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**[English Review] Submission Acknowledgement**

1 message

**Fahrus Zaman Fadhy** <noreply@uniku.ac.id>

14 July 2022 at 22:29

To: Mr Eryansyah - Eryansyah &lt;eryansyah@unsri.ac.id&gt;

Mr Eryansyah - Eryansyah:

Thank you for submitting the manuscript, "Strategies in Teaching Speaking during Covid -19 Pandemic at SMA N 04 Palembang" to English Review: Journal of English Education. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:

<https://journal.uniku.ac.id/index.php/ERJEE/author/submission/6342>

Username: eryansyah

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Fahrus Zaman Fadhy  
English Review: Journal of English Education

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English Review: Journal of English Education  
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Universitas Kuningan <https://uniku.ac.id> <<https://uniku.ac.id>>

"Pada tahun  
2032 Menjadi Universitas Unggul yang Memiliki Komitmen Tinggi terhadap  
Pemberdayaan Masyarakat".



Eryansyah Eryansyah &lt;eryansyah@unsri.ac.id&gt;

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**Second Article\_Aprilia**

2 messages

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**Eryansyah Eryansyah** <eryansyah@unsri.ac.id>  
To: erjee@uniku.ac.id

15 July 2022 at 22:33

Dear ERJEE editorial team,

Here is our second article that has been submitted to ERJEE through its website. Please advise us for any revision that we need to make from the reviewers.

Similar to our previous submission to ERJEE, our student will soon register herself for the thesis exam. Therefore, an LoA is really needed by herbas one of the requirements of the thesis exam.

All your kind help and attention are very highly appreciated.

Kind Regards,

--

**Eryansyah, PGDipSLT, M.A., Ph.D.**

Senior Lecturer

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**Aprilia Sari Rahayu [ERJEE].docx**

66K

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**erjee uniku.ac.id** <erjee@uniku.ac.id>  
To: Eryansyah Eryansyah <eryansyah@unsri.ac.id>

21 October 2022 at 10:14

Dear **Aprilia Sari Rahayu, Eryansyah Eryansyah** (*corresponding author*)  
& **Margaretha Dinar Sitinjak**

Thank you very much for submitting your manuscript entitled, "**Strategies in teaching speaking during covid-19 pandemic at SMAN 04 Palembang**" to our scholarly journal, English Review: Journal of English Education (ERJEE), which is indexed and abstracted in DOAJ (green thick), Sinta 2, Crossref, etc.

Our reviewers have reviewed and decided to accept and publish your manuscript in ERJEE Volume 10, Issue 3, 30 November 2022. We will notify you after the issue has been published.

Sincerely yours,

**Dr. Fahrus Zaman Fadhly, M.Pd.**  
Editor-in-Chief

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**English Review Journal of English Education (ERJEE)**

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## English Review:

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October 21, 2022

### Re: Letter of Acceptance (LOA)

Dear **Aprilia Sari Rahayu, Eryansyah Eryansyah** (*corresponding author*)

**& Margaretha Dinar Sitinjak**

Thank you very much for submitting your manuscript entitled, “Four **Strategies in teaching speaking during covid -19 pandemic at SMAN 04 Palembang**” to our scholarly journal, *English Review: Journal of English Education* (ERJEE), which is indexed and abstracted in DOAJ (green thick), Sinta 2, Crossref, etc.

Our reviewers have reviewed and decided to accept and publish your manuscript in ERJEE Volume 10, Issue 3, November 2022. We will notify you after the issue has been published.

Sincerely yours,

**Dr. Faurus Zaman Fadhly, M.Pd.**  
Editor-in-Chief

English Review: Journal of English Education is indexed in:



## FOUR STRATEGIES IN TEACHING SPEAKING DURING COVID -19 PANDEMIC AT SMA N 04 PALEMBANG

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**Abstract:** Teaching and learning activities for speaking at SMA N 04 Palembang were conducted online, as one of the efforts to suppress the spread of Covid-19. The process of teaching and learning speaking online was conducted through a web-based application and internet network. In situations like this, teachers had a very important role because they were the ones responsible for motivating, guiding, and correcting mistakes made by students when speaking English. Therefore, teachers of this school had to think critically and use appropriate strategies to ensure that the teaching process during online learning ran well. The purpose of this study was to describe teacher's strategies of SMA N 04 Palembang in teaching speaking during the current Covid-19 Pandemic. This study used a qualitative narrative inquiry method. The participants in this study were four English teachers in SMA N 04 Palembang. Data collection techniques in this study were observation and interviews. The results showed that the teachers at SMA N 04 Palembang used four strategies, namely roleplaying, storytelling, discussion and reporting. Thus, from those strategies, roleplaying and storytelling seemed to be the most commonly used as they were considered to improve students' English speaking skills during online learning.

**Keywords:** covid-19 pandemic; speaking; teacher strategy.

### INTRODUCTION

English is an international language widely used in the world, it is used as communication tool either oral or written. Twenty percent of the population around the world speaks English. English has become a native, second or foreign language in many countries (Srinivas, 2019). Nowadays, English is still used in the field of education, tourism, science, diplomacy, computer technology, business, entertainment and media at the international level. English is also often used as a language of instruction in the development of communications, technology, internet and software which are the main needs of the 21<sup>st</sup> century era (Arodjiah, 2020; Chriscaden, 2020; Suryahadi *et al.*, 2020).

English is used as a foreign language in Indonesia. In Indonesian current curriculum, the

2013 curriculum, English is a compulsory subject from junior high to university level (Susiaty & Mufidati, 2020). It shows that to learn English is important, especially in the world of education. English as a foreign language has the meaning that English is only used and is domiciled as a learning in an educational institution, both formal educational institutions and non-formal educational institutions and is used as a language in social life and in daily life interactions, but does not become a language basis in a country (Daka, 2020; Villafuerte & Mosquera, 2020).

In Indonesia's curriculum, there are four skills that must be mastered in the English teaching and learning process. Those are listening, speaking, reading, and writing. From those four skills, speaking becomes a priority for most EFL learners (Alzamil, 2021). Since the Covid-19

pandemic is happening all around the world, the way of teaching process has changed tremendously, from offline to online basis. Face to face learning is replaced by online learning in many parts of the world (Fansury *et al.*, 2020). Chatarina Muliana as expert staff of the Minister of Education and Culture of Indonesia in 2020 states that due to the pandemic of Covid 19 social distance and temporary closing of the most educational sector are the best strategies against a wider spread of the disease. All activities in educational institutions and all material delivered needed to be delivered by online learning platforms at this time of pandemic.

The learning process must be carried out at home by utilizing web-based applications like zoom, google meet, WhatsApp etc. Learning at home is one of the alternative ways of learning process continues during Covid-19 Pandemic (Sikirit, 2020; Suryadi, 2019; Sutarto *et al.*, 2020). In the learning process, teachers' role as professional educators is extremely important. The key in achieving success of the teaching process is that teachers must be able to arrange effectively the material which is relevant to the needs as well as applied various appropriate strategies in teaching speaking during online learning. Teachers should be able to develop appropriate methods in the learning process, understand the needs of students and be able to master ICT during this time (Caena & Redecker, 2019).

Learning English properly can be achieved by mastering the language skills. One of productive skills which is very important to be mastered by English learners is speaking skill. Speaking is considered a significant skill to be mastered by students in terms of communication needs (Al-Khresheh, 2020; Sari & Margana, 2019). Students must understand and speak English well because it is an important skill in order to be able to communicate in English well.

Learning English speaking skill could encourage the students to develop their speaking fluency (Renandya & Ivone, 2018). When they communicate verbally, people could understand them better. Speaking is about how to deliver the oral text that has meaning and being understood by the speaker-hearer (Fridlund & Cogens, 2020; Ghaderi, 2021; Poudel & Acharya, 2019; Utami, 2021). Speaking skill in English is a person's abilities to share their wishes or thoughts to anyone orally, but speaking skills in English must be trained continuously so that they could be developed. They also could be exercised with

friends, English teachers in the classroom or English teachers in courses, etc.

Online learning during this pandemic is very different from face-to-face learning. The difference is that during online learning requires internet and web-based application where the process is done virtually. Meanwhile, face-to-face learning, the students meet their teachers, they do have direct interaction (Alawamleh *et al.*, 2020; Karma *et al.*, 2021). For this reason, the teachers must choose appropriate strategies that work well in the online learning process, especially to improve students' speaking skill, so that students can achieve learning objectives well.

The students seemed to face problems during the process of learning to speak in English. One of the student problems that they must overcome in learning speaking English is their anxiety, that is, being afraid of saying wrong sentences or cannot be understood by listeners (Damayanti & Listyani, 2020). Another student problems in speaking English is not only caused by components of speaking such as: pronunciation, expression, vocabulary, and fluency, but it could also be caused by themselves, such as: encouragement, confidence and bravery (Hermansyah, 2021).

Based on the interview with some English teachers in SMA Negeri 4 Palembang, the problems above were also faced by students in SMA Negeri 4 Palembang. For example, they still have a lack of self-confidence and being shy and anxious to speak English in front of the class. These problems also existed during the online teaching and learning activities.

Students' problems in speaking during online English teaching and learning activities seemed to be interesting to be investigated especially what strategies used by the teachers to solve the problems especially during the Covid-19 pandemic. It was then the reason inspiring the researcher to conduct a study entitled "Strategies in Teaching Speaking During the Covid-19 Pandemic at SMA N 4 Palembang". The researcher were curious in knowing what strategies used by the teachers, how they applied them, and what problems they faced in applying those strategies in teaching English speaking during the Covid-pandemic.

## **RESULTS AND DISCUSSION**

### *Result of interview*

#### *Types of teacher strategies in teaching speaking during the covid-19 pandemic*

The researcher found that teachers in SMA N 04 Palembang used four main strategies in teaching speaking during pandemic. The strategies they used were roleplaying, discussing, reporting and storytelling, in which the purposes were to engage, encourage and support their students in the teaching and learning process.

### *Roleplaying*

From the interview results, the roleplaying strategy was found suitable to apply for the students. Three of four English teachers at this school used this strategy to teach speaking during pandemic. In this activity, students played the roles of Malin Kundang, Timun Emas, and Pulau Kemarau. From the results of interviews with the English teachers, Mr. Anang, Ms. Bianca and Ms. Dinda (pseudonyms), roleplaying activities seemed to improve the students' speaking skills during pandemic. This conclusion can be seen from the statements below.

“Because I felt this strategy was effective for developing my students' speaking skills, students were given the opportunity to express their ideas and opinions using English, so that they were active in speaking and could express their own opinions. With this strategy students felt happy and also got opportunities to express themselves towards progress.” (Mr. Anang)

“The advantages of the strategy I used were First, students could make decisions and had the freedom to express or fully express their thoughts or ideas. In addition, I thought the strategy I used could attract students, allowing the class to be full of enthusiasm and foster a sense of cooperation among them. And finally, it could be applied in the teaching and learning process without any limits on the number of students in the class.” (Ms. Bianca)

From the two statements made by Mr. Anang and Ms. Bianca, it could be seen that both of them had the same reasons for using this strategy in teaching speaking. They agreed that this strategy was effective for developing students' ability in speaking English. Students also understood the roles of their plays and apply what they were learning in their daily lives. This activity was not monotonous and contributed to make students active in roleplaying and to give them opportunities to express themselves.

Another teacher, Ms. Dinda seemed to agree with Mr. Anang and Ms. Bianca, As explained by Ms. Dinda below:

“In my opinion, these strategies could be applied in the classroom and see the speaking ability of the students I teach, they were given more opportunities to speak. It seemed that this strategy is more suitable for them than the old ones used in offline learning, which did not develop their speaking skills and they only relied on the teacher's ability.” (Ms. Dinda)

From Ms. Dinda's statement, it could be concluded that this strategy seemed to be effective for students, because students could think creatively playing their roles in the learning process. It could make students able to develop their speaking skills to the fullest. The impact was that learning objectives could also be achieved more easily. Also, this strategy provides opportunities for all students to speak or role-play in front of the class.

### *Storytelling*

The second strategy used by the teachers was *storytelling*. From the result of the interview, the storytelling strategy gave numerous benefits to students at SMA N 04 Palembang, due to the fact through this strategy students' speaking skills could be developed. In addition, it could encourage students to think critically because, they had to make interesting storylines. It also increased students telling stories using English. Besides that, it was an interesting activity that got rid of class boredom. Therefore, from the benefits it made teachers interested in applying this storytelling strategy in teaching speaking. The topic was about their experience during vacations, a special day in their lives and the legendary stories from Indonesia.

“The advantages of the strategy I used were First, students could make decisions and had the freedom to express or fully express their thoughts or ideas. Also, I thought the strategy I used could attract students, which could allow the class to be full of enthusiasm for students. And foster a sense of cooperation among students. Finally, it could be applied in the teaching and learning process without any limit on the number of students in the class.” (Ms. Bianca)

“As I explained earlier, the reason I used these two strategies was because I thought it was more effective to train students' speaking skills and could strengthen cooperation between them. Besides that, I thought it could make students more creative in conveying information. By using the story telling strategy students were

able to tell stories using English. My goal in using this story telling strategy was to create a happy atmosphere, providing new experiences and developing my students' horizons more broadly." (Mr. Charly)

"In my opinion, these strategies could be applied to develop the abilities of the students I teach. With these strategies they were given more opportunities to speak. It seems that this strategy was more suitable for them than the old strategies used in offline learning, which made them unable to speak up and only rely on the teacher's ability." (Ms. Dinda)

Looking at the three statements above, three of the participants (Ms. Bianca, Mr. Charly and Ms. Dinda), agreed that this strategy seemed to be effective to be applied because students could think critically and play a direct role in learning activities. It could also develop students' memorization skills, which means it could make students more creative in conveying information. In fact, when teachers applied this strategy to teach, it created a pleasant class atmosphere and provided new experiences for students, which could help develop students' insights more broadly.

Based on the result of the interview, two of four participants used this strategy, Mr. Charly and Ms. Dinda. This strategy was carried out in small groups, where the teacher led or guided students in expressing their opinions and ideas with a view to identifying and finding solutions or answers to certain problems or topics collectively. This discussion strategy seemed to provide advantages for students, for example, they could work together in collaboration or teamwork that would help them in solving issues given by the teacher. Surely it could encourage them to express their ideas and opinions freely, without any limitations and think critically to solve existing problems. This strategy also made teaching and learning process dynamic as it allowed students to develop their abilities. Therefore, they could easily achieve a shared learning goal that they could not achieve through individual work. The topics teachers used in teaching speaking were advantages and disadvantages of internet, technology and social cultural. As they explained, below:

"By using this discussion strategy in teaching speaking, the goal was that my students could have the ability to make convey the results of their discussions. Besides that, students got more knowledge, there was even an exchange

of ideas during the speaking learning process, so that these students could more easily remember the results they obtained." (Mr. Charly)

"This discussion strategy in teaching speaking aimed to promote my students' ability to conclude the results of their discussions, which could indirectly spur students to find their own knowledge that was in line with the goals I expected. Students also gained more knowledge and even exchange ideas during the speaking learning process. In this way students can easily remember the results they obtained themselves." (Ms. Dinda)

From Mr. Charly and Ms. Dinda's statement above, it could be concluded that this strategy was effective to improve students' speaking skills because, they could think critically and grow their self-confidence in themselves. Mr. Charly also added that the purpose of using this strategy was that students could have the ability to convey the results of the discussions they had previously, because they exchanged ideas which makes it easier for them to remember and explain the results they get in class.

#### *Reporting*

The last strategy used was *reporting*. From the result of the interview, the strategy seemed to give a positive impact on students, once students could practice a sense of responsibility, hence they were asked to seek information about a given topic. If they did not do it with full commitment then the results obtained were not optimal or success. The topic that teacher used was about life style. This strategy could be done individually or in groups. If this activity was carried out in groups, it could surely improve cooperation for the good, because they made a collection of important information that was carried out with their respective groups, then reported to the teacher and other friends. However, this strategy was not in demand by teachers. It was evident from the results of interviews that the one of four teachers used this strategy in their teaching, Mr. Anang (pseudonyms). As explained by Mr. Anang, as follows:

"For me this strategy was effective in developing students speaking skills once they were given the opportunity to express their ideas and opinions using English. Therefore, they were always active in speaking. The goal was that students get used to expressing their own opinions. With this strategy, students could

be happy because all of them got the opportunities to express themselves towards progress. Thus, a real situation can be created and students benefit from these exercises to practice their speaking." (Mr. Anang)

The reason Mr. Anang used the reporting strategy in teaching speaking was because for him this strategy was the most effective for improving students' speaking skills. The students at SMA N 04 were more dominant during writing even in speaking English. The purpose of this strategy was helping students focus on expressing all the opinions that they used English and every student had the same opportunities to express the results they got. As a result, the speaking ability of these students could increase.

Even though during this Pandemic, teaching and learning needed to be carried out in online mode, teachers and students could take advantage of using various web-based applications in learning online, that could ensure students could still achieve learning goals. The implementation of the strategies in the online speaking learning process going well because each student contributed to achieving the learning objectives. Every student was given the same opportunity to contribute in the speaking activities and there was always an improvement in speaking at the end of each meeting. Seemed to interest in learning videos made students more active in online classes, because it attracted them to continue to focus or pay attention to the ongoing subject matter. They could express their opinions and ideas about what was proposed. Therefore, as explained earlier, the roleplaying strategy, discussion strategy, reporting strategy and storytelling strategy used by the teachers fostered students' self-confidence and increased students' creativity, thus indirectly improved speaking skills.

#### *Strategies used in teaching speaking during the Covid-19 pandemic*

In the applied of these four strategies, each teacher had their own way of implementing the strategies. The first participant, pak Anang, explained how the roleplaying was applied by him:

"In applying roleplaying strategy, first I divided the students into groups. After that I explained the purpose of the roleplaying strategy, then determine the characters in the roleplaying strategy. Next, the right people to play specific characters were determined. Subsequently, they

were asked to practice exploring their roles. At the end they performed in class." (Anang)

Based on the explanation above, pak Anang asked students practice deeply in their respective roles that had been given. Therefore, the groups could perform well.

The second participant, Ms. Bianca explained how she carried out the roleplay, namely:

"In the roleplaying strategy, first, I made a list of what characters were needed. Second, the roles were selected and distributed to each student, according to their respective abilities. Each scene was made into a group, to make it easier to discuss. Third, the group evaluates how the storyline was and what scenarios were used, etc. After everything was done and clear, I asked them to memorize the scenario and continued with virtual rehearsals. Finally, they performed it through a zoom meeting and edited it into an interesting video, then collected it on WhatsApp." (Mrs. Bianca)

Based on the explanation of the second participant, Ms. Bianca applied this strategy by dividing students into small groups and determining the appropriate roles in the roleplaying. Next, groups were made per scene, so that it was easier for students to discuss. Then students determine which scenario to use and they remember the scenario it. Furthermore, students present it used by a web-based application. After all the scenes were done, then proceed with the editing process so that it could become an interesting and not monotonous video story, which made the audience interested in watching it. Then the results were collected to the teacher.

The fourth participant, Ms. Dinda explained the roleplaying process in teaching speaking as follows:

"As for roleplaying strategy, first I gave a predetermined topic for each student. Second, I explained the goals and benefits in implementing the roleplaying strategy for students. Third, determined the roles to play by each student so that students would not feel confused with what role they should play and at the same time increase their motivation to speak. Last, I invited students to perform a predetermined role-play with the initial goal that they would achieve at the end of the applied roleplaying strategy." (Ms. Dinda)

From Ms. Dinda's explanation, teaching speaking with this roleplaying strategy could help



students focus on increasing their motivation to speak English. Ms. Dinda gave topics to students and explain the benefits of roleplaying. Then, assigned roles to each student, and at last, asked them to perform it.

The second strategy used by the teachers was *storytelling*. Students could express ideas in telling stories or the stories that they have heard before or they could even make up their own stories to tell their friends in class, with their own style, intonation and aids. This could be seen from the statements from the results of interviews with participants. All participants had different ways of implementing this strategy. Participant two, teacher Bianca, explained how to use this strategy in her teaching, as follows:

"In storytelling strategy, firstly I divided groups of 3-4 students. Second, I distributed a short story to students and they choose it randomly. Third, each student took turns reading the story they have gotten. The time given was only 15 minutes and for students who haven't had their turn, they should listen to their friends who were reading. Fourth, while the students were reading it, I evaluate their way of speaking with told the story." (Ms. Bianca)

From Ms Bianca's explanation, she divided students into some groups. Then, she gave them some interesting short stories to each group. Then, they took turns reading the stories that they had gotten for about 15 minutes in front of the class. Students could express the short story as well as possible.

The third participant, Mr. Charly explained how he always applies this storytelling strategy to his students, as follows:

"In the Storytelling strategy, first a topic was given to each student. Second, each student was free to determine what story they want to develop, but not out of the topic that has been given previously. Students were asked to make recordings of their stories in a style, intonation, and aids that could attract listeners' attention. Finally, it was collected to me with a predetermined deadline." (Mr. Charly)

In the implementation of storytelling in class, Mr. Charly stated that by using this strategy in teaching speaking, students were given the opportunity to explain personal stories or legends, stories with the best version according to them, by recording and using interesting style and intonation, so that listeners were interested to hear them until the end. The recordings were collecting

it to the teacher. Therefore, it could indirectly train students' English improving their speaking skills. While the fourth participant, Ms. Dinda explained the steps in implementing storytelling that she took while teaching, as followed:

"First, I determined a suitable topic for them to develop their story. Second, I asked students to arrange what storylines they would develop for their later stories, whether they want a forward plot, backward plot, or mixed plot etc. Next, I asked them to remember the plot. Then, students were given the opportunity to create a story that they would present in class. Finally, asked students to present their story." (Ms. Dinda)

As explained by Ms. Dinda, the first step was that the teacher determined the topic to be developed by the students. The second step was that each student was asked what plot they would like to develop. The third step was that students were given opportunities to make interesting stories based on their presentation and teacher's suggestions. The last step was that the teacher invited each student to present the story. In the process of learning and teaching using storytelling strategies, generally teachers have almost the same way of applied it, but the only difference was the title or topic of the story used.

The third finding was *discussion*. From the results of the interview, two of the four teachers used a discussion strategy to teach speaking during this pandemic. The focus of this strategy was to improve students' speaking skills and also made students think critically. Which could challenge students to express their opinions and be able to solve problems quickly. Delivered by the third participant, Mr. Charly, he said that:

"In this discussion strategy, for example, teachers start by dividing students into small groups. Then the teacher should present the problem in general, then the problem should be divided into subproblems that should be solved by each group. After that, one of the representatives from among the groups would explain the results of their discussion. And then other students listen to the results of their friends explained." (Mr. Charly)

From Mr. Charly's statement, this strategy was implemented by divided students into several groups and gave specific topics and problems, which the students had the problems from the discussion and they had to solve it. After that, each student was asked to convey the results of

the discussions they had previously done in online class orally. Meanwhile, based on the results of the fourth responses, Ms. Dinda explained that:

"For discussion strategies, first, I gave specific topics and problems to students. For example, topics that were currently being discussed as hot topics and were in accordance with the times and at the same time I ask for problem solving from the given topic. Next, with a random strategy, I arranged the members of each group and asked them to start a discussion in each group. Finally, I asked them to practice speaking in English based on the results of the discussions they had previously. Everyone was asked to speak, not just the discussion leader, so that they would have the same opportunity to speak." (Ms. Dinda)

Based on Ms. Dinda's explanation, she gave all of the students the opportunities to share their opinion and each student could explain the results of the discussions that they had. The topic the teacher applied in this strategy using a trending topic. Then, the students looked the solutions to solve the problems that have been given. In this way, students could practice and got used to speak English in front of their friends and teachers, even though it was done online.

The last finding was *reporting* strategy. This strategy was also used in teaching speaking during Pandemic, but only one of four participants used this strategy. The purpose of it was to train students' memory, where students were able to tell stories easily or make up stories or even tell stories about their daily lives. The benefits of this strategy for students were that it could improve students' memory as well as their speaking skills. The first participant, Mr. Anang explained about the reporting strategies was the strategy used to teach speaking in the class, as followed:

"For the reporting strategy, I first looked for interest topics for students to do, while explaining the purpose of this reporting strategy. Then, I asked students to read interesting news on their social media and next I asked them to start making news texts based on the facts they got from the reading research. After that I asked them to explain again in front of their friends about their results." (Mr. Anang)

In implementing this strategy, Mr. Anang gave on the topic of the problem which easy to find it. Then, each student reads the news and made the news text based on the facts obtained. When finished, each student reported back the results

they got in online classes.

#### *Problems with teacher strategies in teaching speaking during the Covid-19 Pandemic*

In the process of teaching and learning speaking online there were several issues experienced by both teachers and students. Those problems could affect the students' learning outcomes to be not optimal. Problems or take out from internal factors are obstacles that arose from within the student concerns, such as, lack of confidence. While external factors came from outside the students, namely environmental factors, such as, the lack of inadequate learning facilities and infrastructure. These were obstacles in the teaching and learning process that troubled students to follow the lesson well, and even caused them to not focus or pay attention to the material. Therefore, it resulted on students' lack of understanding of the material presented and consequently the students had difficulties expressing their opinions, ideas, English language development etc. Below are the obstacles, found by the researcher, that occurred during the speaking learning and teaching process during this pandemic, explained one by one:

#### *Lack of internet access and adequate facilities*

In the processed of learning and teaching online, there were certain problems that were often experienced by students and teachers. From the results of an interview with one participant, Mr. Anang, he explained the problem encountered, as stated:

"So far, the difficulties I have encountered in the process of teaching and learning speaking online were limited time, network disturbances, and electrical disturbances. As a teacher, I was very dependent on the internet and electricity in the online teaching and learning process. For the students as well it was a problem once they have limited resources such as a limited internet quota or limitations in having electronic devices, such as, laptops and cell phones." (Mr. Anang)

From this explanation, it can be seen that the problems faced was inadequate internet access, not enough internet quota, time constraints and student cell phones problems that did not support the current application. It made the learning process disrupted and students' understanding of the subject matter difficult. Therefore, outside of class hours, students must take the initiative to learn independently and also looked for other

sources on the internet in order to increase their understanding of the material that has been left behind. Another participant, Mr. Charly through the interview also conveyed about the internet access problems he experienced, as stated:

"In addition to the personal difficulties of the students themselves, other difficulties they experienced were internet network disturbances and electricity disturbances etc. Therefore, if these obstacles persist the students cannot follow the lesson well, thus it made students reduced their understanding of the material presented." (Mr. Charly)

In reality, what was often seen when online learning was conducted by both teachers and students was internet problems. In addition to the constraints of a weak and unstable internet network, unpredictable electricity problems (sometimes sudden blackouts) also often resulted in the learn process not being able to run smoothly. In fact, it could result in students not being able to focus or pay attention to the subject matter.

#### *Lack of self-confidence*

Another problem faced by students a teacher when teaching speaking during this pandemic was related to the student's lack of confidence while speaking English. Self-confidence during speaking is essential to produce good and clear communication and extremely important in achieving the learning goals. The results of interviews with English teachers in SMA N 04 Palembang showed that, three of four participants agreed that the problem that occurred to their students was a lack of confidence in themselves while speaking English in class. As stated by participant one, Mr. Anang in the interview, as follows:

"As far as I have experienced as a teacher, students experienced difficulties in terms of, lack of confidence in speaking English in class, due to lack of practice outside the classroom. They were only given a small amount of time to learn about speaking material, because there was a reduction in learning time during this pandemic period." (Mr. Anang)

From Mr. Anang's answer, it can be seen that due to this pandemic situation student learning time in class was decreased. Reducing lesson time could make lessons not optimal. Lack of confidence in speaking English due to lack of

practice outside the classroom and fear of making mistakes in front of their friends or teachers was a huge problem faced by them. Building student's self-confidence required an effort through the learning process by practicing. For example, they were copying and try to speak English was an activity encouraged by teachers. It was done continuously and also required a learning concept that was in accordance with the conditions of students. Therefore, desired English-speaking skills could be achieved. The third participant, Mr. Charly also said, the same problems experienced by students by state that:

"They were less confident in expressing their ideas because they were afraid of being wrong while speaking. Because telling stories in front of the class requires high confidence, especially in using English, and they felt embarrassed or nervous when speaking English in front of their friends. In addition, the lack of English vocabulary made them confused about how to express what was proposed. Had a large vocabulary was very important and useful for students themselves, because they can display the results of their discussion or told stories well." (Mr. Charly)

From the explanation above, it showed that students had lacked self-confidence while speaking. They had a constant fear of trying to express their thoughts and display activities in front of the class using English. They also found it difficult to interact actively with the teacher because of the limited distance. Due to the lack of physical meetings, students had a lack of motivation during online classes. Without motivation to speak they could not learn new vocabulary. Consequently, the lack of vocabulary made them confused to speaking English in class and they were often silent thinking about what they wanted to convey etc. Those obstacles had an impact on them and even made it harder to be active and confident in the speaking learning. The fourth participant, Ms. Dinda, said that:

"Some of the difficulties I encountered were the students' lack of confidence in expressing something or speaking in English, especially in speaking competence. They were afraid to speak in English because they did not want to make mistakes in front of their friends, especially online learning made them focus on their laptops or phones rather than in class." (Ms. Dinda)

From Ms. Dinda's explanation, it could be

concluded that the main reason that made students not confident while speaking English was a lack of English vocabulary. It made them confused and did not know how to express themselves well in English. Just like the previous explanation, students have an excessive fear of speaking English. They worry about being wrong or making mistakes while pronouncing words or giving an explanation in front of their friends or the teacher.

#### *Difficulty to interact actively*

In the world of education, interaction was very much needed. It involved two or more people and each party should be involved in playing an active role and giving each other reciprocally. One of the four participants explained that the problem that occurred to students was difficult to interact actively with the teacher and between friends. The problem of interaction in the online learning process was a problem that needed to be addressed instantly by the teacher. Interaction between teachers and students must be well established in learning activities, both inside and outside the classroom. Therefore, a teacher must have skills in teaching and choose interesting teaching methods in order to make students active and improve their speaking skills. As expressed by the second participant Ms. Binca, as follows:

"The difficulty I encountered when I asked students to express ideas verbally during online teaching and learning activities was the lack of active interaction. They had difficulty to interacting actively with teachers because the learning process using gadgets, they did not meet friends in person and with this PJJ system, forcing students to be able to attend school individually from home. They had difficulty accessing the internet network at home, they were tired of dealing with gadgets for too long and even had to handle eye pain when dealing with cell phones for too long and the imbalance in student learning time that was very little. Therefore, from these obstacles, students often difficulties in pay attention to the material, thus making it hard for them to express their opinions." (Ms. Bianca)

From the results of the interviews that had been explained by Ms. Bianca, it could be concluded that online learning makes students not focused on the material because of several obstacles they experienced. It was hard for students to express their ideas or opinions used English. There was no direct meeting between

students and teachers, which the result was the students' lack of interaction actively. In addition to being burdened with the assigned tasks, students also had more time to play games, open Instagram, YouTube, and other social media compared to studying. As a result, there was a feel of laziness that was very difficult to fight. The impact was that students face difficult to concentrate when learning speaking. The teachers had to encourage students to interact during classes. Therefore, teachers must creatively in choosing approach techniques to encourage them and motivated to continue learning English in class.

#### *Result of observation*

Based on the observations that had been made, it could be explained that three of four teachers used a roleplaying strategy, in which in roleplaying activities, students played certain characters in a story. The teachers teaching speaking used media such as: power point, YouTube videos, documents, and pictures. All students in the class were activate in expressing their ideas or opinions when the teachers taught speaking by using the roleplaying strategy. In addition, the teachers also encouraged students to continue to express their ideas or opinions orally during the online teaching and learning process.

The next strategy used by the teachers was storytelling, which was where many teachers were interested in teaching speaking. Three of four participants used a storytelling strategy. In this storytelling activity students told a legendary story using their own words. Teachers used media while teaching speaking, such as video, power point, pictures. Students' interest in this strategy made them active in class to express opinions or give ideas. Also, they got encouraged from their teachers to express their ideas or opinions orally during teaching and learning to speaking activities.

The other strategy used was the discussion strategy, in which, students expressed their ideas and opinions freely and each student respected each other's responses. This strategy was used by two of four teachers. In the process of writing, they used media such as: video, power point, YouTube, documents, pictures. Every student was very active in the class to express their ideas or opinions, because they were encouraged by their teachers to continue to express their ideas and opinions orally during teaching speaking

The last strategy used was reporting strategy, of the four English teachers, only one used this strategy. In this reporting activity, students

reported about a news and then presented it in front of the teacher and their friends. The media used were: video, power point, YouTube, documents, pictures. Although only one teacher used this strategy, the students seemed to be enthusiastic to practice speaking with this strategy. They were very active in expressing their ideas and opinions during the lesson. Which could be encouraged by the teacher.

In the world of education, strategies in teaching speaking were very important to created and arranged the students' focus on learning and achieving the learning objectives. Broadly speaking, learning strategies was used by teachers and students in achieving the goals of learning that have been determined at SMA N 04 Palembang. Thus, the use of strategies in the learning and teaching process guarantees that the learning objectives could be achieved.

Based on the results of interviews and observations, the discussion on learning strategies used by English teachers in teaching speaking material to students at SMA N 04 focuses on encouraging students' mentality to have high confidence in speaking English. Those strategies could foster a competitive spirit among students, which made students active to continue speaking. They could also eliminate fear in students to discuss with their friends, telling stories, or to express their opinions.

Next, the discussion about learning strategies and teaching speaking. The English teachers at this school only used four strategies in teaching, namely roleplaying strategy, discussion strategy, reporting strategy and storytelling strategy. Those strategies aim to achieve learning objectives, namely: 1) students can hone their speaking skills. 2) Students can use appropriate and related vocabulary in compiling sentences to tell stories, or give opinions. 3) Could foster creative and critical thinking in solving the problems. 4) students can interact directly with their friends, even though learning was done online.

From the results of interviews and observations, of the four strategies, the most widely used by teachers were roleplaying and storytelling. It seemed that these strategies were effective for use with students, and had a positive impact for students to apply in real and social life. Through roleplaying strategies in learning to speak is easier to achieve and applied directly by students, so that it could improve students' speaking skills (Widiarti, 2021). While storytelling strategy proves that using this strategy during online classes has a positive impact on

students' speaking skills, which helps students express their thoughts and feelings (Jaca, 2021).

The discussion strategy was use by two of the four teachers who teach at SMA N 04 Palembang, same as roleplaying and storytelling strategies, the discussion strategy also has an impact and purpose on students, as explained in chapter two, that: discussion is an effective strategy in teaching speaking, which can improve students' speaking skills through expressing their ideas and opinions on discussion forums, and could help students practice speaking in real communication with friends and teachers (Heldawati & Wiyannah, 2022).

The last, the strategy used by only one teacher was the roleplay strategy. The activity of this strategy was provided to report on the information they have obtained. This strategy could help students' memory because they needed to remember everything they had read, in order to be able to present it again. In this reporting strategy also has a positive impact on students, this learning strategy works effectively and efficiently, because this strategy could increase students' confidence in speaking English (Ramadhani, 2021).

From the explanation above, the students were too deep into the characters in their respective roles and had high creativity in the process of making video recordings when playing the story, which made the result look perfect. They made as if doing the scene met directly with the co-star. Thus, it made the audience interested in watching until the end and got carried away in the storyline that students played.

This activity was carried out through Zoom Meetings, and Google Meeting, due to their efficacy during online learning in producing a direct interaction between teachers and students. According to Astini (2020), Zoom Meeting is an efficient application due to the fact that it is a video platform and during the learning process students and teachers can see each other.

From all of the strategies, the roleplaying strategy seemed to have a significant uniqueness in the process of teaching and learning in speaking online, because by using this strategy, students really learn and deepen the roles they play, and they really feel the emotions and the things that were done with those characters. Even though it was done online, the students were experts in role-playing and editing the video, which seemed to be done face-to-face, although it was done through a Zoom-meeting and recorded in their respective homes. Thus, when it was

shown the audience was immersed and feels the story. Meanwhile, regarding the strategies used by the English teacher, the overall results explain how effective it was to improve students' speaking even though it was done online.

The discussion about the online teaching method used by English teachers during this pandemic was the assignment method. Assignments were given at the end of the learning process, the purpose was a means to practice again. The assignments were usually collected via WhatsApp and done individually or in groups. The assignment method was a way of presenting lesson material to students. Tasks in speaking material included playing a role about a story or legend, told stories or memorable experiences, discussing to solve a problem and re-explaining the news obtained.

In order to teach speaking effectively during the Covid-19 Pandemic, English teachers in this school needed to rethink and determine which strategies were suitable in order to achieve the goals and objectives in the current online learning and teaching process. Therefore, we could conclude from this discussion, that the process of learning and teaching speaking online seemed achievable in accordance with the learning objectives proposed and went well due to the fact that the right strategies were applied for this specific Covid-19 situation.

## CONCLUSION

Based on the results of data analysis conducted by the researcher, it could be concluded that English teachers of SMA N 04, only used four strategies in teaching speaking during pandemics, namely roleplaying, discussion, reporting and storytelling strategies. Almost all English teachers in SMA N 04 Palembang used roleplaying strategies and storytelling strategies. These strategies were considered to improve English speaking skills during this online learning, i.e., students seemed to speak English and express their opinions actively, interact with their friends well, and increase their self-confidence. Although there were several obstacles found during the process of learning and teaching speaking English during the pandemic, such as internet network disruptions, time constraints and electricity disruptions, the four strategies seem to be recommended as teaching strategies during the pandemic as they could be applied well during online learning.

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