



Teaching Strategies For Speaking Skills: Teachers' Implementation and Students Opinion

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Abstract

The major objective of this study is to examine teachers' implementation in teaching speaking skills and students' opinions of the teachers' strategies in an online class. The study enrolled two English teachers and two students from each teacher. The descriptive-qualitative technique was employed in this study, with an emphasis on the teachers' strategies, and interviews as data collection. The results of this study indicated that teachers employed several strategies while teaching speaking during an online class, including establishing a clear objective, showing and explaining the lesson, integrating prior knowledge through question and answer activities, providing more practice, providing students with feedback, and remaining flexible to allow students time to learn. As a result, teachers' strategies for teaching speaking are important during an online class. The students' responses to the teacher's techniques were incredibly positive. Students feel encouraged and truly appreciate the teaching and learning process, despite possible obstacles.

Keywords: *online class; speaking skills; students' opinions; Teacher's strategies*

Introduction

Pandemics have attacked the world's most essential industries, and they, along with the education sector, are scrambling to find new ways to survive. The Indonesian government shifted away from traditional teaching and learning methods and toward online learning (Hermanto & Srimulyani, 2021). This was implemented at all levels of education, from prekindergarten to the university. This situation has produced enormous difficulties, especially for schools and teachers who are still unfamiliar with online learning due to their lack of classroom experience. According to Wijaya et al. (2020), Indonesians' resistance to online learning has resulted in several issues, including ineffective teaching strategies and materials, an unpleasant classroom environment, students who are less motivated and interested, a lack of media and technology, limited internet access, and invalid assessment. These concerns may affect students' capacity to communicate effectively.

As speaking is the most essential skill that students should develop in order to communicate successfully on a daily basis (Leong & Ahmadi, 2017), it is critical that speakers use language that is understandable and acceptable to a broad variety of people. Dhawan (2020) identified another problem of e-learning as a loss of personal or physical attention. As a result, the use of e-learning in the speaking aspect also reduces students' efficiency in memorizing the lesson, as there is no contact to encourage students to practice their speaking abilities in a direct manner. As a result, the strategies used to teach speaking skills cannot be discounted as one of the factors that affected the teaching and learning results (Brown, 2000). Thus, teachers' teaching strategies are important since they may assist students in speaking English fluently. According to Reiser & Dick (1996), throughout the teaching and learning process in an online class, English teachers may employ a range of instructional strategies to achieve learning objectives. Cole et al. (2014) noted that the teacher's responsibility is to develop successful plans and strategies for fulfilling students' educational needs, with the primary objective of communicating in the language being learned. These statements suggest that it is the teachers' job to motivate students to speak English through the use of appropriate speaking skill teaching methodologies. The strategies utilized should be based on the requirements and desires of the students (Widyaningsih & Robiasih, 2018). Teaching strategies for speaking skills is important for students to overcome their speaking issues. To address this issue, teachers must teach speaking strategies that facilitate the learning process and assist students in speaking clearly and accurately. Killian (2014) discussed many teaching strategies for enhancing students' speaking skills in the classroom. The teaching strategies are designed to address the demands of language learners' speaking skills during an online class. These strategies include the following:

1. Stating Clear Lesson Objective

The teacher's stated objective for the class will assist students in focusing on and attaining excellence in all aspects of the content.

2. Showing and Telling

The teacher may present and discuss the information related to the lesson that the students will study. The teacher must explain to the students what they need to know and demonstrate how to complete the exercise.

3. Integrating Prior Knowledge

Conducting question and answer activities is a strategy that teachers frequently use to ensure the students' understanding of the lesson before moving on to the next.

4. Conducting a pre-test

A pre-test can assist the teacher in determining what students know and comprehend. Additionally, it can highlight any misunderstandings that students may have and assist the teacher in collecting information about where they are and where they are going to go by the end of the lesson.

5. Plenty of Practice

Practice, as the saying goes, makes perfect. Practice assists students in maintaining their knowledge and abilities while also offering another opportunity to assess their comprehension.

6. Giving Feedback to Students

Giving feedback requires educating students about their performance on a specific task as well as coming up with ideas for improvement. In contrast to praise, which is focused on the student rather than the work, feedback allows students to comprehend what they accomplished, where they will be, and how they might grow.

7. Being Flexible about How Long it Takes to Learn

The idea that, when given sufficient time, every student cannot be as revolutionary as it sounds; it also represents the core assumption of student achievement, a strategy that has an exact influence on student outcomes as socioeconomic position as well as other components of the living situation. Therefore, it is very important to emphasize the determination of learning time as one of the teacher's teaching strategies.

8. Collaborative work in a group

When students work in groups, they frequently rely on the individual who appears most enthusiastic and capable of doing the assignment. Teachers must be precise in the tasks assigned to students and the specific roles assigned to each group member in order to enhance group productivity.

As a result of the preceding discussion, it is feasible to infer that teaching strategies become the primary component in the teaching-learning process. It is referred to as a teaching strategy because teachers use it to deliver course material in a variety of forms, keep students engaged, and allow them to practice a variety of skills. A teacher's teaching strategies should vary according to the unit's theme, grade level, skill level, material, and classroom resources. It will decide whether or not the students succeed. Thus, this research focuses on the strategies used by teachers during online classes as well as how students respond to them.

Method

The qualitative method was utilized as an essential element of this study. Therefore, this study will look into secondary school teachers' ways of teaching speaking. Additionally, this study will employ the students' opinions about the teachers' strategies in teaching speaking at the secondary school. Silverman (2020) claimed that qualitative research is concerned with subjective meaning that the researcher can get inside people's heads, which appears to be what distinguishes the paper. The qualitative method is considered as an applicable method in this paper for two key reasons: (1) the researcher simply investigated the teacher's teaching strategies for speaking skills and did not seek to create or develop the strategies; and (2) the researcher also analyzed the students' thoughts regarding the teacher's strategies for teaching speaking skills. According to the reasons mentioned, the researcher looked into information about the teachers' strategies for

teaching speaking skills. Therefore, qualitative research is eligible to be used in this study. Lodico et al. (2006) asserted that the information gathering process must be organized and the facts must be accurately recorded. The researcher uses a variety of inquiry methods, although they typically want to conduct interviews.

Data Analysis

The data for this investigation was gathered using a single method. Both the teachers and the students are interviewed. The interview was aimed at allowing the teachers to enrich the researcher’s understanding of the information acquired and give explanations of what remained "unclear" regarding classroom speaking abilities. The interview was carried out in line with the principles proposed by Gall et al. (2007), which include the following: (1) an unstructured conversational interview; (2) a structured interview method; and (3) standardized open-ended questioning. Silverman (2020) stated that interviews provide locally pertinent narratives—some longer than others—that reflect several perspectives on individuals, events, and the world at large. Aaron Cicourel (1974) emphasized in Silverman’s book that interviews impose a particular concept of understanding reality upon subjects’ responses.

Results

The researcher interviewed both the teacher and students. The researcher asked the teacher 15 questions about the teaching and learning process of the speaking skill in an online class. All of the questions focused on the strategies employed by the teacher while teaching the speaking skills. The teaching strategies employed by the teachers in teaching speaking skills are methods of providing students with opportunities to practice speaking and actively participate in speaking skills. Teacher’s strategies are also used for solving certain problems of the students, such as lack of vocabulary and hard understanding the material in learning speaking skills. This part presents the results of the research in Secondary school, where the researcher conducted the interview.

1. Teachers’ Strategies and Activities During Teaching Speaking in Online Class

The researcher obtained data after investigating the teacher’s strategies. Both teachers have their unique own ideas and exercises for teaching speaking skills, not all of them were applied in the online class.

Table 1. Teachers’ Strategies and Activities in Teaching Speaking in Online Class

Teacher A Strategies	Teacher B Strategies
Stating Clear Lesson Objectives	Stating Clear Lesson Objectives
Showing and telling	Showing and telling
Integrating Prior Knowledge	Integrating Prior Knowledge

Plenty of practice	Providing students feedback
Providing students with feedback	
Being flexible about how long it takes to learn	

2. Students' Opinion Towards Teachers' Strategies Teaching Speaking in Online Class

This is a short interview between the researcher and the students to look for information from the students about teacher strategies in teaching speaking in online class. There are two student representatives; one of the students of Teacher A and one of the students of Teacher B. To analyze the data easily the researcher called Students A which represent the student of Teacher A and Students B which represent the student of Teacher B.

Table 2. Students' Opinion Towards Teachers' Strategies Teaching Speaking in Online Class

	Student A	Student B
1. Process of teaching speaking in online class.	"I was very happy because my teacher gave more visualization of the lesson by using YouTube. My teacher gave me example how to speak and pronounce well"	"My teacher would have a good conversation then move to the lesson that would be studied at that time. The teacher rarely used kinds of media and mostly use the text book while teaching. It's kind a boring but my teacher always helps and encourages the students to speak English. She gave us some examples of expressions and how to pronounce it well."
2. The difficulties while learning speaking in online class	"I didn't have any difficulties unless the unstable network and the speaker audio"	"I got difficult in speaking in online class because I was too shy to speak. Sometimes I also accidentally spoke Indonesian when answering some questions from the teacher but my teacher corrected my sentences, words, and even my pronunciation so I can be more careful when I spoke in the class."

<p>3. Students' opinion when the teacher giving an order to speak in online</p>	<p>"I got nervous when the teacher asked me to speak in English because I rarely speak English but my teacher brought very good atmosphere in the classroom so can enjoy speaking in front of my friends. She never judged her students and she always encouraged us to speak."</p>	<p>"I was afraid to speak English in the classroom because I was afraid of being mispronounced, or afraid that the sentence would not be understood. My teacher always gives encouragement to speak and provides correction if there is a wrong in pronunciation and selecting the words"</p>
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Discussion

The Teacher's Opinion in Teaching Speaking Skill in Online Class

Based on the interview, the teachers confessed that they had difficulties teaching online, but even so, they still gave their best to their children so they could learn independently from home and improve their English language skills at home.

Teacher A

"The students must be independent to improve their skills in English; it is because of the limitations of the students to meet the teacher. It is obvious that there are many obstacles, such as an unstable network and inadequate devices, that we have to face. We, as the teacher, must continue to teach the material even though there are some obstacles, especially speaking skills."

The Teachers' Teaching Strategies in Teaching Speaking Skill in Online Class.

Based on the interview, the researcher found several strategies used in the online teaching and speaking process. In delivering the material, the English teacher used virtual meetings by using Zoom or Microsoft Teams. The English teacher also used online chat by using WhatsApp Group or Teams chat boxes to give the tasks. Based on the data findings, it showed that the teacher followed the materials in the syllabus and only taught speaking related to the material that would be given. The teachers also proposed that during online class learning, there was no specific learning objective for speaking skills but the teachers always tried to make the students speak in English during online class.

Based on the table that has been mentioned in the results, the teachers used some strategies that are in line with Killian (2014). Both of the teachers started the lesson by stating the goals of the lesson to make it clear what the students should achieve at that time.

Teacher A

"I always state the lesson that will be taught in the beginning of the lesson. I want to make the students well prepared and understand what to do next. It's really meaningful to make them ready to face the lesson."

Teacher B

"I am not explicitly stated my goals in the beginning, but I always lead them first in relating the lesson to their daily activities. It was my way of getting them to focus on me and later on I will tell them what we are going to study"

From the statements above, it can be seen that the teachers applied the strategy of stating clear objectives before starting the lesson in different ways. One of the teachers stated the objective of the lesson explicitly, and the other teacher connected the students' daily activities with the objective of the lesson so the students could assume what they were going to study. It was supported by Killian (2014) that when the teacher tells the goals, intentions, objectives, or anything else to the students, it will make the teacher have a clear focus on everything, so the students can easily achieve the intended learning.

Next, both teachers used a showing and telling strategy with the students after stating the clear objectives.

Teacher A

"I usually used the picture series, slide shows, and YouTube videos to introduce the material or what is called, mm .. giving them some knowledge by watching and seeing what I gave them. It was really helpful for the students since they had a lack of vocabulary and somehow could not understand what I'm saying. I asked them to reproduce the dialogue or information contained in the picture or video. I will tell them how to do that, like how to say something, how to pronounce some difficult or unfamiliar words."

Teacher B

"I do not really prepare this kind of media, but I will tell them what they should do, what we will do, how to do and etc. Then, I'll ask them to speak aloud about the lesson or question that I gave to them, some of them will turn of the camera because maybe they felt embarrassed."

From the statements above, they use the showing and telling strategy in different ways. Teacher A provided visual resources, such as photographs and films, to aid in the teaching and learning process in the classroom. According to Arrosagaray et al. (2019), employing learning media and technology in the classroom can raise students' interest in learning. Additionally, research demonstrates that using technology in the classroom can considerably improve

students' learning outcomes. However, teacher B provided a brief verbal description of the lesson. Killian (2014) supports those teaching ideas by stating that offering media and explanations will considerably benefit students in comprehending and attempting new things.

The teachers also used "integrating prior knowledge" to activate the students' prior knowledge by asking and giving questions or opinions to the students.

Teacher A

"Question and answer maybe one of the most strategies that I use in the classroom. I will ask about everything related to the lesson. Questions and answers are not only used in a formal way, but also used in a pleasant way to break the tension and make the class more interactive."

Teacher B

"I usually started with a question and answer. I get used to make the students talking first. Even though the conversation is mixed, it is like Indonesian and English in the same time, but later, I will correct or tell them the correct words in English. I usually use Indonesian and English to communicate with the students, it's understandable because they have very low vocabulary level"

It can be seen from the statements above that both teachers integrated students' prior knowledge through questions and answers in different ways. One of them uses the question and answer not only to activate prior knowledge but also to break the tension in the classroom. According to Smith (2000), the question and answer strategy is not only used to get an answer; it is also used to motivate, encourage, control, and see the students' understanding of the learning process. Moreover, Teacher B tried to make all of the students took part in learning even though they still used a mixed language, which is their mother tongue, to build understandable communication.

Next, Teacher A used plenty of practice, to help the students memorize the words or the pronunciation of the word in every meeting.

"... and also, I always keep them practice more and more. It was like doing repetition on difficult words or pronunciations. For example, at the beginning we have said some difficult words, later in the middle I will bring up the words and see if my students have used it correctly, and I will bring it up again in the end of the lesson. I just want them to practice and remember something that is difficult for them"

According to Killian (2014), when students practice the same things over a certain length of time, they do better. Practice allows students to retain the

knowledge and abilities they have gained while also giving the teacher another opportunity to assess the students' comprehension.

Both of the teachers also give feedback after the students try to speak in the classroom.

Teacher A

"I always give oral feedback to them when they have the courage to speak in online class. I know it will not be easy, so a little compliment like "good job, thank you, that's great" seems simple but means a lot to them. I also provided some corrections and suggestions for the sentences that are difficult to understand or words that are pronounced incorrectly"

Teacher B

"... the feedback that I give is usually in the form of praise and additional score for them because there is still no specific assessment related to speaking skill, so for those who are actively speaking in the classroom will automatically gave additional scores. I also make corrections related to the sentences or errors in the use of the sentences and pronunciations when speaking"

Both of the teachers gave some positive feedback towards the students' performance in terms of their speaking skills. They gave them praise, ideas, and additional scores. Simply put, Killian (2014) noted that delivering feedback entails telling students about their performance on a certain assignment as well as potential improvements. While providing relevant and informative feedback to the students, the teachers must have a fair idea of the students' progress. Teachers must be aware of their students' development in order to provide relevant and helpful comments. Yorke (2003) argued that the teachers get knowledge about their students' level of competence and then customize their teaching to the students' performance.

One of the teachers said that the students need enough time to learn something. Students cannot learn something as revolutionary as it sounds. This underlies Teacher A to give students more time to learn.

Teacher A

"I gave enough time so that students can clearly understand the material that I give. I will provide some videos, exercises, and more practices until I think it's enough for them and still in a reasonable amount of time."

According to Killian (2014), the teacher can maintain the learning objectives by varying the time so that each student can achieve success in learning. Flexibility in learning and teaching are increasingly free and remain in mastery of learning objectives. For students, flexibility in learning can include the selection of learning activities, assessment with a more flexible timeframe, while flexibility in teaching

involves the allocation of time and methods of learning in the classroom (Naidu, 2017).

Students' Opinion Toward the Teachers' Teaching Strategies in Teaching Speaking Skills in an Online Class.

1. Process of teaching speaking in online class

The results of the study showed that student A and student B got different processes of teaching speaking in an online class. Student A gained previous knowledge through various audio-visual media, such as YouTube, that had been prepared by her teacher. She felt very helped by the use of the media. According to Saed et al. (2021), watching videos on YouTube can make the process of teaching and learning English more effective. This is due to the fact that YouTube videos contain content that students can use to improve their language skills, in particular their ability to speak and understand what they hear. Also, Çakir et al. (2006) believe that teachers find the video material fascinating and inspiring because it presents a real, contextualized, and genuine environment for teaching and learning. In addition, they believe that teachers perceive the video content to be authentic.

This is different from student B, who gained prior knowledge from experiences or conversations carried out by his teacher. The teacher explored things that happened in everyday life to impart prior knowledge to his students. Student B felt that the visualization and practice were not optimal because of the minimal use of learning media.

Although those teachers differed in exploring the knowledge of previous students, the two students admitted that it was very helpful because the two teachers always gave various examples of expressions that are often used in daily conversation according to the context of the material provided. Based on the research of El Kemma (2019), the vast majority of educators feel that talking without showing is ineffective. Before asking students to do anything on their own, it's a good idea to give them a "dry run," in which you demonstrate the action for the whole class or with a volunteer. Karanezi & Rapti (2015) suggest that wherever feasible, instructors should demonstrate or provide a real-world example rather than merely discuss. It has become generally clear that demonstrating is a good way to help pupils learn the material. Students learn so much more when they can see concepts in action rather than just reading about them (El Kemma, 2019). The two teachers also encouraged students to speak by giving examples of good and correct pronunciation so that both students became comfortable and willing to talk. Student feedback offers an experiential basis for reflection, as stated by Agustuna et al. (2019). The goal of giving students comments on their oral communication skills, and particularly on their pronunciation, is to help them become more confident public speakers. Giving someone constructive

criticism might also get them thinking about how they can change for the better (Lewis, 2002).

2. *The difficulties while learning speaking in online class*

The only problems that often occurred in Student A's online class were an unstable network and the speaker's voice. Because of those, student A had to repeat and re-answer what he said. Although having a stable network connection is crucial for taking an online course, this is not always the case in major cities. The unpredictability of their class is a problem for distant learners (Lubis & Dasopang, 2021). Over all, she got less nervous while speaking because she didn't meet her friends in person, coupled with her teacher, who patiently helped her so that there were no significant problems while speaking in online class.

In contrast to student B, who was afraid to speak from the start. He is afraid to speak English in front of his friends and teacher. The fear was caused because she was afraid of mispronouncing words, grammatically wrong, and afraid of arranging wrong sentences. Inhibition, or students' worry about making mistakes, fear of criticism, or shyness, is one of several causes of difficulties in speaking, as stated by Ur (1996).

3. *Students' opinion when the teacher giving an order to speak in online class*

Student A said that she was nervous at that time because she rarely speaks English. As time went on, she got used to it because the teacher gave all the students an opportunity to talk. The teacher is also very good at bringing the atmosphere in the classroom so the students become comfortable when speaking in the class. She found that it was very helpful, and she really enjoys speaking in the online class. Lubis and Dasopang (2021) corroborate that students feel more at ease speaking out and asking questions in online settings. The one-on-one setting makes them feel like they can ask questions more freely than in a traditional lecture setting.

Conclusion

Based on the data analysis described in the results and discussion, it is possible to infer that the teacher did not employ all of the strategies in the classroom. The strategies used to fulfill the students' needs in an online class. The most common strategies used in teaching speaking in an online class are stating clear lesson objectives, showing and telling, integrating prior knowledge, and providing students with feedback. The students' responses to the teacher's techniques were incredibly positive. Students feel encouraged and truly appreciate the teaching and learning process, despite possible obstacles.

The researcher proposes several suggestions for an English teacher and future researcher. Firstly, it is suggested that the teachers need to elaborate on the

other strategies that are suitable for teaching speaking in online class. Second, the teacher may provide some interactive materials that involve the students in being active by giving various media while teaching speaking.

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