

**TEACHER STRATEGIES AT *SMA PLUS AL FATIMAH*
BOJONEGORO TO FACILITATE SPEAKING PRACTICE
FOR STUDENTS DURING STUDY-FROM-HOME
THESIS**



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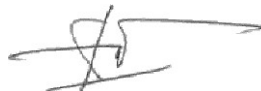
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ABSTRACT

Nidhomudin, Ahmad Hilmi (2021). *Teacher strategies at senior high school plus Al Fatimah Bojonegoro to facilitate speaking practice for students during study-from-home*. Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhamad Syaifudin, M. Ed, Ph.D. Advisor II: Dr. Mohamad Salik, M.Ag

Key word: *teachers' strategies, speaking practice, study-from-home*

Since the Covid pandemic spreads, there has been an expanding move to the online learning in the school. And this makes the teacher to think about other strategies during study-from-home. In facilitating speaking practice, teacher should select the appropriate strategy by considering factors that influence them. The main purposes of this qualitative study are: (1) to know teachers' strategies to facilitate speaking practice during study from home. (2) to reveal the factors that influence teachers choose that strategy. The techniques of data collection used were interview and documentation. The triangulation technique was for data validity. In this research, the data was analyzed used Mathew B. Miles and Michael Huberman's theory namely reduction data, display data, and conclusion. The result of the study shows that teachers in each grade may use more than one strategy in facilitating speaking practice those strategies are teachers' question, reporting information, discussion, games, pairwork, and student centered. The factors that make teachers use certain strategies include: first, the teachers' perception about what the students need in the learning process. The second factor is the learning style of students, because each student has a different style and needs different attitudes. The last factor is the ability of students to receive lessons, because each student has a different level of understanding.

ABSTRAK

Nidhomudin, Ahmad Hilmi (2021). *Teacher strategies at senior high school plus Al Fatimah Bojonegoro to facilitate speaking practice for students during study-from-home*. Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M. Ed, Ph.D. Advisor II: Dr. Mohamad Salik, M.Ag

Kata kunci: strategi guru, praktek berbicara, belajar dari rumah

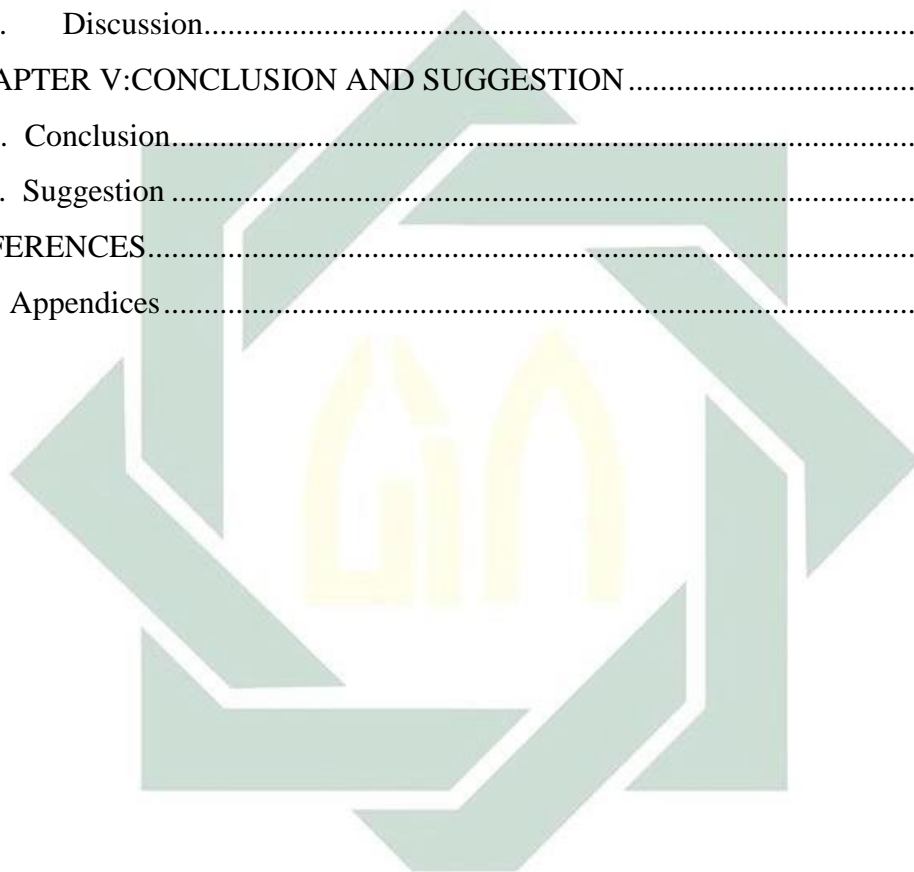
Sejak pandemi Covid menyebar, ada perluasan ke pembelajaran online di sekolah. Dan ini membuat guru memikirkan tentang strategi lain selama belajar dari rumah. Dalam mempermudah praktik berbicara, guru hendaknya memilih strategi yang tepat dengan mempertimbangkan faktor-faktor yang mempengaruhinya. Tujuan utama dari penelitian kualitatif ini adalah: (1) untuk mengetahui strategi guru dalam mempermudah praktik berbicara selama pembelajaran dari rumah di SMA Plus Al Fatimah Bojonegoro. (2) untuk mengungkap faktor-faktor yang mempengaruhi guru memilih strategi tersebut. Teknik pengumpulan data yang digunakan adalah wawancara, dan dokumentasi. Teknik triangulasi untuk keabsahan data. Dalam penelitian ini, data dianalisis menggunakan teori Mathew B. Miles dan Michael Huberman yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru di setiap kelas dapat menggunakan lebih dari satu strategi dalam mempermudah praktik berbicara yakni pertanyaan guru, menyampaikan informasi, diskusi, permainan, pusat pembelajaran pada murid, dan bekerja secara berpasangan. Faktor-faktor yang membuat guru menggunakan strategi tertentu antara lain: pertama, persepsi guru tentang apa yang dibutuhkan siswa dalam proses pembelajaran. Faktor kedua adalah gaya belajar siswa, karena setiap siswa mempunyai gaya belajar yang berbeda dan membutuhkan sikap yang berbeda pula. Faktor terakhir adalah kemampuan siswa dalam menerima pelajaran, karena setiap siswa memiliki tingkat pemahaman yang berbeda-beda.

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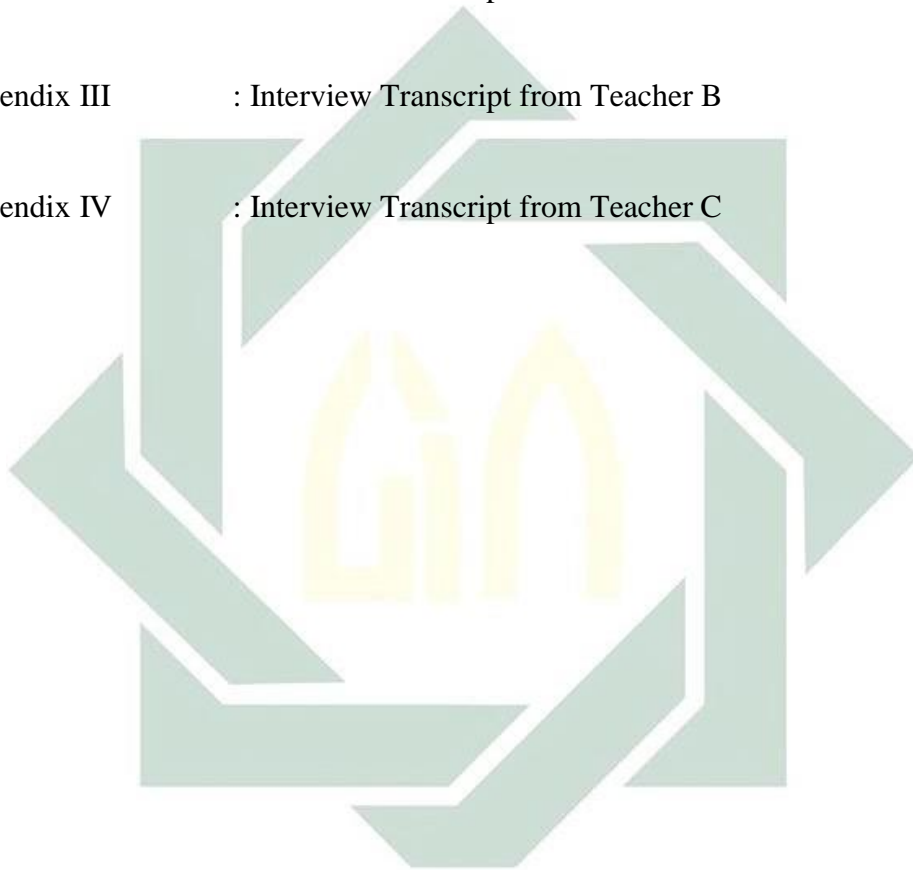
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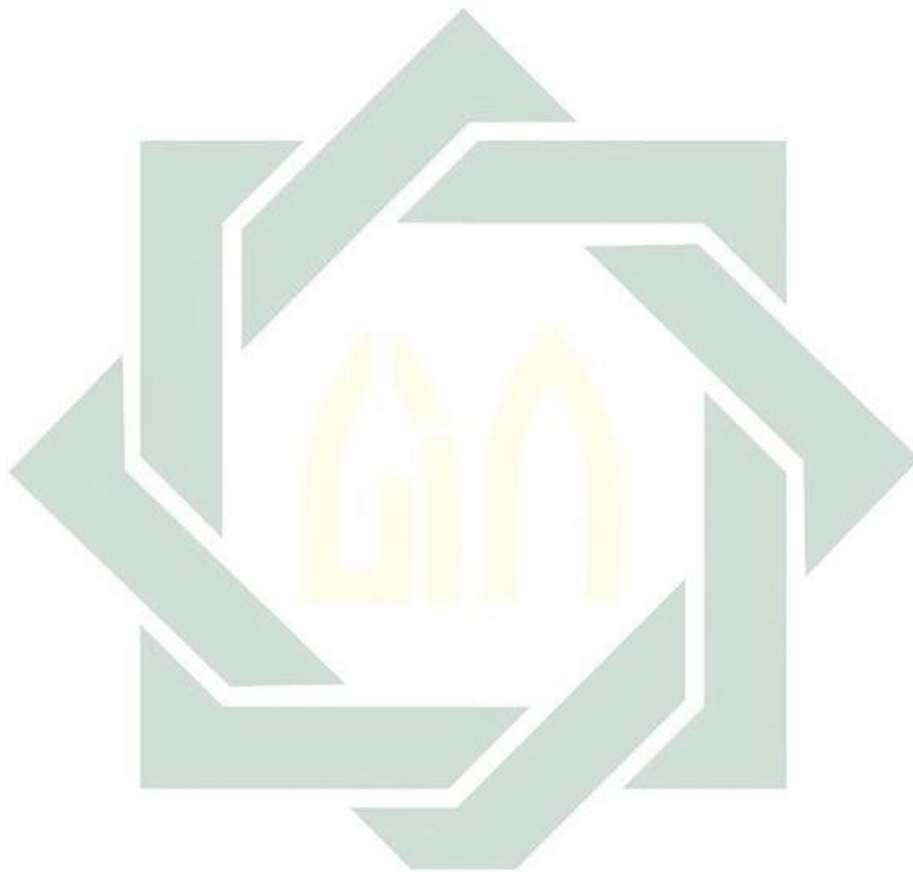
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LIST OF ABBREVIATION

1. COVID : Corona Virus Disease
2. SMA : Sekolah Menengah Atas



CHAPTER I INTRODUCTION

This study Teacher strategies at *Sma plus Al Fatimah* Bojonegoro to facilitate speaking practice for students during study-from-home that will be discussed in the chapter: background of study, research questions, objectives of the study, significance, scope, and limitation of the study, and key terms definition.

A. Research Background

As the coronavirus pandemic spreads, there has been an increasing movement towards teaching online as schools and universities shut. The pandemic, which has swept through most parts of the world from December 2019 to today, has become an epidemic due to a new type of coronavirus called COVID19¹. COVID19 is much feared because it's terribly deadly. The transmission of the virus is very fast, starting in the city of Wuhan in China, it has now spread faster. Therefore, the death rate in Indonesia is also increasing. COVID19 is a positive-strand RNA virus with symptoms of fever, fatigue, and cough, similar to the cases of infection in SARS-Cov and MERS-Cov².

The government established East Java Governor, Khofifah Indar Parawansa issued an education policy during the Covid-19 emergency in East Java, through circular number 420/3337/ 101.1 / 2020, Monday (16/2020). Taking into account the current development of the spread of Covid-19 in East Java, it is necessary to review the letter of the Governor of East Java Number 420/2438 / 101.1 / 2020 on April 16, 2020 regarding the extension of the implementation of government policies in the emergency period of the spread of Covid-19 in East Java. The East Java Provincial Government has issued a circular number 420/2010 / 101.1 / 2020 concerning Extending the Implementation of Education Policies in an Emergency for the Spread of Corona Virus Disease (Covid-19) in East Java³.

¹ S. Rahman and T. Bahar, *COVID-19: The New Threat*, Int. J. Infect., vol. 7, no. 1, pp. 1–6, 2020

² F. He, Y. Deng, and W. Li, *Coronavirus disease 2019: What we know?*, J. Med. Virol., no. March, pp. 1–7, 2020.

³ <https://en.tempo.co/read/1326380/east-java-governor-wont-cut-officials-salary-to-handle-covid-19>

The global COVID19 pandemic has changed almost every aspect of life, including education. Indonesia has also been affected by the pandemic. The difficulty of responding to the epidemic to prevent its spread has forced leaders to formulate very strict regulations. Therefore, the World Health Organization (WHO) suggests that certain standards, such as social distance and physical distance, will have variations. It is difficult for any country to implement⁴. As the number of people infected with COVID19 has increased, Indonesia implemented “large-scale social restrictions” in March 2020. Follow other rules: work at home for workers, pray at home, and study at home for students from PAUD to college levels. (Regulation of Indonesian Government No.21, 2020, 2020).

The transfer policy of learning activities from school to home will in turn affect the learning model, from face-to-face to online. The implementation of PSBB by the Indonesian government has had an impact on the daily lives of students in the community and the learning system. Distance learning or the use of an online system has offered a solution for schools that have started to introduce the Study from Home (SFH) system. SFH is a program that takes the learning experience home from school. The school organizes online learning in accordance with the instructions of the Ministry of Education and Culture to provide students with a beneficial learning experience without having to meet the curriculum requirements. SFH cares about the health and safety of students, lecturers, employees and the community.

Online learning focuses on online courses offered synchronously and asynchronously. Synchronous learning is a form of learning in which students and teachers interact directly through online forms such as lectures and online chats. On the other hand, asynchronous learning in which students and teachers interact indirectly or not the same time adopts independent learning methods. The teacher utilizes unpaid apps such as Google Classroom and Zoom. Today, there are many new interactive technologies that can more easily create an environment where students can learn through hands-on practice, receive feedback, and continuously

⁴ https://www.who.int/docs/default-source/coronaviruse/covid-strategy-update-14april2020.pdf?sfvrsn=29da3ba0_19

improve their understanding and new knowledge. Major educational technologies will be studied more to understand their uses. Some studies revealed that online learning has several advantages, including the flexibility that allows learners to overcome online learning obstacles in a timely manner. Students can choose a learning method that suits their characteristics. Schools, teachers and parents should provide social support at home to make children feel comfortable in their studies. This subsystems should stimulate the simulation of changes in the family environment, which is an important part of the initial intervention plan to improve childcare by assessing potential impacts. Policy change in the learning environment and learning at home through online learning is a challenge, about communicating the model to the lowest income households.

From experience, these ideals do not correspond to local facts. During the Covid19 pandemic, the online learning process lost its way. The Child Protection Commission of Indonesia (KPAI) has received several complaints from parents of students saying that their children are stressed during the family education program due to various teacher assignments. Mostly, the teacher understands that homeschooling is about assigning homework and collecting online. All subject teachers have more than an hour of homework. As a result, tasks piled up and the children were exhausted. The purpose of self-study at home is to provide students with regular learning activities, so that they can get used to learning and maintain regularity, while working in a virtual class is not having many differences from a real class.

Those situation increases the potential educational burden on students. Family pressure has a significant impact on student performance. This means that students who are overwhelmed by home and school work should be under pressure, which will affect their academic performance. Accumulated stress can lead to depression, depression, and anxiety, and can lead to hyperactivity, drug abuse, anti-social behavior, and even violence. Stress has become a serious problem in science and society. The Covid19 pandemic in Indonesia continues. According to the Richards curve model, it is expected that the narrowing will not

stop until late April or even June 2020⁵. Social support from teachers, schools and parents can make academic pressure of students to be minimize. Other strategies that can be used in seeking other support, such as sources of information, social and emotional support.

Some of the problems about study from home above, the thing that the teacher needs to pay attention to is how to facilitate online learning for the students. Interestingly, The Hanover Research Council⁶ in his book, he mentions that there are three principles that make online learning successful. These are: (1) involvement of students in the content, (2) encouraging interaction between student and teacher and student-student, and (3) monitoring attendance. In the literature on benchmarks and recommendations for successful online teaching.

Therefore, the use of different teaching strategies is affected by many factors, such as: family background of the learners, experience and personality, because learners have different characteristics, they will adopt different learning strategies, which are useful and enjoyable for them. The study examines the language learning strategies of teachers" school.

Based on first observation at SMA Plus Al Fatimah Bojonegoro, this school located on Jl. Pondok Bambu 01 Sukorejo Bojonegoro - East Java and has A agreditation. This school is a school with Full Day School and Boarding School concept that combines Islamic boarding school curriculum, national, international and character education as well as various skills knowledge both hard skills and soft skills coupled with the cultivation of knowledge and entrepreneurial spirit. Even though in the Covid-19 pandemic, the learning process must be done by online. Strategies used by the teacher in the English teaching process are still running properly through some media and strategies. Researcher interested in observing and finding what strategies used by teachers' in facilitate speaking skill on online learning class during study from home.

⁵ Richards, F.J. *A Flexible Growth Function for Empirical Use*. Journal of Experimental Botany, 1859 10, 290-301

⁶ The Hanover Research Council 1101 Pennsylvania Ave. NW, Suite 600 Washington, DC 2004 P 202.

This research purposes is to know strategies used by the teacher to teach speaking during study from home. Teachers have important role in the implementation of online learning and they're expected to be able to conduct all components of learning, including learning strategies, the resources to be used in learning, the use of the study time, use of the application, and psychological and social factors that may significantly influence the motivation of the teacher in teaching. Teachers have roles and responsibilities that are not easy when they have to switch from a classroom system to an online system, along with a limited or even unprecedented online learning experience. A teacher must be able to be responsive to any problems encountered during online learning, so learning process can achieve its goals and continue well. Based on this condition researcher is interested to conduct research with the title: "TEACHER STRATEGIES AT SENIOR HIGH SCHOOL PLUS AL FATIMAH BOJONEGORO TO FACILITATE SPEAKING PRACTICE FOR STUDENTS DURING STUDY-FROM-HOME".

B. Research Questions

Based on the background of the study above, the problem of this study formulated as these following questions:

1. What are the teachers" strategies to facilitate speaking practices during the study from home period?
2. What are the factors that influence teachers" choice of certain strategies in facilitating speaking practices during the study from home period?

C. Objectives of the Study

Based on the statement of the problem, the researcher has the objectives of this research which are described as follows:

1. To describe the English teachers' strategies that the teachers use to facilitate speaking practices during study from home in Senior High School plus Al Fatimah Bojonegoro
2. To analyze the factors that influence teachers' choice of certain strategies in facilitating speaking practices during study from home in Senior High School plus Al Fatimah Bojonegoro.

D. Significance of the Study

The significance of this study focuses on the description of English teachers' strategies to facilitate speaking practice for students during study-from-home at Senior High School plus Al Fatimah and the significances of the research can be theoretically and practically.

1. Theoretically

- a. The results of the study can be used as information for teachers to understand which strategies are appropriate for overcoming students' language difficulties.
- b. The results of this study can also serve as a reference for those who wish to investigate strategies in language teaching

2. Practically

a. Teachers

The result of study is making the teachers to be a creative English teacher for students during study-from-home at SMA Plus Al Fatimah especially in teaching speaking

b. Students

The result of study is expected to make students more excited and motivate the students to improve their speaking skill during study from home in the next future learning process of SMA Plus Al Fatimah.

c. Readers

The result is expected to make readers interested in observing the teachers' strategies in teaching speaking during study from home.

d. The researcher

This research is expected to provide and increase the knowledge of researchers, especially future teachers, so that they are ready to enter the world of education.

E. Scope and Limitation

As mentioned above, the purpose of this research is to know teachers' strategies to facilitate speaking practice during study from home and to analyze the factors that influence teachers' choice of certain strategies in SMA

plus Al Fatimah. The analysis of this research will focus on the strategies that teachers use and factors that influence them to use those strategies. The researcher does not narrow the class in the study, because the research focuses more on teachers at each grade. And teachers answer on the factors that influence them to use certain strategies should be objective and depend on the fact in the field.

F. Definition of Key Terms

Conceptual and operational definitions of key terms are provided here for readers to better understand. The definitions of key terms in this study are as follows:

1. Speaking practice

Speaking is one of the ability to communicate with others through language media. Furthermore, Wilson states speaking as the development of the relationship between the person who speaking to the person who listening⁷. In addition, speaking defines the logical, language, psychological, and physical rules that should be applied in certain communication situations. The main purpose of language learning is to cultivate the communicative ability of the speaker in the target language. Several linguists try to identify human interactions and their roles. Brown and Yule states, there are 3 functions of speaking, speaking as an interaction; speaking as a transaction; and speaking as performance⁸. The researcher describes the EFL teachers in this study as teachers who teach English in schools as a foreign language, especially teaching speaking practice at SMA Plus Al Fatimah Bojonegoro.

2. Teachers' strategies

Strategy is an activity that both teachers and students must undertake in order for the learning activities to be effective and efficient. Silver said that teaching strategies are different styles or types of plans that the

⁷ Wilson, S. *Living English Structure*. London: Longman, 1983, 5

⁸ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, New York: Cambridge University Press, 2008

teacher use to achieve learning goals⁹. This teacher strategy is then called the teaching method, which involves a series of activities aimed at achieving certain educational goals. In this study, the researcher defines that the teacher's steps in teaching and learning activities are referred to as the teacher's strategy to facilitate effective speaking practice learning during online learning, and also what factors influence them to use the strategy. Some of the strategies used in teaching speaking are such cooperative activities as role-play, creative tasks, drilling, and so on (Anjaniputra, 2013). Teachers' strategies in this paper means what strategies are used by teachers at SMA Plus Al Fatimah Bojonegoro to facilitate speaking practice during online learning.

3. Online learning

As noted, Terry Anderson examined the possibility of building a theory of online education, starting with the assumption that it would be a difficult, and perhaps impossible, task. While he acknowledged that many theorists and practitioners consider online learning as “a subset of learning in general”, he also stated: online learning as a subset of distance education has always been concerned with provision of access to educational experience that is, at least more flexible in time and in space as campus-based education. These two perspectives (subset of learning in general and subset of distance education) complicate any attempt to build a common theory of online education¹⁰. Those theories will be considered in this study as references about online learning for teacher in facilitate speaking practice.

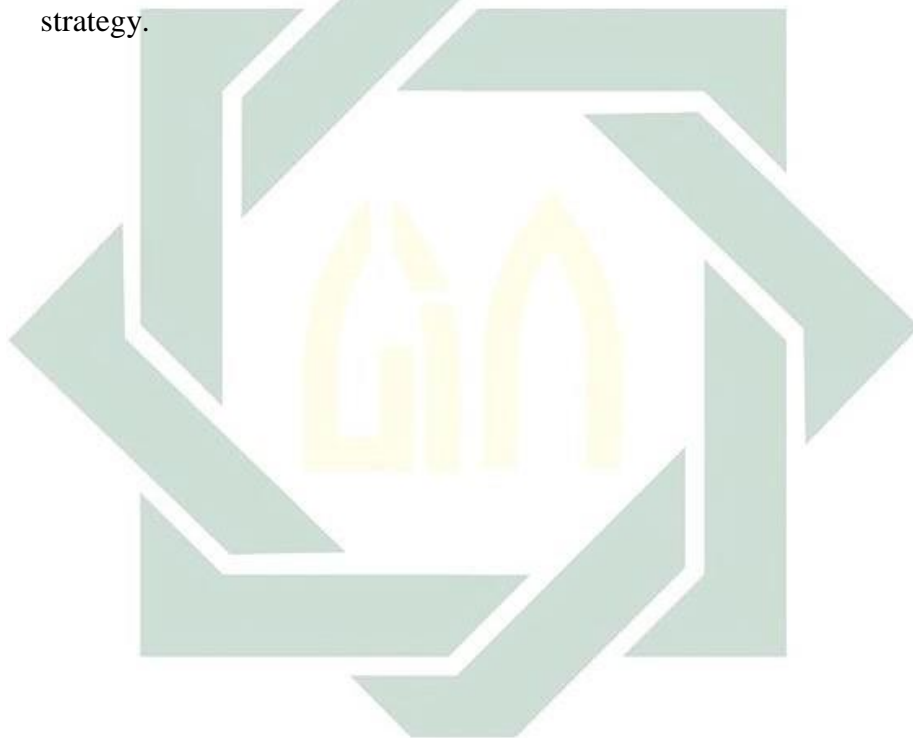
4. Factors that influence teachers' choice of certain strategies

The successful of learning process affected by some factors. Slameto, classify it into two, those are internal and external factors. Internal factor is

⁹ Silver, H. F., Strong, R. W., & Perini, M. J. *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: Association for Supervision and Curriculum Development. 2007,

¹⁰ Anderson, T., & Dron, J. Three generations of distance education pedagogy. *International Review of Research in Open and Distributed Learning*, 12(3), 2011. 80-97.

factor that exists from learners, those are physical and psychological factors. While external factors are factors that come from outside subject, those are family factors, school, and learning environment¹¹. If these factors are detailed, several things are found that influence the teacher's choice to use certain strategies, those are: Student's age, student's level, class size, individual learning style, and specific purpose why they learn speaking. From the explanation of some factors, it will give researcher description about what factors that influence teacher to use certain strategy.



¹¹ Slameto. *Belajar dan Factor-Faktor yang mempengaruhinya*, Jakarta. Indonesia: Rineka Cipta, 2010

CHAPTER II REVIEW OF RELATED LITERATURE

This section provides a review of the related literature on theories that will strengthen this research. then these theories as directions for this research and there is still a lot of information from previous research as a basis for the research.

A. THEORITICAL FRAMEWORK

Researcher has some theories that are relevant studied and used as the main ingredient in reference to the subject of the discussion.

1. Teaching Speaking Skill

a. Definition of Speaking

Speaking is one of the ability to communicate with others through language media. Speaking is an important part of second language learning and teaching. Welty says speaking is the main skill in communication.¹² Referring to this statement, it can be said that from the four ability that are speaking, reading, listening, and writing, speaking becomes the main important skill. Speaking English is an important skill to function in all aspects of global transformation. This is possible in every aspect of modern life. Therefore, communicative activities that can encourage them to talk and interact with each other

Speaking is the most important skill in teaching English and it is almost impossible to master the language well without spoken¹³. Therefore, speaking is not just the sending out of sound symbols or words, but a tool to communicate ideas that are organized and developed as needed. Speaking becomes a means to express ideas, ideas, imagination possessed by other people. This means that personally speaking activities like this are individual activities in communication. It is clear that the main purpose of speaking is for communication.

¹² Syafriza, *Teacher's Speaking Strategies at Vocational High School*, Thesis, University of Sultan Ageng Tirtayasa, Jambi, 2017

¹³ Michelle Maxom, *Teaching English as a Foreign Language For Dummies* West Sussex : Wiley and Sons, Ltd, Publication, 2009, 183

According to Fauziati, spoken language is an activity that needs to integrate several important subsystems. All of these, will make learning second language or foreign language as challenging task for the learners.¹⁴ Fauziati states that the teaching of speaking skills is to be seen as a central element of foreign language education. The purpose of speaking lessons is communicative efficiency. Teaching speaking is designed to enable learners to integrate oral expression skills without difficulty in pronunciation. The main purpose of language learning is to cultivate the communicative ability of the speaker in the target language. When teaching speaking skills, focus on the following:

- 1) Low Beginning Focus on sharing simple information, expression of thoughts and asking questions
- 2) High Beginning Focus on the appropriate use of language to achieve simple personal goals
- 3) Low Intermediate Focus on general discussions on various topics and works well in social situations
- 4) High Intermediate Focus on opinion formation and simple formal presentations
- 5) Advanced Focus on formal presentations, practiced conversation skills and idiomatic expression.¹⁵

a. The purpose of Speaking

Several linguists try to identify human interactions and their roles. Brown and Yule states, there are 3 functions of speaking, speaking as an interaction; speaking as a transaction; and speaking as performance. These classification operations are very different in form and function. And need different learning methods.¹⁶

¹⁴ Endang Fauziati, *Introduction to Method and Approach in Second or Foreign Language Teaching* (Surakarta: PT. Era Pustaka Utama, 2009) 14

¹⁵ Kayriye Kayi, "Techniques for teaching speaking skills," Article, 2.

¹⁶ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, New York: Cambridge University Press, 2008, 21.

1) Speaking as Interaction

Speaking as an interaction refers to the content of what people generally understand by speaking. It explains interactions that fulfill an important social function, such as when people meet each other, exchange greetings, have a little chat, share current experiences, etc., because they want to be friendly creating comfort zone of interaction with. The focus is on the person who speak and how they want to introduce themselves to other. Depending on the situation and nature, the communication can be informal or more formal. Speaking as interaction is probably become hard and difficult skill to learn because interactive speaking is more complex. And the subtle phenomena that occur under the control of unspoken rules.

2) Speaking as Transaction

Speaking as a transaction refers to situations where the focus is on what has been said. The focus is on the clear and precise understanding of the message and not the participants and their social interaction. it is related to other activities. In terms of dealing with such transactions, speaking could be linked to other activities. For example, students can participate in practical activities (such as taking English courses) to learn language-related concepts and related skills (such as learning to speak). For this kind of speaking, students and teacher generally focus on meaning of their language, so they will understand it. It is easier to plan because today's communicative material is a rich source of team actions, information gaps, or role playing and can be a rich resource. Practice using language to share and collect information.

3) Speaking as Performance

The last type of speaking which can be effectively distinguished is speaking as performance, which refers to public speaking, i.e. conversations that convey information to an audience, such as class presentations, announcements, and orations. It usually follows a recognizable format (e.g. welcome speech, narrative, graphic

representation) rather than dialogue, and is closer to written language than spoken language.

Speaking is a way of communicating with others; this can be done through monologues or dialogue, which is why dialogue plays such an important role in one's life, because without communication with others, people cannot live normally, dialogue. It is such an important part of daily life that people take it for granted. Thornbury found, a person produces tens of thousands of words every day, although some people, such as auctioneers or politicians, can even produce more than natural and exhaustive-that is, people forget how they have tried to achieve this ability, Until you don't have to learn everything for them. Use foreign languages again¹⁷.

Many English learners complain that they understand English but not confident enough to participate in the conversation. There are many reasons for this, including: Students try to translate their native language into English. Production is blocked because of tension, distrust, etc. The speaker is looking for a specific word, rather than describing its meaning in simple language. Insufficient conversation opportunities inside and outside the classroom. Students are unable to talk to their peers, such as grammar, vocabulary, and little time for active use.

There are many people whose native language is not English need to learn more to speak English fluently. The use of register is related to the tone of voice and the words you choose when you talk to others. Using the right tab can help you write great reports for other speakers. Social English example: to ensure that your conversation starts correctly, it usually depends on the use of standard social English sentences. These social English examples contain short conversations and essential key steps.

¹⁷ Scott Thornbury, *How to Teach Speaking* (England: Pearson Educational Limited, 2005 p30)

2. Teaching Practices

Teaching practice is a form of work-integrated learning that is described as a period of time when students are working in the relevant industry to receive specific in-service training in order to apply theory in practice. Marais & Meier believe that the term "teaching practice" represents the range of experience that future teachers will have when working in the classroom and school; in addition, they believe that classroom practice is a difficult but important part of teacher training, especially in developing countries such as South Africa¹⁸. The effectiveness of classroom practice is affected by many issues, such as a sample of students and the teacher. If left unresolved, these issues may affect the performance of aspiring teachers in the classroom and ultimately affect their views on the teaching profession. Menter notes that the literature has changed from the concept of teaching practice (related to learning models) to the concept of field/school experience (related to experimental models)¹⁹. However, despite its importance, Killen and Stein (2001) pointed out that classroom practice is sometimes frustrating and sometimes very scary.

3. Teaching Strategies

Strategy means reaching a certain consensus in the process of teaching and learning. Strategy is activity that both teachers and students must carry out to make the learning exercise feasible and effective. Of course, the educator has to start with an obligation. Go to the planning process and follow the students through the learning exercise. According to Oxford, the word "strategy" comes from the ancient Greek word "strategy", which means "universality" or "art of war"²⁰.

¹⁸ Marais P & Meier C. *Student teacher's experience during practical teaching*. Africa Education Review, 2004. 1:220-233.

¹⁹ Menter I. *Teaching Stasis: Racism, sexism and school experience initial teacher education*. British Journal of Sociology of Education, 1989. 10:459-473

²⁰ Ririn Rianingsih, "The Teacher Strategies In Overcoming Students' Difficulties In Speaking At English Intensive Program Of Ma An-Nur Cirebon", University Of Syekh Nurjati State Institute For Islamic Studies Cirebon, 2015, 6

Different language teaching strategies are used in the classroom for many circumstances. Language teaching strategies include simulations, communication games, exercises, and discussions. Harmer said that simulation is an activity that requires students to imagine that they were in different social roles contexts²¹. Discussion is similar to real-world homework. Solcova believes that students develop their best language skills by participating in homework, and their full attention is on creating something, not language itself²². Thornbury states, drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even including expressions.²³ Its purpose is to attract students' attention to new material, highlight words, sentences or statements in the minds of students, move new items from short term-memory to long-term memory and create a certain pronunciation control over to acquire language. The definitions of terms in this research are formulated as follows:

a. Affective strategy

Affective strategies are essentially strategies that are believed to be useful in developing students' minds and characters in order to improve their English learning; effective strategies such as reducing student anxiety, encouraging, and absorbing emotions.

b. Meta-cognitive strategy

Metacognitive strategies are the knowledge and understanding of one's own and other people's cognitive processes and abilities as well as their regulation. According to O'Malley proposed, the following taxonomy can be presented for LLS. Metacognitive strategies are strategies used to plan learning and reflect on the pedagogical process, monitor production, understand and evaluate it after an activity is completed²⁴.

²¹ Jeremy Harmer, *How to Teach English*, Seventh Impression, Malaysia: Longman, 2001

²² P. Solcova. Doctoral Dissertation: "*Teaching Speaking Skills*", Faculty of Arts of Masaryk University, 2011

²³ Scott Thornbury, *How to Teach Speaking* (England: Pearson Educational Limited, 2005, 53

²⁴J. Michael O'Malley, *Learning Strategies in Second Language Melbourne*: Cambridge University Press, 1985, 86

c. Cognitive Strategy

Cognitive strategy is a way of consciously processing the target language. It means that this is a direct operation of the learning resource itself. And also includes four categories; exercises, exchange of information, analysis and construction of inputs and outputs.

d. Social Strategy

Rebecca Oxford, the most famous American professor and writer, classify and divide learning strategies into direct and indirect²⁵. People directly involved in closely related topics, such as: memory, cognition and compensation strategies, and those who are still important to learning process but not directly related to the topics (metacognitive, affective and social strategies). As a strategy, students consciously look for opportunities to practice their knowledge and learn the target language (that is, try to talk to native speakers to practice the language, listen to the radio, watch movies, etc.). Social and emotional strategies are very important. Important because they involve all students personally and the learning process is very close to ensuring that everyone has mastered all four language skills.

e. Memory Strategies

Memory strategies include mental processes that can store new information in memory and recall it when necessary. There are four types of strategies, create psychological connections, use pictures and sounds, test well, and use actions. For example: Memory strategies can help students store and retrieve new information.

f. Compensation Strategies

These strategies allow students to use spoken and written language, even if they may not have the required knowledge. Compensation strategy involves smart guessing and can overcome the limitation of students in

²⁵ Rebecca, L. Oxford, *Language learning strategies: What every teacher should know*. New York: Newbury House, 1990

creation are considered higher levels²⁷. Teachers should ask higher level questions to higher level students; however, most studies show that teachers tend to ask lower-level questions²⁸.

Asking questions in the middle is very effective for getting results, it is not just teaching without asking students. Oral questions are suitable for classroom teaching and learning because they promote learning more effectively than written questions, it can also shape students' critical thinking. Critical thinking is based on the student's ability to raise sharp and insightful questions that transcend the topic and reveal its complexity and subtlety. According to Berman (2001), cultivating this ability means paying close attention to students' problems and simulating them yourself²⁹.

According to Eble (1988), teachers tend to use questions most frequently at the end of the course, because it is important to understand students' understanding, assess students' learning, test students' input, and teach teachers' teaching as an assessment of teaching quality. Is the process smooth³⁰?

Study by Stevens (1912) found, two-thirds of the questions asked by teachers are only about memory³¹. Gall (1984) found in his research that 80% of teacher questions are for memory and only 20% are thought-provoking. Today, teachers often ask simple questions that need to be remembered and repeated³².

²⁷ Aydemir Y, Çiftçi Ö. *Literature Teachers' Questioning Skills: A Study on* (Gazi University Faculty of Education Case), Centenary University J. Faculty Educ, 2008, 6(2):103-115.

²⁸ Özdemir A, Baran İ, *Importance of Turkey in terms Questioning Techniques of Science Teacher Education*, Dokuz Eylül University, Buca Education Faculty J. Special Issue 1999, 10:132-13

²⁹ Cadzen, C. B. *Classroom Discourse: The language of Teaching and Learning*. Portsmouth: Heneiman 2001

³⁰ Eble, K. E. *The craft of teaching: A guide to mastering the professor's art*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104-1310, 1988

³¹ Barker LL.. *The Effect of Instructing Preservice Teachers in Questioning Skills Upon Levels of Questions Asked by Elementary Pupils*, PhD Thesis, Oklohama State University, Faculty of Graduate College, Oklahoma-USA, 1974

³² Gall M. *Synthesis of Research on Teachers' Questioning*, *Educational Leadership*, November 1984, pp. 40-47.

b. Reporting information

With this particular strategy, learners are expected to report on their activities during the task or the learning process and to create a timeline in the learner's minds in which to actively process and organize the steps of the task and describe actions.³³ One of the most important steps in this style of teaching is that it alerts students to report their actions upon completion, which gives them time to mentally process and practice, and this in turn creates a stronger bond with vocabulary because vocabulary is in the mind's eye and enables greater concentration and retention. In addition, providing opportunities for students to practice in pairs encourages original thinking and oral communication practice. The goal of the reporting strategy is to use reporting tools to provide broad and appropriate access to company data, while respecting the need to protect sensitive data, regardless of where the data is stored or transmitted within the company. Guidance on reporting tools, appropriate data sources, and guidance on who should write reports, where report definitions should be stored, and how to submit reports to the user community.

c. Drilling.

1. Definition of Drilling

Drilling is a written or oral communication system used by people in a specific country or region. Drilling strategy usually uses practice. Larsen Freeman pointed out that the teachers' goal is whether they want the students to be able to communicate in the language they are learning³⁴.

When we practice speaking, drilling is enough to improve our expressive skills. Thornbury (2005) states, that learning is a strategy for improving pronunciation. He pointed out that learning has some advantages, because it allows students to pay attention to new materials proposed by the teacher, highlight the words, phrases or expressions in the students'

³³ <https://jimmyray9.wordpress.com/2011/02/18/reporting-back-strategy/>

³⁴ Larsen-Freeman, D. *Techniques and principles in language teaching*. Oxford University, 2005 p 45

minds, and introduce new elements of working memory into the memory for control and acquisition expression in language³⁵.

Drills include listening to teacher examples or repeating other students. Drills are a technique that many teachers still use today to introduce new elements of language to students. Hadid believes that tutoring is a mechanical way of showing students something. And practice certain elements of the language in a controlled manner³⁶. It can be concluded from the previous theories that the practical method of foreign language teaching emphasizes the repetition of structural patterns in oral practice in order to demonstrate the ability of students. Controlled language elements.

2. Advantages and Disadvantages of drilling

According to Huebener, the advantages of drills strategy are³⁷:

- a. This strategy will ensure student participation, because students have unique and important information; all students must obtain information from others.
- b. This strategy will help students to better in learning handle materials.
- c. This strategy greatly affects students' attitudes towards learning and the social relations between students in the group.
- d. This strategy will enable students to understand the dialogue, because after completing the task, they will try to learn the meaning of the word or phrase to get the full content of the dialogue.

Otherwise, the disadvantages are:

- a. The main goal of foreign language teaching in schools has always been education and culture. The ability to speak fluently is not acquired in class, but through extra practice in the street. From the first statement, the teacher can overcome this problem. Give students the opportunity to

³⁵ Thornbury, S. *How to Teach Speaking*. Longman:Longman University Press, 2005

³⁶ Burns, A., & Joyce, H. *Focus on Speaking*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.1997.

³⁷ Huebener, Theodore. *How to Teach Foreign Language Effectively*. New York.: New York University Press, 1969.

practice using foreign languages after class. Language teachers need to be creative in providing learning resources and continue to follow the learning process.

b. It is difficult to achieve real dialogue in the classroom because the time to develop it is limited. Starting from the second statement, the teacher must allocate time, not to spend time explaining, but to let students do more homework to do practical things such a dialogue before class.

c. Spoken language is the most difficult stage in foreign language teaching and learning. Teachers should creatively provide materials such as media and interesting teaching topics. Teachers must give students opportunities to practice foreign languages.

d. Teaching is difficult because it requires teachers" extraordinary wisdom, skills and energy. No textbook can correct the beginnings in daily life. Examples of foreign languages in this technology are tape recorders or tape recorders. The teacher can use the tape recorder so that it does not take too much energy from the teacher. Then, the teacher can ask the students to evoke with another topic to improve their skills.

e. Conversation should not be confused with oral practice; dialogue involves free and spontaneous discussions between two or more people on topics of common interest, and its effectiveness depends in part on facial expressions and gestures. The teacher can solve this problem by asking students who should have a conversation with your friends after the teacher explains the lesson and gives examples.

Depending on the statement, this strategy has some advantages and disadvantages that will affect language teaching, but it becomes easier when teachers are creative in the teaching process.

d. Discussion.

1. Definition of discussion

Cannon said that discussion is a strategy that helps students talk to other students and practice communicating ideas³⁸. As we all know, this strategy assumes that students improve their interpersonal skills and self-reliance in a teamwork manner. The Hoover quoted by Honang explain that discussion is a process of discussing something between more than 2 people, usually through face-to-face. Ideally, the entire discussion process is a collective effort of several newcomers working together as a group to achieve the group's goals: risks are involved, which means careful study of the context related to the topic or issue being studied³⁹. From the description, discussion in a nutshell is a strategy in which 2 or more people in a group communicate orally to achieve teamwork results. They have more responsibility for their own learning, communication and development. Take over there and participate in alternative education methods.

2. Procedure of discussion

Dobson as quoted by Antoni stated that strategy of discussion has procedure as follows⁴⁰:

- a. Divide the class into groups consists of 3 or more people. Invite each group to discuss different topics together, some of which need to be highlighted. Invite random student in each group to write these items as the group members discuss them.
- b. Let the group discuss related topics for a few times. When each group member finishes the discussion, they have to choose a friend to be moderator to share the group's ideas with the class.
- c. Call a representative of one of the groups. After a brief introduction (at least 5 minutes), the student should ask him or the others in the group

³⁸ Cannon, R. Guide To Support The Implementation Of The Learning And Teaching Plan, ACUE: The University of Adelaide, 2000, p. 47

³⁹ Honang Adi. R, Improving Speaking Skill Through Smallgroup Discussion, Salatiga: Thesis, 2015, p. 27

⁴⁰ Antoni, Rivi. Teaching Speaking Skill through Group Discussion Strategy at the Accounting Study Program. Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June 2017. p.

what their opinion is. Questions for group members, but the teacher can give her questions to members of the groups

According to the explanation above, Students should continue to work with other groups until all groups have completed the demonstration. The last, teacher use group discussions in oral classes and also participate in control classes.

e. Brainstorming.

Brainstorming will make the students to think creatively or out of the box, and makes all students share their ideas, no matter how far they look. Within a limited time, students can express their opinions on specific topics. Both individual and group brainstorming are equally effective and students can generate their ideas quickly and fluently. The advantages of brainstorming are the students will not be criticized for their ideas, and students are willing to exchange new ideas. According to Armstrong (2006), Brainstorming is priceless. The process used by writers at all levels, regardless of their level of experience⁴¹. Therefore, brainstorming can be a useful strategy to stimulate real collaboration and interaction in the classroom. A properly asked question combined with careful strategic planning can generate meaningful ideas and construct ideas that can be used to solve problems or solve specific problems related to a degree.

Brainstorming can be either traditional or advanced.

1. Traditional brainstorming

Traditionally, students gather in a room to brainstorm and share their thoughts when they show up. They should lose their place, and their ideas should not be taken seriously. Here, students should use other people's ideas.

2. Advanced brainstorming

⁴¹ Armstrong, Michael. *A Handbook of Human Resource Management* Practice Edition. London: Kogan Page, 2006

This is a continuation of traditional brainstorming, making the whole process easier and more efficient. Advanced brainstorming uses new processes and methods to reduce living conditions such as creativity and lateral thinking. It can also be a medium for sharing modeling and conceiving new materials.

f. Pair work

1. Definition of pair work

Paired assignments are classroom interaction activity where students collaborate with their friends. It can be the content of discussions, inspection responses, and participation in communication activities⁴². Therefore, pairing work in teaching is very fruitful, because students and teachers interact with each other and form a paired group between students and other students.

Working in pairs is also fun, because students can deepen their knowledge and learn more topics about learning materials with their peers, the students can also check their answers or discuss them in their homework and gain more information. This gives them the opportunity to think and try new ideas and new languages. It can be a convenient way for students to learn new skills and concepts, and in large classrooms, it works well⁴³. According to the definition above, this means that students can work in pairs, exchange various information, and consider trying ideas in a new language. Students can learn more about language because this is the goal of work in pairs to acquire new knowledge. Skills and new concepts in the classroom. Harmer says that students can practice language in pairs, learn texts, learn languages, or participate in information activities: they can write conversations, predict the content of reading texts, or compare what they have learned or seen⁴⁴.

⁴² Pavlina Bercikova In James Scrivener, *Teacher's Role In Pair Work*, Masaryk University Brno, Brno, 2007, p. 12

⁴³ Jane Devereux, *Pair Work: Life Proceses*, The Open University UK, 2010, p.12

⁴⁴ Harmer , J. *The Practice of English language Teaching* (3rd Ed) Cambridge University: Longman,2001, p.165

So, pair work strategy can motivate the students' participation in the learning process. Pair work strategy can improve students' participation to active in the class. Based on the explanation above, the researcher concluded that pair work is strategy to make the students more active in learning and also the students can develop their ability in speaking to solve problem or share information. Therefore, the teacher will play the role as a motivator who will motivate the students to pay attention and concentration on the lesson by engaging the students actively in the learning process

2. Procedure of Pair Work

Procedures of Pair Work by Maher⁴⁵:

- a. Before: The teacher to utilize the blackboard and make an outline of exactly what the pairs should be doing. This will involve key words and phrases that they will practice
- b. During : The teacher demonstrates by selecting a few students or asking them to solve a task in front of the class. After the task is fully explained, the work begins. It is also important to ask students to show it again in front of the class..
- c. Closing : Teachers can add comments such as corrections, errors, or alternative suggestions to speak more natural and truthful content.

g. Role play

1. Definition of Role play

In Dictionary of Cambridge International English, a role is defined as someone who plays as actor in a movie or drama. Role-playing is a method of portraying or simulating certain behaviors when dealing with new situations⁴⁶. In this case, Gillian Porter Laduss explains that "role" are students who play the roles of themselves or others in certain situations. "Play" means that it takes place in a suitable environment,

⁴⁵ Kevin M. Maher, *Intricacies Of Pair Work- Surveys And Research*, Faculty Of Arts And Humanities, 2011, p 19-20

⁴⁶ Paul Procter (Ed.), *Cambridge International Dictionary of English*, (New York: Cambridge University Press). 1996. p. 123

where students will engage in creative and fun activities⁴⁷. According to Crookal and Oxford, there are several things to note about the limitations used in the concept of role-playing and simulation⁴⁸. Some terms that are commonly used interchangeably are simulation, game, and role-playing. There are some differences; however, simulation have a broader concept than role play because simulations are relative complex, length, and inflexible events. Otherwise, role-playing can be a quite simple and concise organizational technique. It is also very flexible, as it gives more leeway for individual differences, initiative and imagination. Role playing is also included in the simulation.

Another way to encourage students to talk is through role playing. Students pretend to be in different social environments and different social roles. Role-playing can obviously promote interpersonal relationships and effective social interactions between participants. Tompskin states, in order to perform simulations, participants must accept the responsibilities and obligations of their roles and functions, and do their best if they find themselves⁴⁹. Students should interact with other participants in the simulation through effective social skills. Role playing can improve students' oral skills in any situation and help students communicate with each other. Eliminates the difficulty of talking. It is also very interesting, and most students will agree that having fun will lead to better learning. In role-playing games, teachers provide students with information about who they are and what they think or feel. The teacher can say to the students, "You are Robbie; you go to the supermarket and tell him what happened last night..." A role-playing game is where students imagine their own actions in different situations and position.

⁴⁷ Gillian Porter Ladusse, *Role Play: Resources Books for Teacher Series*, New York: Oxford University Press. 1995. p. 5

⁴⁸ Crookal, D. and Oxford, R. L., *Linking Language Learning And Simulation/Gaming*. In D. Crookal and R. L. Oxford (Eds.), *Simulation, Gaming, and Language Learning*, New York: Newbury House, 1990, p. 3

⁴⁹ Tompkins, Patricia K., *Role Play/Simulation*. The Internet TESL Journal, Vol. IV, No. 8, 1998.

For example, students act as hotel guests, others can be travel agencies to answer customer questions, or participate in public meetings. The students decide who will perform in each group⁵⁰.

From the explanations, the author believes that role-playing is a technique that involves the use of fantasy or imagination to become another person or temporarily become yourself, improvise dialogue and create a real world on the stage. Encourage thinking and creativity, so that learners can develop and practice new language and behavior skills in a relatively safe environment, and can create the motivation and participation needed for learning.

4. Online learning

Online learning is a learning process conducted through the Internet, usually called e-learning. However, online learning has a general term, distance learning, which is different from traditional learning in the classroom⁵¹. Distance learning has a long history. Many types of online learning are also offered today, including:

- a. Long-distance learning: such as deliver an email with minim interaction.
- b. Telecommunications courses: content provided via radio or television.
- c. Courses on CD-ROM: Students interact through content on the computer.
- d. Online learning: online courses offered synchronously or asynchronously.
- e. Mobile learning: use mobile phones and digital audio players (iPod, podcast) and other devices.

So far, online learning has been a fairly popular method. According to Sloan Alliance, Online learning will continue to grow beyond the amount of students, and universities⁵². Several key findings are:

- a. In the last of 2003, more than 1.9 million students studied online.

⁵⁰ Jeremy Harmer, *How to Teach English*, (Cambridge : Cambridge University Press, 2001), 92.

⁵¹ <https://www.zoomtute.com/content/blogs/18/online-learning-is-education-that-takes-place-over-internet-dot>

⁵² Allen, I. E., & Seaman, J. *Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004*. Sloan Consortium, Newburyport, MA 01950, 2004

- b. The school predicts that the number of online registrations will increase to more than 2.6 million in the end of 2004.
- c. All schools mostly agree that online learning is very important as their long term strategy (53.6%).
- d. The school expects the growth of online learning's students to accelerate the expected average growth rate of online students in 2004 to be 24.8%, compared to 19.8% in 2003.
- e. Most academic leaders are optimistic that the quality of online learning can be the same or better than conventional learning.

Some facts above explain that online learning become popular nowadays. Teaching speaking in online speaking class is more complex than teaching speaking face-to-face. Barriers and problems come insisently during the learning process going on. They do not simply come from students themselves but also teachers. Therefore, strategies to teach speaking online are essential and required so that the learning process would be more effective and it could embrace the standards of comprehensive learning.

5. Factors in teaching strategies

The successful of learning process affected by some factors. Slameto, classify it into two, those are internal and external factors. Internal factor is factor that exists from learners, those are physical and psychological factors. While external factors are factors that come from outside subject, those are family factors, school, and learning environment⁵³. According to the description mentioned, one of the factors influencing learning success is the learning strategy; through learning strategies the teachers are expected to carry out pedagogical activities that will generate pedagogical interactions. The world of education is known for various learning strategies, the learning process will not be effective without using any strategy. In order to make the learning process go smoothly, the teacher needs an effective learning strategy. Every teacher should have their own strategy for presenting materials to students, but not all students can adopt the teacher's

⁵³ Slameto. *Belajar dan Factor-Faktor yang mempengaruhinya*, Jakarta. Indonesia: Rineka Cipta, 2010

strategy. The application of teaching strategy requires special environment and circumstances. Its purpose is to make a learning environment that is conducive to improving students' performance. Students can study well at school or home when the environment is conducive. (Uda, 2013) said, an environment conducive to learning is a comfortable and pleasant environment. Pleasant means far from disturbing noise that will distracts students' concentration. Fun means a fun and engaging learning environment. The learning environment should be stress-free and have specific goals for students to learn. This is called a comfortable learning environment⁵⁴. If the learning environment supports the learning process, the learning process goes effectively. To create an effective and supportive learning environment, teachers need to lead the class well while maximizing the potential of the class and actively taking advantage of the opportunities available. Strategies adapted to the material and characteristics of the learner.

Teachers will consider several factors when choosing a language teaching strategy, including:

a. School curriculum

Curriculum is one of the most obvious factors for teachers because it guides teachers to plan pedagogical activities in each meeting. The teacher also need to understand all the materials he needs to obtain for the students. The time specified in the course.

How to get students to use English in conversation is one of the challenges encountered by English teachers, because most and almost all students are Javanese natives, and they always use Indonesian or Javanese in their daily communication strategies, which are based on the curriculum. Materials, pay attention to the time allocated and understand the goals to be achieved. One of the ways teachers use it is to introduce English to students in class. In fact, it is not easy to get used to it, because students will naturally use Indonesian or English; however, the teacher must at least keep this in mind. Students start to answer

⁵⁴ Uda, A. Pentingnya Suasana Belajar Kondusif. Available at :<http://www.matrapendidikan.com/2013/09/pentingnya-suasana-belajar-kondusif.html> 2013

questions with yes or no, or when the teacher invites students to talk in English, students also try to answer in English

b. Learning style of the students

The second factor to consider when determining the learning strategy is the student's learning style. Of course, every student has a different learning style, which of course requires different teaching methods, because students have different perceptions of materials. Therefore, the teacher needs to understand the learning style of the students he teaches, so as not to make mistakes when providing materials to the students, just in case. Teachers may invite students to participate in outdoor activities because students with a kinesthetic learning style are very active and difficult to control, or because students disrupt other courses in the classroom.

Students who use kinesthetic learning methods find it easier to control the learning process in the classroom even if they are still active. Teachers usually appease students with a kinesthetic learning style so that they can have more control and feel responsible. There should be only two or active students in the class, but students with kinesthetic learning style will affect and disrupt other friends' learning attention, so pay special attention to this when teaching.

On the other hand, Students with visual-learning are relatively calm in their studies, can concentrate for a long time, and are well explained by the teacher, but they are more suitable for extracurricular learning, which makes them feel monotonous, sleepy, bored or stressed in class. Because although students with a visual learning style can be more relaxed in class, students will feel pressured, so sometimes a more interesting and enjoyable environment is needed. enjoy it. Only active recovery takes a lot of time. Students'' conditioned reflexes in class and their processes when they are outdoors.

c. Student's ability

The final factor to be considered when determining teaching strategies is student abilities. Teachers should understand that each student's ability to receive materials is different. Teachers cannot assume that all students have the same skills. Some students will understand it once, some students will understand it

after two or three times, and some even say it again, but it is easy to forget or even not understand, so the teacher should be able to adjust your skills according to the students' abilities and their learning strategy.

Every grade in every school must have an upper grade and a lower grade. Of course, high school and junior high school teachers use different methods, although the strategies are the same because of the students' ability to learn multi-level subjects. In the class, the teacher gave an example only once, and the students immediately understood. But it is different from the lower class; they often need to use simple, familiar and easy-to-understand words to illustrate.

The effectiveness of teaching strategies depends on the teacher's practice. Anderson, Liam, Garrison, and Archer (in Lin and Zheng, 2015) divided the role of teachers in online learning into three categories: classroom design and organization, discourse support, and direct learning⁵⁵. Learning design and organization refers to the way teachers create courses, the development of teaching methods, and the use of media in communication and teaching. Language promotion refers to the role of teachers as facilitators that promote student interaction, student participation, and student participation during learning process. Direct learning refers to the role of teachers as leaders and sources of knowledge. In addition, according to Lin and Zheng (2015), teaching practice has 9 aspects: effective communication, knowledge channels, promoting personal learning, engaging learners in content, and maintaining academic integrity. Place the students in a safe place to meet their needs⁵⁶.

6. Study from Home

In response to the epidemic, the government passed Presidential Decree No. 7 of 2020 in 2019 on the "Working Group to Accelerate the Spread of Coronavirus and Implement Various Emergency Measures", includes government agencies that work with domestic workers. The private sector has a single policy for all employees.

⁵⁵Lin, C. H., & Zheng, B. *Teaching practices and teacher perceptions in onlineworld language courses*. *Journal of Online Learning Research*, 1(3), 2015, 275-303

⁵⁶ Ibid

The Minister of Education and Culture even issued some circulars: the Ministry of Education and Culture's 2020 No. 2 Notice on the Prevention and Control of COVID19 and the 2020 Ministry of Education's No. 3 Notice and Culture on the Prevention of Coronavirus Disease COVID19 in the education sector. In response to this situation, the Governor of South Sulawesi issued Circular 440/1972 / B.UM 2020), stated that moving any learning activity from school to home for preschool until university. The school administration and principal are required to ensure that learning process is conducted effectively at home so that students can stay at home at any time⁵⁷.

Study from home period still enforced until now. The policy of transferring learning activities from offline to online is affecting the shift of learning models from classroom to online. Teachers use free applications such as Google Classroom and Zoom. Many new interactive technologies have emerged today, which help to create an environment where students can learn through hands-on practice, receive feedback, and continuously improve their understanding, and acquire new knowledge from a variety of learning resources⁵⁸. The more sophisticated the use of technology in education, the more research is done to understand its application.⁵⁹ Online learning has many advantages in many studies, including flexibility, which allows learners to overcome obstacles they face in online learning in a timely manner.⁶⁰ Besides that, the students can also experience learning processes that are appropriate to their characteristics⁶¹.

⁵⁷ Pajarianto, H., Kadir, A., Galugu, N., Sari, P., & Februanti, S. *Study from Home in the Middle of the COVID-19 Pandemic: Analysis of Religiosity, Teacher, and Parents Support Against Academic Stress*, 2020. *Journal of Talent Development and Excellence*, 12(2s), 1791-1807.

⁵⁸ J. D. Bransford, A. L. Brown, and R. R. Cocking, *How people learn*, vol. 11. Washington, DC: National academy press, 2000

⁵⁹ K. L. Smart and J. J. Cappel, *Students' Perceptions of Online Learning: A Comparative Study*, *J. Inf. Technol. Educ. Res.*, vol. 5, no. December, pp. 201–219, 2006

⁶⁰ L. Petrides, *Web-based technologies for distributed (or distance) learning: Creating learning centered educational experiences in the higher education classroom*, *Int. J. Instr. Media*, vol. 29, pp. 69–77, Jan. 2002

⁶¹ J. F. Chizmar and M. S. Walbert, *Web-Based Learning Environments Guided by Principles of Good Teaching Practice*, *J. Econ. Educ.*, vol. 30, no. 3, pp. 248–259, 1999.

B. PREVIOUS STUDIES

This study needs some previous study as a consideration theory. The previous study that can be used as a considerations theory is taken by Ulfa Dwi, shows that, English teachers in SMPN 1 Balong use numerous methods to boost students' speaking talents as a result of this is often the most goal in learning English. A number of the most methods most frequently employed by English lecturers in SMPN 1 Balong to boost students' speaking skills are role play, drilling, out of doors activity, and direct strategy. Each teacher has different application in mistreatment numerous methods as a result of every teacher teaches different category, totally different at school level, students' ability, and sophistication condition. Second, there are many factors that influence the teacher in applying several methods that are determined by the teacher. The third issue is infrastructure at school, as a result of while not the whole infrastructure that supports the training activities.⁶²

The study of Khaira Maulidar Sofyan A. Gani Iskandar Abdul Samad from Universitas Syiah Kuala, Banda Aceh, found that teachers used five strategies to teach cadets to speak in BP2IP Malahayati Aceh, namely: role-playing, practice, games, drawing and group discussion. In addition, there are three common obstacles in the learning process; students have limited vocabulary, incorrect pronunciation and self-doubt. The study also found that students responded positively to this strategy.⁶³

Another study about study from home of Hadi Pajarianto, Abdul Kadir, Nursaqinah Galugu, Puspa Sari and, Sofia Februanti from University of Muhammadiyah Palopo⁶⁴ showed positive and meaningful relationship between religious beliefs, school support, teachers and parents related to academic pressure; religious belief variables are significantly positively correlated with

⁶² Handayani. Ulfania Dwi, Doctoral Dissertation: *English Teachers' Strategy in Teaching Speaking*. Ponorogo: IAIN Ponorogo, 2019

⁶³ Maulidar, Khaira, Sofyan A. Gani, and Iskandar Abdul Samad. "Teacher's Strategies in Teaching Speaking for Cadets." *English Education Journal*, 10.1, 2019, 80-94

⁶⁴ Pajarianto Hadi, Abdul Kadir, Nursaqinah Galugu, Puspa Sari and, Sofia Februanti. *Study from Home in the Middle of the COVID-19 Pandemic: Analysis of Religiosity, Teacher, and Parents Support Against Academic Stress*" *Talent Development & Excellence* Vol.12, No.2s, 2020, 1791-1807

academic pressure, teacher variable and parents support are positively correlated with academic pressure. Therefore, the academic pressure of studying at home during the Covid19 pandemic can be reduced by maximizing religious beliefs, excellent students, teacher support, and parental support. The ethical implication from this research is that there is an improvement in the home study system used in Indonesia.

Study about teachers' strategies in teaching speaking on online class from M. Rusandi found that the strategies that teachers often used in the online speaking teaching process at SMPN 7 Muaro Jambi used strategies dialogue, storytelling, sing a song and giving opinions/ideas. Teachers used this strategies because it is handbook based and easy to practice online. Several other strategies are sometimes used by teachers, but they are very rare because they are less efficient in the online teaching process⁶⁵.

In the Anthony G. paper, a number of main theories related to learning are presented. One critical question concerns whether an integrated or integrated theory of online education can be developed. Terry Anderson's work is highlighted. The article proposes an integrated model that describes the phenomenon of pedagogically driven online education. Key to this model is the assumption that online education has evolved as part of learning in general rather than as part of distance learning. As blended learning, which combines face-to-face and online teaching, develops into the dominant form of teaching at all levels of education, it serves as the basis for an integrated model. It is likely that, in the not too distant future, all courses and programs will have some online learning component, as suggested in this integrated model⁶⁶.

From several previous studies that the researcher found, the most striking difference from the studies that will be conducted by the researcher is that it focuses more on teaching speaking in online learning. And to find out what strategies the teacher will use to facilitate this online learning.

⁶⁵ M Rusandi, *An Analysis of Teachers' Strategies in Teaching Speaking English on Online Learning at SMP N 7 Muaro Jambi*, UIN Sutha Jambi, 2021

⁶⁶ Picciano, A. G. *Theories and frameworks for online education: Seeking an integrated model. Online Learning*, 21(3), 166-190. doi: 10.24059/olj.v21i3.1225. 2017

CHAPTER III RESEARCH METHOD

In this section, there are explanations of how the researcher is done. They include research design, research setting, research subject, data and data source, data collecting technique, research instrument, and data analysis method.

A. Research Design

This study applied a qualitative research. Qualitative research is a research process that aims to understand human behavior by creating a complex and overall picture of the social and cultural environment in which human behavior occurs. Qualitative is used to identify the type of language learning strategy. In order to study this phenomenon from the perspective of distance students, qualitative research is needed. Creswell state, qualitative research is used when researchers need to understand in detail the questions that can be obtained directly from people, research topics, and anything related to research.⁶⁷

Then, case study is used as research design for this study. A case study is an ethnographic study that focuses on a specific unit, such as individuals, groups, organizations, or projects. The purpose is to describe and understand the essence "case" in detail. The case study uses a variety of methods, such as interviews, observations, and documents to collect data.⁶⁸

B. Research Subject and Setting

In this study, the research subject are English teacher from first, second and third grade students, by conducting interview with 3 English teachers of the school in each grade. Because the researcher want to know is there any difference strategies in each level. It also to gain different answer from different teacher choices to use certain strategies. The research will be focus especially on analyzing and knowing the learning strategies.

This research conducted at SMA Plus Al Fatimah Bojonegoro which located in Jl. Pondok bamboo no 1 Sukorejo Jamban Bojonegoro. The reason of why this school chosen as the setting of the research because this is one of the modern

⁶⁷ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches Second Edition*, California : Sage Publication Inc, 2007, 40

⁶⁸ Ary Donald, *Introduction to Research in Education*, Belmont USA : Wadsworth, Cengage Learning, 2006, 29

schools in Bojonegoro. And the researcher believe that the teachers there have good competence to facilitate speaking practice during study from home

C. Data and Source of Data

There are many methods can be used to obtain research data and sources. Below are some of data that used in qualitative research based on Rowohlt's theory of the possibility of interview, observation, file, the internet data and visual data (for examples: picture, film, and video)⁶⁹. Therefore, in order to retain the data and source of data in this study, the researchers did interviews with the support of the interview guide.

1. Data

Creswell said qualitative collects data by look at the documents, observe behavior, and question the participant or objects⁷⁰. The data that researcher need is background of the school. The function of the data school is for explain to the reader about school that the researcher conduct about this study.

2. Source of Data

In this study, data source used is differentiating instruction document that used by the teacher which focused on strategy to teach speaking for students and interview the teachers. The questions are related with research question 1 and 2 about the strategy that the teacher used the effectiveness of the strategy, factors that influence the teacher to use those strategies, etc.

D. Data Collection Technique

This research collecting data by using face to face interview to each participant.

1. Interview

At each stage, the researchers conduct personal interviews, telephone interviews, or focus group interviews with teachers. This interview contains a small number of unstructured and generally open-ended questions; the aim is to learn the points of view and opinions of the participants. Interviews involve the

⁶⁹ Rowohlt Taschenbuch Verlag GmbH, Rainbek bei Hamburg. *An Introduction to Qualitative Research 4th Edition* sage. Hants :Colour Press, 2009 219

⁷⁰ John W, Creswell. *Quality Inquiry* 38

researchers following strict procedures and personally seeking answers to a series of given questions through interviews. This method of data collection is usually structured, and the results depend to a large extent on the skills of the interviewer. In this research, interview was conducted directly with them one by one with the questions that have been prepared by the researcher as the interviewer to catch the information about the English teachers' strategies in teaching speaking to the class of seventh, eighth, and ninth grade English teacher of Senior High School plus Al Fatimah Bojonegoro.

E. Research Instrument

In order to obtain complete and reliable data, researchers need to use this tool. An instrument is a tool used for recording, measurement or inspection, especially device that is part of the control system. The instrument used in this study is an interview question.

1. Interview guideline and questions

This study interviewed teachers to find out their strategies in facilitating speaking practice during home learning. This is used to ascertain the strategy that the teacher uses in providing the best strategy they have. Semi-structured interviews were used because this study had key issues and questions that needed to be discussed. For this type of interview, the research questions can be modified according to the direction of the interview. With the interview guidelines that have been prepared, additional questions can be asked according to context and conditions. As Marguerite said, an interview is a purposeful conversation with a person or group of people. The interview guide is based on Tomlinson and Allan's theory of instructional support services⁷¹ (interview questions are in the appendix I).

F. Data Analysis Method

In this study, researchers used classification analysis to conduct research that contained valid information. Using this method, researchers try to find several data sources based on research topics, paying particular attention to selecting the

⁷¹ Ibid

required materials based on the collected data so the researcher can analyze again. In qualitative research, data analysis is a process of searching and collecting the data from the interviews. The researchers emphasized the information received from teachers on their teaching strategies and methods to support their ability to master English, especially when teaching languages.

Qualitative data analysis consists of 3 steps, those are: data reduction, data display, and data verification.⁷² Each of the stage shows as follow:

1. Data Reduction

The process of data reduction are selecting, focusing, simplifying, summarizing, and converting files that appears in field or written records. In quality-oriented projects, data continues to decrease. Until the final report is ready. Data processing is a form of analysis that refines, classifies, focuses, discards, and organizes data in order to reach final conclusions and review them in the future.

2. Data Display

Data display is an organized and concise information gathering stage that enables the researcher to draw conclusions and take other actions. Visualization includes multiple kinds of matrices, graphs, tables, and networks. All of these are designed to collect organized information in a concise and understandable form so that researchers can see what happened and draw wise conclusions or move to the next stage of analysis, as shown on the screen, which may be useful.

3. Conclusion Drawing/ Verification

Conclusions are reviewed in the course of the analyst. The review can be as short as the analyst's second thought at the time of writing, with a quick return visit to the field notes, or it can be more detail, with extensive discussion and peer review to develop an "intersubjective consensus" or to replicate the results at great expense in other records.

⁷² Marthew B. Miles et al, *An Expanded Sourcebook Qualitative Data Analysis*, California: Sage Publication, 1994, p10

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

The purpose of this section is to describe the results of this study and its discussion. The first part is the research results. The second part is to discuss, determine the answers to this research and connect them with some theories. The interview is conducted to know the strategy used in teaching speaking in SMA Plus Al Fatimah Bojonegoro. The documentation is conducted to search the data profile about research location of SMA Plus Al Fatimah Bojonegoro. All of the conducting of data collection above is explained as follows:

A. General Data Description

This is the result of an interview with SMA Plus Al Fatimah Bojonegoro. Here, the researchers provided information on how teachers practice oral English while studying at home. This lesson will directly discuss other information. Interview answer, explained as follows:

A. Teachers' strategies to facilitate speaking practices during the study from home period.

The following explanation aims to answer research questions about teachers' strategies to facilitate speaking practices during study at home. There are 3 English teachers in grades 10, 11 and 12 which teaching English. Here were the results.

The writer received data from the first English teacher listed below, who said that she did not use any other teaching strategies to teach speaking skills during the research period. This can be seen from her statement that in learning speaking she only provides material through PowerPoint then does questions and answers on what the students understand.

"I'm not using various strategy. The strategy I used can be said as an interview. The interview is a question and answer to the students. About the learning material they have learned at the first meeting which already delivered through PowerPoint. Then I tested them again by asking questions like teachers' question. Or it can be called the strategy reporting information. So, they will describe what they understand and

make some examples. It is basically to drill students to speak". (Teacher A)

The statement above shows that the teacher still tried to drill student to speak everything that they understand about the material and make some examples of it. That's what makes teachers use the strategy of reporting information where the strategy makes students report what they understand about the related material. It is linear with the process of her teaching speaking. As reported as follows:

"I teach speaking about obligation and suggestions (most and should). In obligation and suggestion, we explore the modal used in the learning material. What kind of modals are used when we give advice or notify about obligations. In the teaching process, at the first meeting via Google meet, I explained what obligations and suggestions were, besides that they read from the LKS. There is also an additional explanation from the PPT that I made and from YouTube. The first task is to ask students to make sentences about obligations and suggestions. The second meeting is to review the learning material that has been explained. By randomly selecting students and asking what they understand about the subject matter". (Teacher A)

Because the subject matter she delivered requires students to understand the use of most and should and also make some examples of them. Of course, this will be suitable with the teachers' strategy used. In this case, the teacher still gives assignments to students and asks students to study the material themselves first so that when online learning through the application, students already have a little knowledge about the material. However, the learning process still has limited effectiveness. As stated below:

"I think the process using Google meet can be effective or not. Because, I can give feedback to the students directly. For example the student is difficult to find the vocabulary or their friends can't understand what he says. And then I will give him some optional words. And may not be effective because it can't covered a whole class

and the students may bored during this learning process". (Teacher A)

The report shows the process of teaching speaking using Google meet as media during study from home has strength and weakness. The strength is the teacher being able to know the abilities of each student, especially if there are those who do not really understand the material. And then, the teacher also can give comments directly to the students if there are some mistakes or something that the students do not understand yet. The weakness is the focus of the teacher is on students one by one, it takes a long time to cover the whole class. It can also make the students feel bored during this learning. So, the teacher's explanation will be less attention by the students.

Not just the media who have ineffectiveness, but the strategy that is used also has its limitations. Students often feel bored while studying, because reporting information strategy is less attractive to students and cannot cover all students in the classroom. It also takes a lot of time to deepen every student's knowledge.

On the other hand, teacher B prefers a strategy where the speaking learning process is student-centered. She also uses this strategy to drill students speaking practice. As stated as follows:

"The strategy I use is mostly student-centered, which requires students to be more active and talk a lot, it can drills student speaking practice. besides that I use games and discussions to make learning more fun even though it's online". (Teacher B)

Teacher B think by student-centered, the students will be more active and talk a lot. She also uses some games and does discussion during speaking class. The teaching process of her as reported as follows:

"In Pre-activity, I ask students to watch a video or listen to a recording or picture and guess something related to the topic of the day. Next, the main activity is analyzing the form of language used in the video, practicing saying a few words then developing their ideas and discussing together. after that they presented

and presented the results of the discussion. lastly, post activities (reflection, simple questions, conclusions, assignments, etc.)”.
(Teacher B)

The teaching process of teacher B looks more organized. Even though the learning process is online but she still make pre-activity, main activity, and post activity which is good for students because they will feel like a real learning process in the classroom. The learning process is also easy and still including the material. And the students will enjoy to follow this online learning. So, learning speaking during study from home still fun. But still, this process has problems while applied in real teaching. Stated as follows:

“The problem just comes from internet connection that sometimes has not good signal. So sometimes students and teacher lose their communication. But I still say that this process is effective enough, because speaking skills need to listen first rather than practice more. So, give the students some example videos or recordings of the learning material will make it easier for them to practice speaking”. (Teacher B)

As we know, while doing online learning, the teachers and students are relying on signal connections, so if the connection is in trouble, this will interfere with the learning process. And it will make some missed communication between the teacher and students. Apart from that problem, teacher B says that the process is effective enough for the students. Because while teaching speaking, the students need to listen before speak. It will increase student’s vocabularies. So, the students know what they will say during speaking practice. The strategy that the teacher use also interesting and can attract students’ attention during online class. Because the teacher can combine some strategies and the students feel enjoy to join online speaking class.

Differently, Teacher C prefers to use a strategy which the students practice speaking in pairs. As reported as follows:

“During teaching speaking online, I use strategies that require students to learn together in pairs. Because the material that I use the most is conversation, it will be easier for them to work in pairs”. (Teacher C)

Teacher C thinks that work in pair will be easier for the students. This is relate with the material given by teacher about the conversation. Actually, this strategy can be used in speaking practice both online and offline learning. Teacher C teaching process reported as follows:

“As the first activity, usually I will ask about several things related to their activities. it will make them speak. Then I will make them to ask each other. In the main activity, I will provide several topics for them to talk about in pairs or I call it as conversation task. After training them with the topic then I will give a similar task but with a different topic. I use that because I believe that students will feel more comfortable when talking with their friends and it will make them will get used to the conversation”
(Teacher C)

Teacher C prefers to make students have conversations with their own friends according to the topics that she has given. According to her, this teaching process will make them more comfortable because the conversation is not too stiff and in accordance with everyday life. This will certainly make students feel used to speak. Every learning process has problems, likewise with the learning process carried out by the teacher C. Even though Teacher C hoped that the process he was doing would make students feel comfortable and free, she still faced some problems. As states as follows:

“As we know, learning today is online learning, so the problem is that the situation is different for each student in their respective homes. When getting assignments in pairs, there will usually be students who experience a little of

this problem. this certainly hinders our speaking learning process” (Teacher C)

Online learning has several problems. One of them is what the Teacher C experienced, where each student has a different learning environment. So that she cannot equate the situation of each student. This case inhibits the process of learning speaking which requires students to do it in pairs. Not only the differences in environmental boundaries and the learning atmosphere of each student, teachers must also consider the level of each student in pairs. Teachers can pair high-level or high- and low-level fellow students. However, pairing low-level fellow students will not make students develop.

B. Factors that influence teachers’ choice of certain strategies in facilitating speaking practices during the study from home period

From this research question, the researcher tries to get some answers that describe it. The explanation obtained still refers to the 3 teachers who were become the resource persons in this study.

The data obtained from Teacher A, she explains the reasons for using those strategies.

“In addition to getting them to understand the material about obligations and suggestions, using a reporting strategy will encourage students to talk about the material they understand. And this good for beginner class to start speaking because this strategy will provoke their enthusiast” (teacher A)

According to Teacher A, using the chosen strategy will encourage the students to be more active in speaking. So, students are required to grasp the lesson and convey what they have gained in learning speaking. This strategy is also good for beginner classes because it can make students express their understanding of the lesson that has been delivered.

Even though Teacher B uses a different strategy from Teacher A, their reason is the same that is to make students active in speaking. Stated as follow:

“The thing that makes me use this strategy and its consideration is because I need to make sure they pay attention to the material, so I have to involve them more in this speaking learning process, this can make students more active in speaking”. (Teacher B)

Teacher B said, by involving students in the learning process, it will make them pay more attention to this speaking learning material. So, this will make them understand better and more active to speak in speaking class. Teacher B also considers whether the strategy used is interesting enough and makes students enjoy it even through online learning. Because by creating strategies and learning processes that are almost similar to the original learning in the classroom, students will remain enthusiastic about the speaking class held by the teacher.

Similarly, teacher C thinks that the strategy she has chosen can make the students to be more active in the class but, she has another reason. Reported as follows:

“In my experience, if students work in pairs it will be easier for them to talk, especially for speaking subjects that I use mostly about dialogue and conversation. Unlike when talking by themselves, they tend to be shy and confused with their own words”. (Teacher C)

Teacher C stated that by using work in pair as speaking learning strategies, it will make students more courageous to speak than alone. Most of the student feel difficulty in speaking skill and less confident to communicate by using English language, this will also make students more focused and less confused about what they want to say. Another factor that influence teacher C using that strategy is to know and develop different learning style from each student.

C. DISCUSSION

In this section, the researcher explores the previously mentioned results. The result of the research was taken from interviews“ result. Discussion provides explanation:

A. Teachers’ strategies to facilitate speaking practices during the study from home period.

In teaching and learning process, many things that need to be considered by the teacher. One of them is the strategy that will be used. It is important to use appropriate strategy, so the students can understand what the teacher explain much better. It can be said that the teacher who used that strategies in language teaching are very important and useful to students. This strategy is very interesting for language improvement. Students have many opportunities to practice and actively participate in English class. When teaching languages, teachers mainly use different strategies, such as discussion, student orientation, and dialogue. This can be a pleasant experience for teachers and students. Many students join the class enthusiastically. By using appropriate learning strategies, students' attention and ability towards lessons further enhance their speaking skills. Each teacher may use different strategies from the other. All of the strategies used in pedagogical process, especially in teaching speaking in SMA Plus Al Fatimah Bojonegoro are explained as follows:

1. Teacher’s question and reporting information

Based on student response, there are 2 kinds of questioning. Usually, questions with one exact and short answer, also used to remember certain information are known as convergent questions. These questions include to closed-ended questions because students are not hoped to contribute another idea. Based on theory that researcher used above, teacher should choose appropriate question with the level of the students. For example, after teaching about obligation and suggestion, the teacher then asks “Which sentence is obligation?” this question is include to convergent question. Otherwise, questions that require analysis and evaluation from

students using their knowledge related to a question, problem, or situation are include to divergent questions. Divergent questions also known as open-ended questions, it may have various answers. For example, “What are the characteristic of obligation and suggestion?” is a divergent question.

According to McComas and Abraham (2005). If the teacher wants students to remember some knowledges, ask them low-level questions (Bloom’s classification); Otherwise, If the teacher wants students to know whether students can understand and transfer knowledge, please ask divergent questions.

Effective investigation strategies will attract students’ attention, encourage their participation, and help create a proactive learning environment. Students’ questions and answers refer to the classroom materials they learned when they first met the teacher. It’s basically to checking students’ understanding.

The other strategy that this teacher uses is reporting information. This strategy also the continuation of the previous strategy. But, this strategy has a wider scope because students will report anything that they understand about the learning material, so they don't get hung up on questions only. Using reporting strategy will encourage the students to speak.

The teacher gives an example of how to report back to students. Students are given plenty of time to complete the activity while the teacher asks other students to record what they are doing at that time. After students complete the activity then they are allowed to practice what they will say with their friends. And then, the teacher will ask students to tell what they have done. This is more effective if all students have different explanations, if students have the same opinion, then they will be ignored. However, these strategies also have shortcomings in its application. Such a limited time of learning process and can’t cover a whole students. But still, these strategies are worth to drill students to speak during online learning.

It's related with the theory about teachers' question and reporting strategy which has mention in second chapter, that these strategies are very helpful for teacher to teach speaking especially during online learning.

2. Student centered, games and discussion

Nowadays, the role of the teacher has changed from just delivering lessons to being a learning facilitator for students. To apply this role, the teacher can use student centered strategy. A student-centered learning strategy is an approach in the learning process that encourages students to be able to control their own learning process, so they can be more active.⁷³ To make students active in the learning process, using the student center strategy is very useful. this is because the learning process forces students to speak and be more active.

The other strategy which can teacher collaborate with, are using some games and discussion. Relate with the theory about discussion, during this learning process also provide discussion. As theory stated about discussion, using discussion will be effective if each students can share their ideas, explanation, or knowledge about the lesson. Using some games and discussion also make the process of learning speaking will be fun and interesting. When the learning process is fun and interesting, this will make students more active and enjoy to speak.

3. Work in pair

In the teacher C point of views, by using work in pair strategy will make the process of learning speaking easier for the students. Besides making it easier for students to learn, work in pairs also makes students more courageous to talk a lot because they can share the ideas to their partner. It is linear with the theory about work in pair which work in pair strategy is easy if the teacher can handle and have great output if the students did it well.

⁷³ Hannafin, M. . *Student-centered learning*. In *Encyclopaedia of the Sciences of Learning* New York, NY: Springer. 2012, (pp. 3211-3214).

B. Factors that influence teachers' choice of certain strategies in facilitating speaking practices during the study from home period?

As the theory stated on chapter II about factors that influence teacher to choose certain strategy in speaking practice during study from home period, there also some factors that researcher found. Participants selected in this research have different choice of strategies and of course have different reasons and factors that influence it. For teacher A, the reason of her choice to use that strategy is to build up the students' activeness in the learning process. Especially for beginner, so they need to be lured into speaking by giving them some questions. Then they will be able to explain by reporting on the learning material they already understand.

Even teacher B has different strategies; she has little in common with Teacher A. That's to make students to be active during speaking lesson. The other reason is to get students attention during the learning process. As we know, while learning something in an interesting way will be easier to be understood. The students will understand the lesson and active during the learning process are a great collaboration in a teaching speaking.

Meanwhile, according to Teacher C, the thing that needs to be considered in speaking learning is the courage of the students in speaking. Therefore, to build students' self-confidence so that they dare to speak is to work in pairs. because when they talk to themselves it makes them nervous and confused. Different when they do it with partners, they can share about the learning material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After discussing the previous chapter, the researcher concludes the results based on the research questions as follows:

1. English teachers at SMA Plus Al Fatimah Bojonegoro have various strategies to facilitate speaking practice during study from home; some of the strategies are games, discussion, and student centered which is belong to one teacher who use all of those strategies to facilitate speaking practice. Next is work in pair by another teacher, she uses that strategy to facilitate speaking practice because related with her learning material. The last is reporting information and teachers „questions from the teacher who taught in beginner level and those strategies are appropriate for the students because it will encourage them to speak even in online learning. Between one teacher and another teacher have different application in using various strategies because each teacher teaches different class

2. There are several factors that influence the teacher in applying several strategies that have been determined by the teacher. Those include internal and external factors. First, the teacher’s perception about what the students need in the learning process, in this case teacher must be able to know students’ need such as if they get bored so the teacher should provide some strategies that will make learning process feel more interesting. The second factor is the learning style of the students, because every student has a different style and needs a different attitude. Students with active learning style will not comfort with passive strategy. The last factor is the ability of students to receive lessons, because each student has a different level of understanding so students with advance abilities are not using easy strategy, oppositely beginner students will not use difficult strategies.

B. Suggestion

Based on the discussion and conclusion that are already available, researchers gave some recommendations for improving the quality of teaching to speak, as follows:

1. Suggestion for the teachers

At this time, the teacher must understand what strategy they will use. By considering the objectives, goals and learning materials. It will be easier for the teacher to know the right strategy to apply. It also allows students to be more understanding and active while studying online. The teachers are advised to enrich the way they teach by implementing a variety of interactive activities while implementing various strategies. As a facilitator in pedagogical activities, teachers have to make students improve their speaking skills using various strategies so the students can follow lessons in an interesting way.

2. Suggestion for next researchers

Similar studies can use the results of this research as a reference. However, the writer suggests that the next researchers who are interested in the same topic can study the teacher's strategies for teaching speaking in detail or related with online learning. For example, specific strategies that can stimulate certain skills, or strategies that are appropriate with online learning.

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