Senjaya (2008), learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. He stated that the learning strategy contained the meaning of planning, meaning that the strategy was basically still conceptual about the decisions that would be taken in an implementation of learning. The learning strategy is still conceptual and to implement it, various learning methods are used. In other words, the strategy is "a plan of operation achieving something" while the method is "a way in achieving something".

So it can be concluded that the learning strategy is a learning planning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. The learning strategy consists of all components of learning material and procedures or stages of learning activities used by the teacher in order to help students achieve certain learning objectives. Learning strategies are not only limited to the procedures or stages of learning activities, but also include the arrangement of material or learning program packages that will be delivered to students.

2.1.2 Component of Teaching Learning Strategy

The teaching and learning strategy contains several vital components that need to be present and considered, starting from planning, selecting, determining to implementing teaching and learning strategies. The components in this learning strategy make up the complete form of the teaching and learning strategy.

Gulo (2008, 8-9) states that the components of teaching and learning strategies include:

1. Teaching Objectives. It is a reference that is considered for choosing teaching and learning strategies. Teaching goals that are oriented to the formation of attitudes certainly cannot be achieved if teaching and learning strategies are oriented to the cognitive dimension.
2. Teacher. Each teacher can be different in experience, knowledge, ability to present and organize lessons, teaching styles, to life views or insights. This difference certainly results in differences in the selection of teaching and learning strategies that will be used in the teaching program.
3. Students. In teaching and learning activities, students have different backgrounds. As in aspects of the social environment, cultural environment, learning styles, economic conditions, as well as the level of intelligence. Each of these aspects is different for each student. The higher the level of community pluralism, the greater the differences or variations in these aspects within the

classroom. In this case, it is also necessary to consider in compiling and implementing an appropriate teaching and learning strategy.

4. Subject matter. Components of subject matter can be distinguished between formal material and informal material. Formal material is the content of lessons contained in official textbooks (eg textbooks) at school, while informal materials are learning materials sourced from the school environment in question. This component is one of the inputs that really need to be considered in teaching and learning strategies.
5. Teaching methods. The accuracy of the selection of methods can affect the form of teaching and learning strategies.
6. Teaching Media. The success of the teaching program is not based on the sophisticated or not the learning media used, but on the accuracy and effectiveness of the media chosen and used by the teacher.
7. Administrative and Financial Factors. Included in this component are, for example, the lesson schedule, the condition of the building and space for learning, and the like.

2.1.3 Learning Strategy Function

Dick and Carey as quoted by Majid use the term learning strategy to describe the process sequence steps and content arrangement, determine learning activities and decide how to convey content and activities. Some of the functions of the learning strategy are:

1. As a potion to develop teaching materials

2. As a set of criteria for evaluating existing teaching materials
3. As a set of criteria and formulas for revising existing teaching materials
4. As a framework for planning class lecture notes, uninteractive group exercises and homework assignments.

2.2 Definition Of Speaking Skill

2.2.1 Definition Of Speaking Skill

According to Henry Thunder Tarigan (1983:15) Speaking skill is the ability to pronounce articulation sounds or words to express, say and express thoughts, ideas, and feelings. Listeners receive information through pitch, pressure, and joint placement. If the communication takes place face-to-face coupled with the movement of the hands and facial expressions (mimic) of the speaker. Speaking is the skill of conveying messages through spoken language. Djago Tarigan³ (1990: 149). Arsjad and Mukti U.S.⁴ (1993:23) The ability to speak is the ability to pronounce sentences to express, state, convey thoughts, ideas, and feelings.

From some of the opinions above, we can conclude that speaking is a skill to pronounce a string of words so that what is in the mind can be clearly described and accepted by the listeners. The art of speaking has a very vital role, especially for leaders, we both know that there is a lot of evidence that speech can be the beginning of a change in the history of the nation. Skills are abilities that use thoughts and actions in doing or completing work easily and precisely. Besides that, skills must also be

developed through training and must also have basic abilities in order to get something useful and added value.

2.2.2 The Essence Of Speaking

Speaking is one aspect of language skills. Speaking as a communication process, the process of changing the form of thoughts or feelings into a form of meaningful speech or language sounds conveyed to others. Talking is an event of conveying one's intentions (ideas, thoughts, feelings) to others. Talking is something that can be done with other people, has its own meaning and is repetitive in nature, supported by a simple, clear language structure and using vocabulary that is commonly used by people in communicating ideas. Speaking is also understood as a form of human behavior that makes extensive use of physical, psychological, neurological, semantic, and linguistic factors so that it can be used as a very important tool for exercising social control.

The essence of speaking is a very functional knowledge in understanding the ins and outs of speaking. Language is a symbol of the sound that is spoken, this fact is what places speaking skills as the main language skill. Linguists put a child's speaking skills (naturally) second. This means that before reading and writing skills, children must be able to speak. It was through speaking skills that the first man could fulfill the need to communicate with the community where he was.

To speak means to express thoughts verbally. By expressing what is on his mind, a person can make the other person he is talking to understand what is on his mind. In order for other people to perceive and

understand what is being said verbally, a speaker needs to pay attention to the signs that need to be fulfilled. First of all, a speaker needs to have a specific message, problem, or topic to convey to those who listen to it, at least for understanding, at times to respond. Without a specific message, problem, or topic in mind to express, there would not be a need for someone to talk. In order for a particular message, problem, or topic in mind to be expressed, there would not be a need for someone to speak up. In order for the message, problem, or topic to be expressed to reach people who are listening and can understand it, the contents of the message, problem, or topic need to be arranged in such a way as to facilitate understanding by those who are listening. In addition, it is also necessary that the contents of the message be clearly expressed based on the selection of the right words, arranged according to grammatical rules and structures, and pronounced in a clear speech and appropriate intonation. All of these are signs that need to be observed and followed if someone wants the discourse which he expresses orally to be understood by the person to whom the phrase is addressed. That is also the elements that need to be considered as the target of implementing the speaking ability test which is a target to be scrutinized and assessed.

The ability to speak English is a person's ability to convey their desires and thoughts to anyone through oral, but speaking skills are difficult to develop if they are not trained continuously and can be done with peers in class, English teachers, or other teachers who can speak English. The goal is to improve speaking skills, enrich vocabulary use,

improve language structure, perfect vocabulary utterances, English sentences, and train hearing so that it is easy to catch messages from the interlocutor.

Based on several statements that have been described above, it can be concluded that speaking ability can be broken down into various forms of various activities. Speaking skills include asking, answering, telling stories, having dialogue, discussing, greeting, reporting, responding, giving speeches, describing, interviewing, role playing, and much more. The ability to speak English is a skill that a person has in conveying messages in English orally which includes the skills to choose and arrange vocabulary and pronounce them, understand the function of language speech acts and understand the rules and socio-cultural norms that apply in English.

2.2.3 Teaching speaking skills method

Learning to speak has a number of components whose discussion is directed at the aspect of teaching methods. Teachers must be able to teach speaking skills in an interesting and varied manner. According to Tarigan (2008: 106) there are 4 methods of teaching speaking, including:

a. Conversation

Conversation is an exchange of thoughts or opinions on a particular topic between two or more readers. Greene and Petty in Tarigan (2008: 106). Conversation always occurs in two processes, namely the process of listening and speaking simultaneously. Conversations are usually in an intimate setting and participants feel close to each other and

spontaneously. Conversation is the foundation of speaking skills for both children and adults.

b. Phone

According to Tarigan (2008: 124) the telephone as a means of communication has been widely used. Skills on using business telephones, delivering news or messages. The use of the telephone requires certain conditions, including: speaking in clear, concise and straightforward language. The telephone method can be used as a method of teaching speaking. Through the telephone method, students are expected to speak clearly, briefly and straightforwardly. Students must be able to use time as efficiently as possible.

c. Interview

According to Tarigan (2008: 126) interviews or interviews are often used in everyday life, for example journalists interview ministers, officials or community figures about important issues. The interview can be used as a method of teaching speaking, in essence the interview is a form of continuation of the conversation or question and answer. Conversation and question and answer are commonly used as methods of teaching speaking.

d. Discussion

Discussion is often used as a class activity. The discussion method is very useful for students in practicing and developing speaking skills and students also think about the problems being discussed. According to Kim Hoa Nio in Tarigan (2008: 128) discussion is a process of involving two or

more individuals who interact verbally and face-to-face, regarding goals which are of course through the exchange of information to solve problems.

According to Musaba (2012), speaking skills can be divided into several types, including the following:

a. Tell a story

Storytelling is telling a story orally (although the material for the story can be in the form of a written composition). The habit of telling stories is found in various regions in Indonesia. In the past, storytelling was much more lively than today. Storytelling activities among the Javanese and several other areas are also familiar with storytelling activities in the form of puppet shows performed by the puppeteers with their tools. Many other areas recognize storytelling in different names and ways. The storytelling activity mentioned here is more traditional in nature, applies from generation to generation.

b. Debate

The term debate also seems quite familiar in the community. Sometimes there is an expression for someone who likes to debate, so it is called like to debate or good at debate. Debate is actually a lot like dialogue. Debate means to exchange ideas openly to discuss issues that are still pros and cons by paying attention to certain rules and regulations.

c. Discussion

The term discussion is quite well known, especially among educated people. For campuses, discussion is an activity that is considered

normal. Discussion is defined as a scientific meeting to exchange ideas about a problem. Group discussions are usually characterized by a more limited number of participants, less prominent levels of formality. Panel discussions usually present several key speakers or material presenters, followed by an audience. In the panel discussion the most of which are the panelists (presenters or speakers), the audience is indeed given the opportunity to provide their opinions or comments, but the quota is less.

d. Interview

An interview is a question and answer activity with someone who is required to be asked for information or his opinion on a matter to be published in a newspaper, broadcast via radio or broadcast on a television screen. The term interview is familiar in the community. Interviews are similar to dialogue. However, interviews tend to be more active in the interviewee. The people interviewed are of course very diverse, they can be experts or resource persons, as well as members of the general public.

e. Speeches and Lectures

Speech is an activity of speaking in public or giving speeches to express one's opinion, or to provide an overview of something. While a lecture is an activity of speaking in public in certain situations for certain purposes and to certain listeners.

f. Conversation

Conversation is a dialogue between two or more people. Establish communication through spoken language (by telephone, for example) and

in writing (in chat rooms). This conversation is interactive, namely spontaneous communication between two or more people

2.2.5 Speaking Skills Learning Strategy

Competency strategies are also called communication strategies or communication strategies (Thornbury, 2006: 29).

There are several things that must be considered in the communication strategy, namely:

- Using a lot of words / indirect (not to the point)
- New word formation (new word choice)
- Changing new words to make them more recognizable (absorption of foreign words), for example: carpet.
- Using related words or alternative words (simplifying specific words). Example: work desk
- Use common or familiar words.
- Using expressions or code switching, for example: using the Javanese language of karma on older people.
- Using gestures or facial expressions to convey what we want.

There are several activities that make it easier for a student to learn speaking skills, such as changing topics, responding or rejecting or can be known as Awareness-Raising Activities. For that there are several things that need to be done, namely:

- 1) Attention
- 2) Noticing (recognize)
- 3) Understanding

The speaking learning strategy refers to the stimulus-response principle, namely giving and receiving information. The design of teaching programs to develop speaking skills include:

- a) Activities to develop general speaking skills
- b) Activities to develop speech specifically to form diction and speech models, and reduce the use of non-standard language.
- c) Problem solving activities that require special attention:

Students use their mother tongue very dominant

students who have psychological problems, are shy and introverted

Students who suffer from physical barriers related to their speech apparatus.

The speaking skill teaching program must be able to provide opportunities for each individual to have the aspired goals. Its objectives include:

- 1) Ease of speaking
- 2) Clarity
- 3) Responsible
- 4) Forming critical hearing
- 5) Forming habits

The selection of strategies or a combination of learning methods and techniques is mainly based on the objectives and materials that have been set in the learning activity units. In this case, the intellectual involvement of students can be trained in activities including: role playing,

various forms of discussion, interviews, storytelling, speeches, oral reports, reading aloud, recording speeches, playing dramas.

2.3 Previous Study

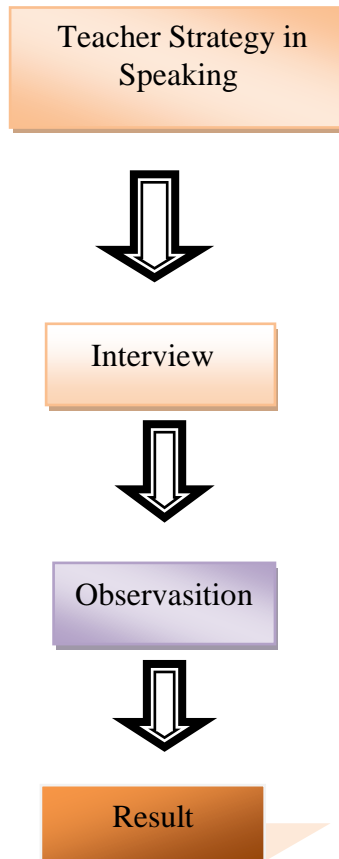
One of the relevant studies is research conducted by Nur Habibah with the title *Teacher Strategies to Improve Speaking in Language and English Teaching for 3rd grade students of MAN Yogyakarta* and research conducted by Endang Setya Handayani with the title *Teaching Speaking Skills for Class 2 Students of SDN 3 Pakem Sleman* concluded that: Nur Habibah's research with the title *Teacher Strategies to Improve Speaking in Language and English Teaching for Grade 3 Students of MAN Yogyakarta* by using the Strategy of Asking and Answering Questions and research conducted by Endang Setya Handayani with the title *Teaching of Speaking Skills for Class 2 Students of SDN 3 Pakem Sleman* using Communicative Approach. Meanwhile, in this study, researchers used discussion strategies to improve students' speaking skills. Several factors inhibiting the speaking skills faced by teachers in the teaching and learning process in grade 2 SDN Pakem Sleman and Class 3 MAN I Yogyakarta, among others, come from teachers, students, subject matter and teaching materials. Barriers from the teacher include: mood (unsupportive mood), the teacher is sick or there are outside assignments, while the barriers to learning material are related to the unbalance of the amount of material and the allocation of time available and the obstacles from students include differences in individual student factors, including motivating students, student courage and student achievement. The research expressed by Endang Setya Handayani (2004) and Nur Habibah (2002) is relevant to this research, although the research conducted by Endang Setya

Handayani in grade 2 SDN and Nur Habibah grade 3 MAN, while this research was conducted in junior high school. This can be seen in the aspects expressed, namely the problem of improving speaking skills in students.

“Improving the Speaking Skill through Communicative Activities of the Eighth Grade Students of MTsN 1 Mlati in the Academic Year of 2012/2013” This research compiled by Indah Pratiwi uses classroom action research methods. Researchers improve skills students' speaking through story telling, discussion classes, group work, role playing, and equipped with audio-visual media. Results research shows the language of research in the initial session has not been successful, so the researcher conducted the second session by increasing the accuracy pronunciation and student performance courage. The final result shows that the communicative activities carried out by researchers are very effective to improve speaking skills.

However, when compared to the research conducted by researchers, there are differences in the research conducted by Endang Setya Handayani and research by Nur Habibah. Especially for the learners, because this study uses discussion strategies in learning and modeling in improving students' speaking skills.

2.4 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method that the author uses in conducting research. Discussion of research design, research variables, time and place of research, population and samples, research instruments, data analysis methods.

3.1 Research Design

The research design used in this study is a qualitative descriptive research method. According to Nazir in Andi Prastowo (2011) descriptive method is a method used to examine the status of a group of people, objects, group conditions, thought systems, or classes of events in the present. According to Nana Syaodih Sukmadinata (2011) qualitative research is research to describe and analyze phenomena, events, social activities, beliefs, perceptions, thoughts individually or in groups. While the qualitative method according to Bogdan and Taylor in the definition of Lexy L. Moleong (2011) qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. That the data generated is in the form of words, pictures and human behavior. Nana Syaodih Sukmadinata (2011) argues that descriptive qualitative This study aims to describe and describe existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide treatment, manipulation or changes to the variables studied, but describes a situation as it is. The only treatment given was the research itself, which was conducted through observation, interviews and documentation.

In this study, the researcher used a qualitative descriptive research method. The qualitative approach is expected to be able to produce an in-depth picture of speech, writing, or observable behavior from an individual, group, community or organization. Use of Qualitative Descriptive Research Design This study aims to determine the teacher's strategy in improving students' speaking skills during the pandemic.

3.2 Time and place of research

3.2.1. Research Time

The research was carried out in the odd semester (July-December) of the 2020/2021 academic year, the time required was approximately 1 month starting from September 05, 2021 to October 05, 2021.

3.2.2. Research Place

This research was conducted on students of class XI SMAN 2 Sorong, jl. Sungai maruni KM 10, Swagumu, Sorong Utara, Kota Sorong.

3.3 Research Subject

Understanding research respondents is able to answer a series of questions conducted by a researcher in the form of written questions through questionnaires or verbally through interview guidelines. respondents is 3 English teacher in SMA N 2 Kota Sorong

3.4 Instrument

The quality of research results is influenced by the quality of research instruments. In qualitative research, the researcher becomes an instrument or research tool. In other words, in this study the researcher becomes the instrument researcher. According to Sugiyono (2008), in qualitative research the researcher

becomes an instrument or research tool. Researchers must be validated to see the readiness of researchers. Researchers as instruments must be validated by understanding qualitative research methods, mastering the field being researched and ready to go into the field. In this study, the researcher went directly to the interaction location and found out the teacher's strategy in improving English speaking skills. The research instrument that researchers used in this study is classroom observation. Observation is also called observation, which includes activities monitoring attention to an object by using all senses. This method is used to determine the teacher's strategy in teaching speaking skills of class students in class XI Negeri 2 Sorong. As for this method, the researcher uses structured observation namely observation guidelines that are arranged in detail so that resembling a checklist. The researcher left to put a v sign (check) on the appropriate criteria. The observation sheet is filled out at the time of the activity or the teaching and learning process that carries out a class assessment.

3.5 Data Collection Technique

The data collection method is an important step in conducting research, because the data collected be used as material for analysis in research. The data collection technique that researchers used in this study was a data collection technique using observation. For doing observation the observer directly observed the strategy used by teacher in teaching English. In the meantime, documentation using video recording of the whole proceeding was also made to acquire more complete data about the speaking performance process. In collecting the data, the writer conducted nonparticipant observation, in which the writer as the passive participant. It means that the writer didn't involve herself in the subject activities

in the classroom. The observation hold 3 times meeting in each clases for a month. The data of Teacher's strategy in teaching English will be collected by doing classroom observation, which was the most widely used instrument in collecting data about all kinds of classroom verbal and non-verbal behavior. The observation divided into three parts, pre, while and post activity.

3.6 Validation

Validation is the degree of new data that occurs in objects with data that can be reported by researchers (Sugiyono, 2010:117). So valid data is data that does not differ between data reported by researchers and data that actually occurs in the object of research. However, it should be noted that the truth of the data reality in qualitative research is not singular, but plural and depends on the human construction that is formed within a person as a result of the mental processes of each individual with various backgrounds. This is different from rehabilitation in qualitative research. As explained in Susan Stainback in (Sugiyono, 2010: 118), that reliability is related to the degree of consistency and stability of data or findings. In the positivistic (quantitative) view, a data is said to be reliable if two or more studies on the same object produce the same data. Or the same researcher at different times produces the same data or a group of data when split into two shows data that are not different.

There are two kinds of research validation, namely internal validity and external validity. Validity relates to the level of accuracy of the research design with the results achieved. While external validity is related to the level of accuracy of whether the research results can be generalized or applied to the population where the sample is taken (Sugiyono, 2010: 117), then the objectivity

of research data is explained (Sugiyono, 2010: 118). . according to the degree of agreement or agreement between many people on a data. For example, if in one class there are 30 students, there are 29 students who express interest in students' writing skills while 1 student states that they are not interested in speaking skills, then the data is objective data. Researchers tried to report the actual data obtained at the research location because what is reported has a degree of conformity with the actual conditions that occur in the field so that the results of this study are considered valid.

3.7 Data Analysis Method

After the data are collected through doing observation, then the data are analyzed. The data analysis for the present study is done by applying the procedures suggested by Miles and Huberman (2014) covering data reduction, data display, and conclusion drawing that is done interactively.

3.7.1. Data Reduction

Data reduction is a form of analysis that sharpened sorts, focuses, discards, and organizes the data in such a way that final conclusion can be drawn and verified. In data reduction, the writer selects, focus, simplify, abstract, and transform the data that appear in written up field notes or transcriptions.

3.7.2. Presentation of Data

Qualitative research data presentation is carried out in the form brief descriptions, charts, relationships between categories, flow charts, and the like ", Sugiyono (2008: 249). This presentation is a sentence, namely arranged logically and systematically, so that when read will be easy understand the things that happen and allow the researcher to do it something about analysis or other action

based on this understanding. Presentation of this data must refer to the formulation of the problem it has formulated as a research question, so that the narrative presented is a Detailed condition descriptions to notify and reply to each problem. Presentation of data other than in the form of narrative sentences, can also include different types of matrices, drawings or schemes, networks, activities links, and tables to support the narrative. By viewing the data presentation, files the researcher will see what is happening and allow to teach analysis or other actions based on that research. Better presentation of the data comes first valid qualitative analysis means.

3.7.3. Drawing Conclusion

Conclusion is the last of procedure of analyzing the data of the study. In the context of the study, after the data is displayed, a conclusion is drawn. There are two kinds of conclusions that the writer draws in this study, they are temporary and conclusion drawing. If the temporary conclusion drawing is valid in that it can answer the research problem being investigated in the study, the writer can use it as a final conclusion drawing. On the other hand, if the data does not valid or the result unclear, the writer should repeat the process starting from displaying the data in order to check whether the data display are in line with the formulation of the research problems being investigate in the study or not. In other words, final conclusion can be made whether the data display answer the research problems being investigate in the present study or not.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of this research based on data analysis of the research findings and discussions.

4.1. Research findings

This part explained about the strategy used by the teacher in teaching English during Covid-19. The result is collected through classroom observation via online. The research doing observation in the classroom around 4 times. Based on the observation, there are three kinds of strategy that the teacher used in teaching speaking.

a. Utilizing Phones for Communication and Instruction

During the COVID-19 pandemic, English teachers faced significant challenges in maintaining effective communication and instruction. One of the primary strategies observed was the extensive use of mobile phones. Given the restrictions on face-to-face interactions, teachers leveraged phones to stay connected with students. They created WhatsApp groups as a central platform for communication, where they could send updates, assignments, and provide feedback efficiently. This method ensured that students remained engaged and informed despite the physical separation.

Furthermore, teachers employed phones to facilitate virtual teaching sessions. Applications such as Zoom and Google Meet were pivotal in this regard. These platforms allowed teachers to conduct live speaking lessons, where they could interact with students in real-time. The use of these applications enabled teachers to simulate a classroom environment, providing opportunities for

students to practice speaking skills through direct interaction. This approach not only bridged the gap caused by the lack of physical presence but also introduced students to digital literacy skills.

The integration of phones and these applications proved to be an effective solution to the logistical challenges posed by the pandemic. By utilizing technology, teachers could maintain a consistent and interactive teaching approach, ensuring that speaking practice was not neglected. The adaptability and resourcefulness shown by teachers in using phones as a primary tool underscored the importance of technology in contemporary education, particularly in crisis situations.

b. Conversation-Based Instruction

Another significant strategy observed was the use of conversation-based instruction to enhance students' speaking abilities. This strategy was particularly effective in teaching expressions and dialogues. Teachers often used illustrative pictures as media to prompt students to create dialogues. These pictures served as visual stimuli that helped students generate ideas and practice conversational skills. By assigning students to develop and practice dialogues based on these images, teachers encouraged creative thinking and contextual usage of language.

To facilitate this strategy in a virtual environment, students were asked to either perform live dialogues during online sessions or record their conversations and submit them via WhatsApp. This dual approach allowed flexibility for students who might have connectivity issues or scheduling conflicts. Live practice sessions via Zoom or Google Meet enabled immediate feedback and real-time interaction, which are crucial for developing speaking skills. On the other hand,

recorded submissions provided an opportunity for students to rehearse and refine their dialogues before presenting them.

The conversation-based strategy also included role-playing activities, where students were assigned different roles to enact scenarios. This method helped students to immerse themselves in different contexts and practice speaking in varied situations. The use of conversation and dialogue not only improved their speaking fluency but also boosted their confidence in using English in practical, everyday contexts. This strategy emphasized the importance of interactive and context-driven learning, which is essential for language acquisition.

c. Discussion-Based Learning

The third strategy that emerged from classroom observations was the use of discussion-based learning. This approach was primarily applied in teaching text comprehension and analysis. Before the virtual class, teachers would share texts via WhatsApp, giving students time to read and prepare. These texts could range from short stories and articles to dialogues and scripts, providing a diverse range of materials for students to engage with.

During online classes, teachers facilitated group discussions where students were divided into smaller groups to discuss the content of the texts. These discussions could focus on various aspects, such as understanding the main ideas, exploring themes, or answering specific questions related to the text. By encouraging group discussions, teachers promoted collaborative learning and critical thinking. Students had the opportunity to articulate their thoughts, listen to different perspectives, and engage in meaningful conversations.

Moreover, discussion-based learning allowed teachers to assess students' comprehension and speaking skills simultaneously. As students discussed the texts, teachers could gauge their understanding and provide targeted feedback. This strategy also fostered a sense of community and interaction among students, which was particularly valuable during the isolation of the pandemic. The emphasis on discussion and interaction highlighted the importance of peer learning and communication in developing language skills.

In conclusion, the strategies employed by English teachers during the COVID-19 pandemic utilizing phones, conversation-based instruction, and discussion-based learning demonstrated adaptability and innovation in overcoming the challenges of remote teaching. These methods ensured that students continued to develop their speaking skills effectively, despite the constraints of the pandemic.

4.2 Discussion

Based on the results of the research findings, three key strategies emerged: utilizing phones, conversation-based instruction, and discussion-based learning. These strategies were instrumental in adapting to the constraints of remote learning during the COVID-19 pandemic and ensuring the continuity of language education, particularly in teaching speaking skills.

a. Utilizing Phones for Communication and Instruction

The use of phones, particularly through applications like WhatsApp, Zoom, and Google Meet, emerged as a crucial strategy for English teachers during the COVID-19 pandemic. Phones became indispensable tools for communication and instruction due to their widespread availability and user-friendliness. Teachers

formed WhatsApp groups to facilitate a continuous flow of information, assignments, and feedback. This aligns with the findings of Astri, Zul, et al. (2022), who highlighted how this platform enabled immediate, asynchronous communication, ensuring that students stayed connected and engaged regardless of their physical location.

The integration of WhatsApp into the learning environment is supported by studies showing its effectiveness in fostering collaboration and maintaining teacher-student communication (Gon & Rawekar, 2017). WhatsApp's ease of use and familiarity among students and teachers allowed it to bridge the gap created by physical distance, supporting continuous engagement and reducing feelings of isolation (Bouhnik & Deshen, 2014).

In addition to WhatsApp, teachers extensively utilized Zoom and Google Meet for live teaching sessions. These applications provided a virtual classroom environment where teachers and students could interact in real-time. This was particularly significant for teaching speaking skills, as it allowed for direct interaction, immediate feedback, and dynamic participation. The visual and auditory elements of these platforms helped replicate some aspects of face-to-face learning, which is critical for language acquisition, particularly in practicing pronunciation, intonation, and conversational skills (Asmara, 2020).

Research by Wei and Wiles (2020) corroborates these findings, suggesting that synchronous online teaching tools like Zoom enhance students' motivation and learning outcomes by providing real-time interaction and fostering a sense of classroom presence. However, the reliance on these technological tools also highlighted certain challenges, such as inconsistent internet access, varying levels

of digital literacy among students, and the need for effective online classroom management. Despite these challenges, the strategy of utilizing phones and virtual meeting applications underscored the resilience and adaptability of teachers in maintaining educational continuity and quality during the pandemic.

b. Conversation-Based Instruction

Conversation-based instruction was another effective strategy used by English teachers to enhance students' speaking skills during the pandemic. This approach often involved the use of illustrative pictures as prompts for creating dialogues (Heldawati, et al., 2022). Visual stimuli provided a context for students to develop conversations, encouraging creativity and contextual language use. By assigning dialogue creation and practice, teachers promoted active learning and engagement, which are essential for language practice.

Research shows that conversation-based learning, which includes role-play and dialogic exercises, is effective in developing communicative competence and reducing speaking anxiety (Kayi, 2006; Thornbury, 2013). In the virtual setting, students were given the flexibility to either perform live dialogues during online sessions or record their conversations and submit them via WhatsApp. Live sessions on platforms like Zoom and Google Meet allowed for immediate interaction and feedback, crucial for honing speaking skills. Recorded submissions, on the other hand, gave students the opportunity to rehearse and refine their dialogues before presenting them, catering to different learning paces and technological constraints.

This strategy not only facilitated language practice but also helped build confidence and reduce speaking anxiety. The use of role-playing and conversation exercises enabled students to immerse themselves in different scenarios, practicing real-life communication skills (Hamidah, et al., 2023). Despite the limitations of virtual interaction, the conversation-based approach proved to be a versatile and effective method for teaching speaking skills during the pandemic. This is consistent with Littlewood (2019), who emphasized the role of task-based language teaching in providing authentic communicative contexts that enhance language acquisition.

c. Discussion-Based Learning

Discussion-based learning was particularly effective in teaching text comprehension and speaking skills. By sharing texts via WhatsApp prior to virtual classes, teachers ensured that students had ample time to read and prepare. This preparation was crucial for meaningful participation in subsequent group discussions held during online classes. Dividing students into smaller groups for discussion fostered collaborative learning and critical thinking, allowing students to articulate their thoughts and engage with different perspectives (Bensalem, 2018).

Research supports the efficacy of discussion-based learning in promoting critical thinking, comprehension, and speaking skills (Mercer & Howe, 2012; Reznitskaya et al., 2009). During online discussions, teachers facilitated conversations that could focus on various aspects of the texts, such as themes, main ideas, and specific questions. This method helped students improve their comprehension and analytical skills while practicing spoken English. The

interactive nature of discussions encouraged active participation and deeper engagement with the material, which are vital for effective language learning.

Moreover, discussion-based learning provided a platform for peer interaction, which was particularly important during the isolating circumstances of the pandemic. It helped maintain a sense of community and supported social learning, where students could learn from each other's insights and experiences. This finding is in line with the social constructivist theories of learning that emphasize the importance of social interaction in cognitive development (Vygotsky, 1978). Despite the challenges posed by remote learning, this strategy demonstrated the importance of interaction and dialogue in developing language skills and fostering a collaborative learning environment.

These findings have significant implications for both teaching practice and educational policy. Firstly, they highlight the importance of integrating technology into language teaching as a means of enhancing student engagement and maintaining educational continuity, especially in times of crisis. This suggests that future teacher training programs should focus on developing teachers' digital competencies and their ability to effectively manage online classrooms. Furthermore, the results imply a need for equitable access to digital resources and reliable internet connectivity to mitigate the digital divide, which remains a critical barrier to the effective use of technology in education.

Secondly, the effectiveness of conversation-based and discussion-based learning strategies in enhancing speaking skills underscores the value of interactive, student-centered approaches in language education. This supports the call for educational reforms that prioritize communicative competence over

traditional, lecture-based instruction. Finally, this research contributes to the growing body of evidence on the resilience of educational practices in adapting to unforeseen challenges, such as the COVID-19 pandemic, providing valuable insights for developing more flexible and responsive education systems in the future.

In summary, the strategies of utilizing phones, conversation-based instruction, and discussion-based learning reflected the adaptability and resourcefulness of English teachers during the COVID-19 pandemic. These methods ensured that speaking skills were effectively taught despite the constraints of remote learning, highlighting the critical role of technology and interactive teaching approaches in contemporary education. Future research should explore the long-term effects of these strategies on student outcomes and how they can be refined and adapted for post-pandemic educational contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and suggestion.

5.1 Conclusion

In conclusion, the classroom observations revealed that English teachers effectively employed three key strategies to teach speaking during the COVID-19 pandemic: using phones for communication and virtual instruction through WhatsApp, Zoom, and Google Meet; implementing conversation-based activities with illustrative pictures to foster dialogue and expression, which were practiced live or through recorded submissions; and applying discussion-based learning for text analysis by sharing texts via WhatsApp and facilitating group discussions in online classes. These strategies collectively ensured continuous and interactive speaking practice despite the challenges of remote learning.

5.2 Suggestion

After these findings were shown, the researcher proposed several suggestions for handling this research, suggestion are addressed to teachers, school and future researcher.

1. For Teachers:

Teachers should continue to innovate and diversify their use of technology by integrating interactive tools and resources into their virtual teaching. While WhatsApp, Zoom, and Google Meet are effective, exploring additional platforms that offer more interactive features, such as breakout rooms for smaller group discussions and collaborative whiteboards, can enhance student engagement and provide varied learning experiences.

2. For Schools:

Schools should invest in professional development and technical support for teachers to maximize the effectiveness of virtual teaching tools. Providing training sessions on advanced features of digital platforms, troubleshooting common technical issues, and best practices for online pedagogy will empower teachers to deliver high-quality instruction and improve student learning outcomes.

3. For Researchers:

Future researchers should explore the long-term impacts of these teaching strategies on students' speaking skills and overall language proficiency. Conducting longitudinal studies that track students' progress and comparing the effectiveness of different virtual teaching methods can provide deeper insights into best practices and inform future educational policies and approaches in remote learning contexts.

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APPENDIXES

1. Observation Sheet

Research Observation Sheet

Title: Observation Sheet for Teaching Strategies in Online Classes During the Pandemic

Objective: To observe and document the strategies used by teachers in teaching speaking skills in online classes at the eleventh grade of SMA Negeri 2 Kota Sorong during the pandemic.

Observation Details

- **Date of Observation:**
- **Observer's Name:**
- **Teacher's Name:**
- **Class Observed:** Eleventh Grade
- **Duration of Observation:**
- **Platform Used (e.g., Zoom, Google Meet, WhatsApp):**

No	Aspect	Observation Criteria	Observed	Comments/Notes
1.	Utilization of Technology Tools	Does the teacher utilize technology tools like WhatsApp, Zoom, Google Meet, etc., to facilitate communication and teaching?	Yes / No	
		- WhatsApp groups for sharing materials, assignments, and feedback.	Yes / No	
		- Use of Zoom or Google Meet for live teaching sessions and real-time interactions.	Yes / No	
		- Sharing of multimedia content (videos, audio, images) to support speaking activities.	Yes / No	
2.	Conversation-Based Instruction	Does the teacher use conversation-based strategies (e.g., role-plays, dialogues, speaking tasks) to encourage speaking practice?	Yes / No	

No	Aspect	Observation Criteria	Observed	Comments/Notes
		- Use of prompts or visual aids (like pictures) to stimulate conversation and dialogue creation.	Yes / No	
		- Assignment of speaking tasks that require students to prepare and perform dialogues or conversations live or as recorded submissions.	Yes / No	
		- Provision of immediate feedback during live sessions or through recorded assessments.	Yes / No	
3.	Discussion-Based Learning	Does the teacher implement discussion-based learning strategies to promote speaking and critical thinking skills?	Yes / No	
		- Organization of group discussions or debates on specific topics.	Yes / No	
		- Use of breakout rooms (if applicable) for smaller group discussions to encourage active participation.	Yes / No	
		- Facilitation of student-led discussions where students articulate their thoughts and engage with peers.	Yes / No	
4.	Interactive and Engaging Activities	Does the teacher employ various activities to make speaking practice interactive and engaging (e.g., games, storytelling, presentations)?	Yes / No	
		- Use of language games or quizzes that encourage verbal participation.	Yes / No	
		- Encouragement of students to share personal stories or experiences as part of speaking exercises.	Yes / No	

No	Aspect	Observation Criteria	Observed	Comments/Notes
		- Assignments involving presentations or public speaking tasks to build confidence and fluency.	Yes / No	
5.	Feedback and Assessment	Does the teacher provide constructive feedback on students' speaking performance?	Yes / No	
		- Use of formative assessments to gauge speaking progress (e.g., oral quizzes, student self-assessment).	Yes / No	
		- Specific feedback on pronunciation, intonation, grammar, and fluency.	Yes / No	
		- Encouragement of peer feedback to foster collaborative learning.	Yes / No	
6.	Adaptability to Student Needs	Does the teacher adapt teaching strategies to cater to different learning styles and technological constraints?	Yes / No	
		- Modification of activities or materials to accommodate students with limited access to technology or internet.	Yes / No	
		- Use of alternative communication methods for students facing connectivity issues (e.g., phone calls, text messages).	Yes / No	
7.	Encouragement and Motivation	Does the teacher encourage and motivate students to participate actively in speaking activities?	Yes / No	
		- Use of positive reinforcement and praise to build student confidence in speaking.	Yes / No	
		- Creating a supportive and	Yes / No	

No	Aspect	Observation Criteria	Observed	Comments/Notes
		non-threatening environment for speaking practice.		

2. Photo Documentation