

**ENGLISH SPEAKING ACTIVITIES DURING THE COVID-19
PANDEMIC: A SURVEY STUDY OF SECONDARY SCHOOL
EFL TEACHERS IN SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S. Pd) in Teaching English



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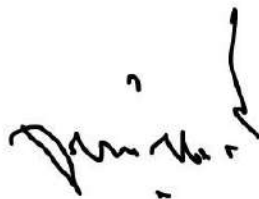
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ABSTRACT

Ayunina, Alfi Aulia (2022). *English Speaking Activities During Pandemic: A Survey Study of Secondary School EFL Teachers in Surabaya*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State University, Surabaya, Advisor I: Dr. Phil. Khoirun Ni'am, Advisor II: Hilda Izzati Madjid, MA.

Key Words: *Online Learning, Teaching Speaking Online, and Speaking Activities.*

The duty of teachers is to choose suitable activities during learning. There are various kinds of activities that teachers can use to achieve learning goals when teaching speaking. Currently, Indonesia is being hit by a pandemic where face-to-face learning must be changed to online learning where teachers have to rack their brains by choosing activities that can keep students from getting bored easily and can learn as interactively as possible compared to previous face-to-face teaching. This study intends to explore the activities that teachers use when teaching online speaking during the pandemic. To answer all of that, this study distributed a survey questionnaire to 42 English teachers in A-accredited high school in Surabaya. The questionnaire in this study was packaged in 2 forms, namely open and closed questions. The results of the questionnaire were analyzed descriptively using SPSS 16. The results showed that the activities used by teacher was dialogue, monologue, discussion, role-play, drilling, speech and presentation, then the researcher concluded the percentage results related to activities carried out by teachers to teach speaking during the pandemic, these activities are praising the performance of students who are ranked first with a score of 69.0%. Then, the second activity is related to the teacher making activities where students can work in pairs or small groups. this activity obtained a percentage of 47.6%. and finally the activities carried out by the teacher in teaching speaking who was ranked third was correcting students' grammatical errors as soon as possible after they carried out communication activities by obtaining a percentage of 42.9%. Based on the results of the Pearson correlation, all values are greater than 0.304. So this study is valid because it depends on the validity rules, the total r must be greater than the r table. (in this study r table is 0.304). While the reliability value of this study is 0.744, which means that based on the rules of Cornbach's Alpha, it is concluded that it is included in the reliable category. This is in accordance with the rules of Cornbach's Alpha $0.60 - 0.80 = \text{reliable}$. In this study the results obtained that $0.60 < 0.744 < 0.80$. This study focuses on the activities used by teachers to teach speaking online during the pandemic.

ABSTRAK

Ayunina, Alfi Aulia (2022). Kegiatan Berbicara Bahasa Inggris Selama Pandemi: Studi Survei Guru EFL Sekolah Menengah di Surabaya. Sebuah tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Negeri Sunan Ampel, Surabaya, Pembimbing I: Dr. Phil. Khoirun Ni'am, Pembimbing II: Hilda Izzati Madjid, MA.

Kata Kunci: Pembelajaran Online, Pengajaran Berbicara Online, dan Kegiatan Berbicara.

Tugas guru adalah memilih kegiatan yang sesuai selama pembelajaran. Ada berbagai macam kegiatan yang dapat digunakan guru untuk mencapai tujuan pembelajaran ketika mengajar berbicara. Saat ini Indonesia sedang dilanda pandemi dimana pembelajaran tatap muka harus diubah menjadi pembelajaran online dimana guru harus memutar otak dengan memilih kegiatan yang dapat membuat siswa tidak mudah bosan dan dapat belajar seinteraktif mungkin dibandingkan dengan sebelumnya. pengajaran tatap muka. Penelitian ini bermaksud untuk mengeksplorasi aktivitas yang digunakan guru saat mengajar online speaking selama masa pandemi. Untuk menjawab semua itu, penelitian ini menyebarkan kuesioner survei kepada 42 guru bahasa Inggris di sekolah SMA yang berakreditasi A di Surabaya. Kuesioner dalam penelitian ini dikemas dalam 2 bentuk, yaitu pertanyaan terbuka dan tertutup. Hasil angket dianalisis secara deskriptif menggunakan SPSS 16. Hasil penelitian menunjukkan bahwa kegiatan yang digunakan guru adalah dialog, monolog, diskusi, role play, pengeboran, pidato dan presentasi, kemudian peneliti menyimpulkan prosentase hasil terkait kegiatan yang dilakukan oleh para guru untuk mengajar berbicara di masa pandemi, kegiatan tersebut memuji kinerja siswa yang menduduki peringkat pertama dengan skor 69,0%. Kemudian, kegiatan kedua berkaitan dengan kegiatan guru membuat dimana siswa dapat bekerja berpasangan atau kelompok kecil. kegiatan ini memperoleh persentase 47,6%. dan terakhir kegiatan yang dilakukan guru dalam pengajaran berbicara yang menduduki peringkat ketiga adalah mengoreksi kesalahan tata bahasa siswa sesegera mungkin setelah mereka melakukan kegiatan komunikasi dengan memperoleh persentase 42,9%. Berdasarkan hasil korelasi Pearson, semua nilai lebih besar dari 0,304. Jadi penelitian ini valid karena tergantung pada aturan validitas, r total harus lebih besar dari r tabel. (dalam penelitian ini r tabel adalah 0,304). Sedangkan nilai reliabilitas penelitian ini sebesar 0,744 yang berarti berdasarkan kaidah Cornbach's Alpha disimpulkan termasuk dalam kategori reliabel. Hal ini sesuai dengan aturan Cornbach's Alpha $0.60 - 0.80 =$ reliabel. Pada penelitian ini diperoleh hasil bahwa $0.60 < 0.744 < 0.80$. Penelitian ini berfokus pada kegiatan yang digunakan oleh guru untuk mengajar berbicara secara online selama pandemi.



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Surabaya, 20 Juni 2022

Penulis

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LIST OF ABBREVIATIONS

- EFL** : English as Foreign Language
COVID : Corona Virus Disease



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CHAPTER I

INTRODUCTION

This chapter provides the introduction in this study. This introductory section consists six subheadings, namely background of the research, research question, objective the study, significance of the study, scope and limitation of this study. The keys of comprehending of this research are provided in this chapter.

A. Background of The Study

Speaking is an oral producing that involves both the speaker and the listener in the process of interpreting and negotiating meaning. To adapt the language, the speaker must encode the meaning he means to express, after which the listener must understand the purpose. According to Patel and Jain in their statement the prior purpose of language were communication, self-expression, and thinking.¹ Therefore, it was obvious that language is a form of communication. Pupils must be able to grasp the language in order to achieve a high level of proficiency.

However, speaking skill is considered as the most difficult ability for pupils to master. This notion was approved by Brown and Yule state learning to speak in the foreign language is often regarded as being one of the most complicated parts of language learning for the educator to assist learners with.² It was irony that in reality there are very limited number of students who are able to judge by the accuracy of the language they produced. According to Ahmad and Artini stated that in order to improve the accuracy of English communicative competence based on recent English curriculum objectives, the teaching of speaking skill has become

¹ Patel, M.F., & Jain, P.M. (2008). English Language Teaching (methods, tools, and techniques). Jaipur: Sunrise Publishers & Distributor.

² Brown, G., & George, Y. (1983). Teaching the Spoken Language Cambridge: Cambridge University Press.

increasingly important in the English as a foreign language context.³ The speaking ability is a complex process in its nature, there are abundant learners feel anxious to speaking in the classroom or outside it due to psychological reason, and so they keep silent.

Indonesia was currently experiencing an outbreak of a new virus, the corona virus or what can be called by COVID-19. As a result of the pandemic, the Indonesia government issued a new strategy to interrupt the virus's chain of transmission. The Indonesia Government urged its citizens to do everything from home, including working and learning from home.⁴ Initially, the new government policy made pros and cons in society. Various professions make adjustments to new policies made by the government to break the chain of spreading of this virus. For instance, the teaching profession, in this pandemic the government asked teachers to switch the learning concept from traditional learning became online schooling. not only asked to change the concept of learning, but the teacher is also asked to make an interesting online learning so that students didn't get bored easily. Distance studying or online studying is not a foreign concept for us. Bartley, et. al stated online learning is a form of learning distance or education distance.⁵ in fact, the distance learning or online learning has already been implemented in US. The difference was online learning in Indonesia was applied because it broke the chain of spreading the Corona virus. However, currently the state of education has entered the post-pandemic era transition. Various professions, especially educators, have gone through difficult situations. This is as stated by the head of the Ministry of Education and Culture that education in post-pandemic packaged in a

³ Ahmad, K. Seken & L.P. Artini. (2013). A Study on Strategies for Teaching Speaking and Reading Comprehensions Skills. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris Vol. 1 Tahun 2013. Doi: <https://doi.org/10.23887/jpbi.v1i0.869> .

⁴ Sandi, F. (2020). Jokowi: Kerja dirumah, Jangan Ada PHK. Jakarta: CNBC Indonesia.

⁵ Bartley, S. J., & Golek, J. H., (2004) Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction, Educational Technology and Society, 167-175.

new normal learning system.⁶ This new learning system started from education planning. Educational planning is an activity that aims to obtain instruments and techniques in determining priorities, thus the need for educational development will be more focused because the planned needs become the target goal.

Due to pandemic, Indonesian teaching system experienced changed in many aspects, one of them was the activities that provided. The choice of activities must also be considered in online learning, because not all activities in traditional schooling can be applied in online learning activities. For instance, teaching writing and reading was easier to apply in online learning because these two skills are rather easily to see the results and can be done individually. Different with teaching speaking, speaking is a practical skill where there must be involvement between two people to practice conversation and so on.

To support learning objectives in speaking, teachers need strategies for teaching speaking. There was many research that discussed activities for traditional teaching. Currently, there are many previous studies that have examined the topic of online learning and in this study the aim is to explore what activities teachers use in online learning. As Reiser and Dick said that teachers can use different strategies to achieve teaching and learning objectives. This statement is also agreed by Cole that the role of the teacher is to provide an effective plan/strategy to meet the educational needs of students. Therefore, a common teaching strategy is to help students communicate in the language they are learning.

As stated by Asmuni in his research entitled *The Problem of Online Learning during the Covid-19 Pandemic and The Solution*⁷, he stated that

⁶ Maharani, F. (2021). Strategi Pendidikan Menuju Era Pasca Pandemi. Direktorat Jenderal PAUD Dikdas dan Dikmen Kemendikbud. <https://ditpsd.kemdikbud.go.id/artikel/detail/strategi-pendidikan-menuju-era-pasca-pandemi> .

⁷ Asmuni. (2020). Problematika Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya. Jurnal PedogogyL Jurnal Penelitian dan Pengembangan Pendidikan. https://www.researchgate.net/publication/346049590_Problematika_Pembelajaran_Daring_di_Masa_Pandemi_Covid-19_dan_Solusi_Pemecahannya . (Retrieved 5 April 2021).

the reality of learning online during the pandemic has tough challenges. It was due to the fact that teachers and students are both unprepared when they go online. The sudden shift in face-to-face learning systems online without proper preparation has made a number of teachers unable to keep up with technology-based and information-based changes. As a result, being ready or not ready for online learning must be implemented so that the learning process may continue even if the Covid-19 pandemic occurs. From the above statements, the researcher revealed the reality that occurred in the community regarding online learning during the pandemic period has several difficulties. Another difficulty is in the learning conditions, as we know that not all face-to-face learning activities can be used in online education. It was difficult for teachers to pick activities because of this. The difficulties of online learning in times like this can be overcome by selecting activities in learning that are suitable for use in online teaching.

The application of appropriate learning strategies can help teachers to choose speaking activities based on students' needs. Especially in pandemic situations, many activities that were initially carried out face-to-face must be changed to online. For example, storytelling activities was usually done face-to-face with the intention of improving students' speaking ability. Instead, storytelling can be done in an alternative way, namely displaying a picture sequences with the text, then distributed to several students, after that they can retell the story just by looking at sequence of pictures.

Online learning has been studied by many researchers. One of them was Retno Puji Rahayu and Yanty Wirza in their study entitled "Teachers' Perception of Online Learning during Pandemic Covid-19"⁸, this study investigated EFL teachers' perception of English online learning. This study employed a descriptive design qualitative approach. A Survey questionnaire and interview were used in this study to elicit the response of 102 Junior

⁸ Rahayu, Retno Puji and Wirza Yanty. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan: LPPM Universitas Pendidikan Indonesia*. Vol. 20 No. 3. Doi: <https://doi.org/10.17509/jpp.v20i3.29226>

High School English teachers in Bandung. This study found that the participants showed a positive perception of the usefulness and ease of use of online learning systems during pandemic Covid-19. Still, more than half of the teachers didn't agree on the effectiveness of it.

Another research entitled "Online Learning Perception During Covid-19 Pandemic Viewed From High School Students"⁹ by Junaedi Setiyono, Semi Sukarni and Abdul Ngafif. This study examined SMA and SMK students' perceptions of online learning and examined whether the two schools differ greatly. This study used likert-scale questionnaires and an interview. In analyzing the data, the authors carried out descriptive and inferential analyzes of the quantitative data. The finding of this study there was significant difference in the perception of online learning between SMA and SMK students. The high perception was obtained from SMA students, while medium perception was showed by SMK students.

A recent study regarding online learning conducted by Ahmad Nur Syafiq, Amalia Rahmawati, Anwari, and Tyas Oktaviana. The research entitled "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19"¹⁰. This study has aimed to find the use of YouTube to improve speaking skill of students and how teaching and learning process using YouTube videos are implemented in the class. This study revealed that YouTube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content.

Other study conducted by Zelvina Liska Afriani and Valisneria Utami with title "Strategies in Online Speaking Classroom in the Time of Covid-

⁹ Setiyono, Junaedi, Sukarni, Semi, Ngafif, Abdul. (2021). Online Learning Perception During Covid-19 Pandemic Viewed from High School Students. English Review: Journal of English Education. Vol. 10 No. 1. Doi: <https://doi.org/10.25134/erjee.v10i1.5356>

¹⁰ Syafiq, Ahmad Nur, Rahmawati, Amalia, Anwari, et all. Increasing Speaking Skill through Youtube Video as English Learning Material during Online Learning in Pandemic Covid-19. Journal of English Language Studies. Vol. 3 No. 1. Doi: <https://doi.org/10.31849/elsya.v3i1.6206> .

19: A Descriptive study at Tertiary Level”¹¹. Their research focused on analyze the strategies applied by teachers at the tertiary level in the time of Covid-19. A semi-interview was used to obtain the data in this study. Then, this study revealed that the English teachers used several teaching-speaking skill integrated with social media and mobile phone application to be accessed easily. The speaking strategies that used are lecturing, role-play, online group discussion, simulation, and drilling.

There were many previous studies that discuss teachers’ actions for conducting activities classroom in traditional learning. Therefore, study about teachers’ activities for online learning especially for secondary school have rarely been studied directly. The objective of this study is to find out sorts of English speaking activities that teachers employed throughout pandemic in several secondary schools in Surabaya on grade 1,2, and 3. The researcher have reason choosing Surabaya as a research location because the researcher wants to know the appropriate activities for English speaking that teachers used during pandemic in secondary schools in Surabaya. Besides that, several secondary school in Surabaya is a school model which have different activities in teaching English speaking, perhaps with this situation, several secondary school models in Surabaya have different activities for learning English speaking.

B. Research Question

Based on the research background, the researcher formulated the research question, stated as follows:

What activities do the teachers apply for teaching speaking during pandemic?

C. Objectives of the Study

Departing from the background of the study, this study aimed:

¹¹ Afriani, Zelvina Liska & Utami, Valisneria. (2021). Strategies in Online Speaking Classroom in Time of Covid-19: A Descriptive Study at Tertiary Level. Academic Journal of English Language and Education. Vol. 5, No. 2. Doi: <https://dx.doi.org/10.29240/ef.v5i2.2613> .

To explore the English speaking activities that teachers choose to teach online speaking during the pandemic.

D. The Significance the Study

This study hopes to give information for English teacher in secondary school about English speaking activities for teaching speaking online. The importance of this research are describing below:

a. For English Teacher

This research was expected to help teachers more carefully in choosing the appropriate activities for teaching English in an online learning system. In addition, from the results of this study, it was hoped that teacher can increase their knowledge about teaching speaking during the pandemic.

b. For the Future Researcher

For further researcher, it was hoped that this research can help further researchers by becoming a reference in the topic of selecting activities in teaching during the pandemic, especially teaching speaking English at high school level.

E. Scope and Limitation of the Study

The scope of this research concentrated on types of English speaking activities during pandemic. This study took a sample of English teachers who taught grades 1, 2, and 3 in several high school which an A-accredited school in Surabaya. Meanwhile, this study was limited to only focus on particular research that discuss about the types of English speaking activities during pandemic. This study explores about activities used by teacher as the main activity. The researcher had a reason in choosing main activity as types of activity, because in during pandemic, teachers have challenges to use activity that can be used in online learning.

To analyze the data, the researcher used Creswell's theory in the chapter "How to Analyze the Quantitative Data" in the theory, which

described the steps to clearly analyze quantitative data step by step. Henceforth, the researcher adopted the questionnaire of Kourieous and Evripidou research entitled “Students’ Perceptions of Effective EFL Teacher in University Settings in Cyprus” Teach Speaking”.

In data collection, researchers took 42 English teachers who taught grades 1, 2 and 3 at an A-accredited high school in Surabaya by filling-out a questionnaire for two weeks. The reason the researcher took samples of English teachers in secondary school in Surabaya was because many school in Surabaya were pilot model school so that the researcher wished to explore suitable activities that were chose by English teachers in teaching speaking during learning from home during this pandemic situation.

F. Definition of Key term

1. Speaking activities

According to Richards, the types of purposeful classroom procedures that involves pupils doing something that relates to the course goals are known as activity.¹² Speaking activities is an oral interaction that involve pupils doing something that relates the goals of the learning. In this research, speaking activities refers to several actions that teacher used for online teaching speaking during pandemic. This study explores about activities used by teacher as the main activity.

2. Teaching Speaking Online

Teaching speaking online same as teaching speaking as usual but package with online model. In this research, online teaching speaking refers to government policies regarding the change in learning models from traditional learning models to online learning or “from home” because of the Covid-19 virus outbreak.

¹² www.professorjackrichards.com/differences-task-exercise-activity/ . accessed on May 4th 2021

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher presented the review of related literature and previous studies which aimed to give information about the theories underlying this study. There were four points explained in this part, these were online learning, teaching speaking online, and English speaking activities.

A. Review of Related Literature

1. Online Learning

In general, the learning process in class was carried out face-to-face because all instructions can be clearly conveyed without interruption of place and time. Learning with a model like this is generally more teacher-centered. Teacher-centered face-to-face learning was categorized as a traditional learning method. The reason is that educators often became facilitators because the teacher has full control over the learning process. Paulo Freire, a socialist from Brazil, stated in his theory that kinds of this learning model was usually called by the “command style”¹³ in which a teacher prepared all aspect of teaching and took the initiative to teach and monitor learning progress. In fact, this learning models often have an impact because teachers did not develop learning materials and tend to be monotonous.

There is also face-to-face student-centered learning, this learning can provide deeper opportunities for students to learn to create experiences. Through student-centered learning model, student can play an active role in combining and generalizing knowledge.

¹³ Freire, Paulo. (2008). Pendidikan Kaum Tertindas, terj: tim redaksi. Jakarta: LP38S.

Modern technology, especially the internet, has changed education which was once limited by only walls. The change from traditional learning to technology-chained learning can be called electronic learning or e-learning. Online learning is not the latest innovation in the world of education, online learning was first applied in North America in 1960. Allen and Seaman stated a direct, face-to-face learning system between educators and learners is known as online learning.¹⁴ In online learning, you really need an internet network to carry out the learning process. Educator and pupils doing the learning process at the same time, the distinguishes was where they carried out learning. Various applications and platform that commonly used for online learning were Zoom meeting, Google meeting, Edmodo, Schology, Whatsapp group, Telegram and Discord.

Furthermore, the other obstacles besides internet network were the constrained in the delivery material so that material couldn't be understood. This often happens because the media used during learning is not suitable for learning, for example PowerPoint media. The fact in the field is that there are still many teachers who take material from the internet whole-heartedly without being filtered. This can cause a lot of material that is not related to the topic to be studied or delivered.

Another online learning obstacle was the ability of teacher to understand technology operation. Not only made an interesting online learning, but the teacher also required to master the gadget or computer in online learning. The fact was there were still many teachers who feel confused about operating computer or gadget during online learning. Some of them still recognized that they have

¹⁴ Allen, I.E., & Seaman, J. (2007). *Online Nation: Five Years of Growth in Online Learning*. Newburyport, MA: ERIC.

difficult of accessed the link, uploaded the learning videos, and operating learning platforms.

2. Teaching Speaking Online

Speaking is a part of productive skill about the involvement between listener and speakers who must process the expression of meaning.¹⁵ The speaking must express the meaning to be conveyed the listener must catch the information. Furthermore, speaking became important thing, all people can interact each other.

Teaching is the process of guiding students to learn and facilitating students in managing learning conditions.¹⁶ Teaching speaking was not easy. The aim of teaching speaking was the ability to speak fluently. According to Fauziati stated that “It should teach speaking skills considered central in foreign language pedagogy”.¹⁷ Hence, as the researcher said above speaking is an activity that Speaking is an activity that requires repetition of practice many times. That was the reason why it is important to teach speaking in language learning. Another aim of teaching speaking is to train pupils on how to deliver presentation orally without mispronunciation or any difficult to pronounce.¹⁸ Therefore, the major purpose of oral teaching is to produce the speaker’s capability to communicate in the target language.

Teaching speaking with an online model was not a new breakthrough in the world of education, especially in line with the evolution of information and communication technology today. Online teaching speaking was another form of online learning but

¹⁵ Kathleen, M. Bailey. (2000). *Practical English Language Teaching: Speaking* New York: The McGrawHill Companies.

¹⁶ Brown, G. & Yule, G. (2011). *Teaching the Spoken Language: An Approach Based on Analysis of Conversational English*. Cambridge: Cambridge University Press.

¹⁷ Fauziati, Endang. (2008). *Teaching English as a Foreign Language*. Surakarta: Muhammadiyah University of Surakarta.

¹⁸ Handayani, U. D. (2019). *English Teacher Strategy in Teaching Speaking*. Thesis: Institute of Islamic Studies Ponorogo

the distinguishes in this teaching is the focus on teaching speaking. online teaching speaking in this study refers to government policies towards changing formed of learning due to Covid virus outbreak. This change in teaching model made some teachers inequality because some schools had never taught online teaching speaking.

Of course, the obstacles that occurred in face-to-face speaking teaching with online teaching speaking is clearly different. The facts in the field of learning to speak online made the teacher changed all teaching concepts, because the situation in traditional learning cannot be conveyed into online speaking. Other obstacle for teaching speaking online was the conditioning of students when teaching took place. In teaching process, when the educator asked them to discuss many of the were too engrossed in chatting their own lives, in other words, they did not engage with teachers' direction. This, caused the teaching of speaking to be chaotic or interfere with the continuity of teaching.

1. English Speaking Activities

According to Richards, speaking activities is an oral interaction that involve pupils doing something that relates the goals of the learning. Planning activities for pairs or small groups in the language classroom is very essential if the teacher wanted to teach speaking, so that students have opportunity to practice speaking skills without being dominated by the teacher. The purpose of Bailey's statement above was that if teacher want to hold speaking activities, they must consider students' opportunities to speak and make them active in speaking activities. Harmer in this statement described several appropriate activities that can encourage students to speak¹⁹, namely:

¹⁹ Harmer, Jeremy. (2007). *The Practice of English Language Teaching the Practice of English language Teaching* (4th Ed.). USA: Pearson Education Limited.

a. Role-play

Role-play is a common activities to train students' speaking ability.²⁰ In this activity, students can pretend to try to play various roles such as being a doctor, policeman, librarian, etc. The teacher provided information about the role that the students would play. For instance, the teacher chose one student to act like prosecutor, the other students became the accused and so on. They would play like in the court. Role-play was a great way to improve students' imagination and invite them to actively participate in speaking.

b. Communicative games

Communicative games were a series of activities where students were simulated to interact in class. Basically, students were required to speak and write or play an active role in delivering information and expressing their opinion in the classroom.²¹ In this case, communicative games can increase positive effective classroom atmosphere and motivating the student's to speak target language. This activity is one way to help students build their confidence to speak and for those who have difficulty speaking English.

c. Discussion

A process or action of talking about something in order to reach a decision or to exchange ideas is known as discussion.²² The procedure in carried out discussions in learning process, stated as follows: first, the teacher asked students to make a group consists of 4-5 learners. Then, the

²⁰ Scott, W. A., & Ytreberg, L.H. (1990). Teaching English to Children. New York: Longman.

²¹ Dewi, R. S., et. al. (2017). Using Communicative in Improving Students' Speaking Skill. Canadian Center of Science and Education.

²² Oxford Dictionary.

teacher shared several different topics for group discussion and asked them to discuss according to the topics that were got. One of group member assigned as a discussion note that is useful for writing important points or the results of the discussion. After, finished the discussion for 10-15 minutes, the educator asked them to present the results of the discussion in the class. Furthermore, the advantage of discussion can provide opportunities for the pupils to discuss information obtained and make a decision or solution of the problems.²³

D. Dialogue

Dialogue is a conversational activity that occurs between two or more people in books, plays or films, or in language teaching materials. As stated by Richard dialogue activities are often specifically carried out to teach language items that contains simple grammar and vocabulary, maybe slightly different from real-life conversation.²⁴ Dialogue is one of the many sorts of oral activities that teachers often use to improve students' speaking skills. Dialogue can be packaged in a variety of ways, such as conversations between teachers and students. Here the teacher appoints one student at random: this method is an effective way of demonstrating to the whole class how the students should do afterward. for example: the educator asks one of learners to read the dialogue rules in the textbook or the teacher can arrange other situations. There are two forms of student

²³ Brown, G. & Yule, G. (2001). *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.

²⁴ Richard, J. C. and Richard, S. (2002). *Longman Dictionary of: Language Teaching and Applied Linguistics*, 3rd Edition. Longman: Pearson Education.

dialogue in pairs, namely open pairwork and closed pairwork.²⁵

Open collaboration is when two students engage in dialogue while the other students observe. This is useful because it can serve as a pilot transition from teacher-student dialogue to students in pairs. While closed collaboration occurs when students practice their dialogue with their partner in front of the class while other students practice their own dialogue at the same time. In this activity, the educator's duty may be to roam around the classroom, checking to see if pupils are on track and offering the guidance and correction.

e. Monologue

Monologue is an individual student work in spoken form which has the aim of practicing all areas of the language system in order to increase students' speaking ability and confidence. Monologue is also an activity that teachers usually do in oral teaching. The teacher invites learners to practice speaking monologues to see the flexibility of students in speaking a foreign language including word pronunciation. The implementation of the monologue in the speaking class is the same as the implementation of the dialogue, the only difference being the way it is implemented. in delivering monologues, students deliver individually. The procedure for implementing a monologue in class is as follows: 1) the educator gives the material that will be the topic of the monologue, 2) the educator asks students to write about the topic 3) the educator gives student about 15 minutes to prepare, 4) after 15 minutes'

²⁵ Thornbury.

passed, the teacher asked students to convey their responses to a topic by speaking in front.

f. Speech and Presentation (Prepared Talks)

Basically, one common types of speaking activities is prepared talk, where a pupil made a presentation with prepared readiness without read their notes or script. Hence, this activity can train students gain confidence in speaking in front of class. According to Thornbury, there were many categories ideas of speech, such as: show-and-tell, did you read about..?, Academic presentation, and business presentation.²⁶ Harmer explained to conduct the prepared talk in speaking classroom, the procedure for doing this activity, as follows: 1) The teachers needed to give them time to prepare their talk, 2) Then, if possible give the students time for rehearse their presentation or speech. 3) Then, the teacher asked the representative of group which consisted 2-3 learners to deliver their outcomes of presentation in front of class. 4) After that, the educator and the class decided the criteria for a good presentation. 5) Every group that have been presented their presentation, the teacher would give feedback on their work. The use of teachers' feedback was important because students could get a chance to analyze their presentation and they would try to be better in the next time. However, the problem of student presentation on how to keep the audience interest. To prevent the audience got bored, the teacher could ask the other student to make a summary while other group presentation or set the question for other group.²⁷

²⁶ Thornbury, Scott. (2005). *How to Teach Speaking*, New York: Pearson Education Limited.

²⁷ Thornbury.

g. Debate

Debate and discussion was same activity but in debate created groups with pro and cons categorize, where they must think critically and analytically to defend their arguments. In the end of debate's session, there was a session to present arguments, in this session other groups can give a response or reject the opinion of the group. The final result of this activity, does not include a compromise of the opposing group but mutual respect for the differences of opinion between the two groups.²⁸ Teacher's role in this activity was to mediate during the debate for achieving understanding.

h. Drilling

The definition of drilling is imitate and repeat the words, phrases, or even entire sentences.²⁹ As stated by Larsen and Freeman, teachers have to apply drill if they want learners can speak English fluently. The advantage of using drill in teaching speaking, such as: drilling can improve the skill of practicing on what is learned if it intensive and appropriately used. The procedure for using drilling in the classroom, as follows: 1) The teacher breaks down paragraph into several part, 2) The students repeat a part of sentence, 3) the student follows the students' instruction, 4) then, the students expand what they are repeating part by part until they can repeat the entire line.³⁰

²⁸ Nurcahyo, Rahmat. (2012). Penilaian dalam LDBI "Lomba Debat Bahasa Indonesia" tingkat Nasional, Cisarua. <http://staffnew.uny.ac.id/upload/132303692/pengabdian/penilaian-dalam-ldbi.pdf>. (Retrieved 1 Januari 2021).

²⁹ Thornbury.

³⁰ Larsen, Diane and Freeman. (2000). *Techniques and Principles in Language Teaching* (2nd Edition). New York. Oxford University Press.

4. Speaking Activities That Can Be Applied in Online Learning

As stated by Harmer, suitable activities can support the successful learning. Because this research explores speaking activities while teaching online during the pandemic, below the researcher will mention what speaking activities can be applied in online learning during the pandemic.

a. Dialogue

Dialogue is a conversation activity between two or more people. Dialogue is also a common activity in teaching speaking. In online teaching, this activity is a common activity when teaching speaking. The reason is, students can try to explore various expressions without fear of being commented on by the teacher. The use of dialogue is also beneficial for students, namely it can help students to hone their creativity in the conversations that are being practiced.

b. Monologue

Monologue has a meaning as a student's individual oral work which has the aim of practicing all aspects of the language, this improves the language skills and confidence of the students. They need enough assignments and time to prepare followed by the show. There are various types of monologues, namely "monologue in describing experience", "monologue in placing cases", and "monologue in giving information". This activity can be used when teaching speaking online by asking students to look for hot topics and asking them to display their work by uploading them to an online platform. Activities such as speaking monologues can develop thinking and improve the use of language practice in communicative situations

c. Discussion

Discussion is commonly activities that use in teaching speaking. The difference discussion for teaching speaking in face-to-face learning and online learning is only in the form of implementation. The implementation of online discussion was quite simple if the teacher knows how the used. First of all, the teacher divided students into a group of 4 students. Then, they received the topic that'll be discussed from teacher. After that, they discuss with their group with on camera. Teachers' role in this activity as mediator. This activity can help students' ability in speaking such as increased students' critical thinking on solve the problem and find the solution.

d. Presentation

Using presentations to teach speaking is something that teachers usually do. In teaching speaking online, presentation is also one of the activities that many teachers do in the classroom. According to Harmer, prepared talks is one popular kind of activity, where students makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they were involved in. Presentation as speaking activity in teaching online speaking used to know how the students mastered in deliver their material.

This activity used in teaching online speaking by means of students uploading in online learning platform, then the teacher gave their feedbacks presentation. This activity is used in teaching speaking online by means of students uploading on an online learning platform, then the teacher gives a presentation of their feedback. Here to liven up the atmosphere of the activity even though it is carried out online, students who do not make presentations can participate in summarizing

or asking questions when the presentation group uploads it on the online learning platform.

e. Role-play

In online role-play, learners take a character role in developing a story that serves as a metaphor for real-life experience, in order to develop a potentially wide range of subject related and generic learning outcomes. According to Harmer, it's important that when pupils are working on play scripts, they should treat it as 'real' acting. In other words, the educators need to help them to go through the scripts as if the educator was theatre director. The application of this activity by asking students to bring stories in groups and asking them to show dramas by recording and uploading to YouTube. Next, the teacher plays the video in teaching and invites other students to provide feedback on the group's performance.

B. Review of Previous Studies

There were abundant previous studies regarding English speaking activities, first study was conducted by Juniar Tiurma Silalahi, Indra Pradana entitled "Utilizing V-log for Teaching Speaking During Pandemic Covid-19".³¹ This study aims to descriptively explain the teaching steps using Vlog. Qualitative research was employed in this study. The researcher use interview, observation and documentation to collect the data. this study revealed that the teacher conducted teaching speaking by using zoom meeting with the following steps: (1) Sharing the video on the share screen, (2) palying the video in full screen, (3) asking the students to observe the video, (4) instructing the students to speak up like on the video, (5) asking

³¹ Silalahi, Juniar Tiurma & Perdana, Indra. (2020). Utilizing V-log for Teaching Speaking During Pandemic Covid-19. Proceedings of INACELT (International Conference on English Language Teaching). Vol. 4 No. 1 (2020).

the students to make a video vlog and upload the video in the social media, such as YouTube, Instagram and Facebook.

Second, the prior study carried out by Arya Fitri, Hermansyah, Etty Pratiwi, and Aswadijaya entitled “Teacher’s Strategies In Teaching Speaking During Covid-19 Pandemic”.³² The subject of this research were students in eighth class. This research purpose was conducted to explore the strategy that the teacher and used in implementing learning during the Covid-19 pandemic. Qualitative research with descriptive approach was employed in this study. This study shows the teacher used an expository strategy that emphasized the teaching and learning process directed to achieve learning objectives.

Third, the study was conducted by Ahmad Nur Syafiq, Amalia Rahmawati, and Anwari entitled “Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19”.³³ The approach employed in this study was classroom action research. The data was gathered through speaking assessment and interview. According to the findings of this study, YouTube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar and content.

Fourth, previous study was conducted by Putra Maha Anugrah from Undiksha. The title of this study was “An Analysis of Teachers’ Challenges in Teaching Speaking Through Online Learning During Covid-19 Pandemic in SMAN 2 Abiansema”.³⁴ This study purpose was the challenges of the teachers in teaching speaking during online learning in SMAN 2

³² Fitri, Arya, Hermansyah, Pratiwi, Etty et. al. (2021). Teacher’s Strategies In Teaching Speaking During Covid-19 Pandemic. *Journal Of English Education and Teaching*. Vol. 5 No. 3 (2021). Doi: <https://doi.org/10.33369/j eet.5.3.349-367> .

³³ Syafiq, Ahmad Nur, Rahmawati, Amalia, Anwari, Oktaviana, Tyas. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *ELSYA: Journal of English Language Studies* Vol. 3 No. 1 (2021). Doi: <https://doi.org/10.31849/elsya.v3i1.6206> .

³⁴ Anugrah, Putra Maha. (2021). An Analysis of Teachers’ Challenges in Teaching Speaking Through Online Learning During Covid-19 Pandemic in SMAN 2 Abiansema. ISSN: 2798-0650 Vol. 1 Issue 3 2021. Doi: <https://doi.org/10.36663/joes.v1i3.183> .

Abiansema. This study was done on three English teachers in SMAN 2 Abiansema. Data gathered by using observation sheet and interview guide. Qualitative was employed in this research. This study revealed the challenges in online learning, ways to cope the challenges and strengths and weaknesses of the strategy.

On the other hand, the research would discover more facts on the types of English speaking activities. The difference between this study and the previous one is this study investigated the selection of activities in English speaking during the Covid-19 virus outbreak. Therefore, this research was conducted to determine educators' selection of English speaking activities during the pandemic in Surabaya EFL classroom. Another difference was other study investigated the teacher strategy to struggle in online learning during pandemic.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

The research methodology and analysis are presented in this chapter. Then, followed by specification of the research design, subject, setting, source data, instrument and data analysis. Finally, data analysis is further discussed. This chapter presented about the data that have collected and analyzed.

A. Research Design

The researcher used a quantitative research method in this study. Quantitative research, as described by Creswell, is a method for testing objective theories by examining the relationship between variables.³⁵ The researcher will use quantitative study by administering questionnaire for EFL teacher secondary school in Surabaya. The objectives of this research was to explore the teachers' activities selection in teaching speaking online during pandemic. The analysis of this study will be revealed in depth. Therefore, the researcher analyzed the data using quantitative method through simple random technique.

B. Population and Sample

Population is all of the research subject. The population of this study came from Senior High School Level from Surabaya. According to BPS Kemendikbud (*Badan Pusat Statistik Kementerian Pendidikan dan Kebudayaan Provinsi Jawa Timur*) declared that numbers of Senior High School in Surabaya is 148 (latest update on 2019).³⁶ In this study, the researcher selected 14 sample schools at random from a total of 148 Senior High School in Surabaya.

³⁵ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston: Pearson.

³⁶ BPS Surabaya Pendidikan. (2019).

<https://jatim.bps.go.id/statictable/2019/10/09/1652/jumlah-sekolah-guru-dan-murid-sekolah-menengah-atas-sma-di-bawah-kementerian-pendidikan-dan-kebudayaan-menurut-kabupaten-kota-di-provinsi-jawa-timur-2018-2019-.html>

While the sample of this study, there are 42 English educators as participants of this study that selected randomly by the researcher. In this study, the researcher had criteria in selecting the sample, namely English teachers who teach in A-accredited high schools around Surabaya. To guarantee that each educator has equal opportunity to be picked chosen from the population, the researcher utilized a basic random sampling approach.

C. Data and Source of Data

1. Data

Returning to the research questions “What activities do the teachers apply for teaching speaking during pandemic?”. To answer the research question, the data were collected are types of speaking activities used by teacher for teaching speaking during pandemic. All the data on types of speaking activities were collected from English teachers using the list of questionnaire.

2. Source of Data

The researcher distributed questionnaire to English teachers who taught grade 1,2 and 3 to get the result of activities that teacher used for teaching speaking during pandemic.

D. Research Instrument

Instrument were used to collect data to find the result of the study. In collecting data, the researcher used questionnaire, which given to English teacher to find out activities that teacher used for teaching speaking during pandemic.

I. Questionnaire

The instrument of this study is questionnaire. The list of statement is the instrument that was used by the researcher for questionnaire. The questionnaire in this study consist 2 part: the statement questionnaire and take a note questionnaire, the first questionnaire use rating-scale with 1 to 5 point in never, sometimes,

seldom, often, always. Then, the researcher asks the participant to choose one appropriate response. The first questionnaire for answer the research question used to find out the speaking activities that educator used for oral teaching online. The questionnaire consists 15 items statement, these are defining the speaking activities that related to teacher activities for teaching speaking in the oral classroom. Second part, teachers were answered 6 open-ended question in form of essay to give information in depth the speaking activities that teacher used for teaching speaking during pandemic. The researcher distributed the questionnaire to English teacher who taught grades 1, 2, and 3 at secondary school at an A-accredited school in Surabaya.

The first questionnaire consists 15 statement related about speaking activities in oral classroom during pandemic. These speaking activities was designed by itself by considering the theory by a questionnaire from research by Kourieous and Evripidou entitled “Students’ Perceptions of Effective EFL Teacher in University Settings in Cyprus”³⁷. These activities were listed below:

Table 3.1
List of questionnaire

Activities
1. Teachers’ action
1. Create activities where students can interact English each other 2. Help the student to translate difficult words by explaining using understandable language 3. Ask the student to make dialogue directly by turning the camera. 4. Stimulate students by asking them about the topic today’s learning. 5. Create activities where students can work in pairs or small group 6. Ask the student to make monolog about the certain topic 7. Praise the students’ performance

³⁷ Kourieous, Stella. “Students’ Perceptionsof Effective EFL Teacher in University Settings in Cyprus”. (2013). DOI: [10.5539/elt.v6n11p1](https://doi.org/10.5539/elt.v6n11p1)

8. Create activities that draw students' attention to certain grammatical features
9. Invite students to practice role-playing in small groups
2. Teachers' Feedback
10. Correct students' grammatical errors as soon as they make communication activities.
11. Invite students to praise the other's groups' performance.
12. Invite students to provide comments or feedback on the performance of other groups
13. Assess students' performance especially on intonation and expression aspects
14. Assess the students' dialogue text, especially on grammatical features aspect.
15. Assess students' dialogue texts, especially on contents and effort aspects

The researcher used close ended questions designed rating scale questionnaire by using five-point rating scale. The questionnaire was filled out by teacher by clicked the rating-scale point of each statement. The detail point rating-scale was explained in table 3.2.

Table 3.2
Likert-Scale Scoring

Option	Scoring
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

This scoring option had particular description for using the score. The explanation for detail scoring as stated as below³⁸:

³⁸ Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed. Boston: Pearson.

- Option “always” used for doing activity in more than 5 times.
- Option “often” used for doing activity in 4 – 5 times.
- Option “sometimes” used for doing activity in 2 – 3 times.
- Option “seldom” used for doing activity in 1 times.
- Option “never” never used in the activity

The second section of the questionnaire asked if the individual could explain the response to the question. This is a kinds of open-ended inquiry. This part consists 6 questions to explore speaking activities that teachers used to teach speaking online during the pandemic. These 6 question was adopted theory from Jeremy Harmer’s theory. These questions presented below:

1. What types of speaking activities that you used for teaching online speaking during pandemic? (*Jenis kegiatan apa yang Bapak/Ibu gunakan saat mengajar berbicara daring?*)
2. Related to the first question, please, explain the reason why you choose that activity for teaching online speaking during pandemic? (*Berhubungan dengan pertanyaan pertama, Tolong jelaskan alasan mengapa Bapak/Ibu menggunakan kegiatan tersebut dalam mengajar berbicara darig?*)
3. Can discussion be a suitable activity in teaching speaking online? (*Apakah diskusi dapat menjadi kegiatan yang cocok dalam mengajar berbicara daring?*)
4. If you use discussion as a student speaking activities, what do you think is the difference between discussion in online and offline learning? (*Jika Bapak/Ibu menggunakan diskusi sebagai latihan berbicara siswa, menurut Bapak/Ibu apa yang membedakan diskusi dalam pembelajaran daring dan luring?*)
5. In your opinion, what kind of discussion is suitable to be applied in online learning? (*Menurut Bapak/Ibu, diskusi*

seperti apa yang cocok diterapkan dalam pembelajaran daring?)

6. In your opinion, are there any suitable activities for teaching speaking online besides discussion? (*Menurut Bapak/Ibu, adakah latihan yang cocok untuk mengajar berbicara daring selain diskusi?)*

E. Data Collection Technique

The techniques of gathering data in this research was questionnaire about English speaking activities used by teacher to teach online speaking especially during pandemic. The steps of this data collection techniques will be described as stated follows: First, the researcher created questionnaire divided in two parts, each part have 15 question. Then, the researcher distributed the questionnaire to 42 English teacher who taught grade 1, 2, and 3 in secondary school in Surabaya through WhatsApp in the form of Google form. After that, the researcher asked permission to forward that link questionnaire to other teachers in the same school. The researcher give time about 2 weeks for filling the questionnaire. Then, after filling the questionnaire the researcher analyzed the teachers' answer from the questionnaire have filled by teacher in the form of Google form.

F. Data Analysis Technique

The researcher used the SPSS statistical number processing application version 16.0 for all the data collected. The descriptive statistics were used to examine all of the data acquired for this study, while the data analysis technique used in this study was called survey research technique where the researcher conducted a survey to collect data from various subjects. The following are the steps used by researchers in analyzing the data, namely:

1. Collect the data

In this step, the researcher distributed the online questionnaire to English teacher in secondary school in Surabaya to find out what

activities they used when teaching speaking online during the pandemic.

2. Code the data

In this step, the researcher gathered the data and put it on the Microsoft Excel for classified to several group. To facilitate it easier in classification the researcher gave numbering in every item questionnaire.

3. Processing the data

There are two ways to process data in this study, namely:

- a. The first is for a closed-question questionnaire that discussed the activities teachers use to teach speaking online during the pandemic.

After giving numbering in Excel, at this step the researcher processed the data used SPSS version 16.0 for Windows, the data processed used Descriptive Statistics. As stated by Connolly, Descriptive statistics is a value that describes the tendency of the mean value of a variable. from the data analysis process using descriptive statistics, the researcher found the results of several points sought such as standard deviation, mean value, minimum and maximum value, etc.

- b. The second questionnaire was an open-ended question to find out the activities that teacher used for teaching speaking online during pandemic.

The researcher analyzed the teachers' activities that used in teaching speaking online. In this questionnaire. The respondent asked to fill essay questionnaire that consist 6 question related to speaking activities that their used in teaching speaking online. After that, the researcher classified the kind of activities in several groups. Then, the researcher described the result of speaking activities in the document.

4. Verifying and interpreting the data

In this step, the researcher explained all the graphic or result in SPSS and transcript the result to the descriptive sentence.

5. Drawing the conclusion

At the final step, the researcher wrote the report and came to a conclusion on the findings of this study.

G. Research Stages

The process of this study was conducted as the stages bellow:

1. First stages, the researcher asked permission to the school in several secondary school in Surabaya. After receiving approval form the principal, the researcher met with the English educator and introduce myself and convey the goal become research participants.
2. Second stages were the researcher asked for help to the teacher to fill the questionnaire that have been created by the researcher. The questionnaire divided into two part, for each part consist 15 questions. The researcher used questionnaire to explore the teachers' selection for English speaking activities for teaching speaking especially in teaching speaking online during pandemic.
3. Third stage is the researcher distributed the questionnaire to the English teachers. Then, the teachers filled the questionnaire which is about the English speaking activities used by English teacher for teaching speaking online during pandemic. Further, the teacher answered the questionnaire, the researcher collected the questionnaire became raw data of English speaking activities.
4. Forth stages is the researcher analyzed the data grounded on the theories which were explained in chapter II. The researcher calculated the data based on the data of questionnaire. The researcher also explained the result of questionnaire by using percent.

5. In the last stage, the researcher took the questionnaire and explained the results and drew the conclusion as the final result of this research and also give suggestion for the further research.

H. Validity and Reliability of the Document

1. Validity

Checking the validity of the findings is one of the most essential aspects in the process of assessing the precision of the outcomes. In this research, the researcher applied validity in two ways, namely about the content and the construct.

The first in checking the validity based on the content, the researcher checked the research instrument to the lecturer concerned. In this stage, the researcher asked and asked for advice from the lecturer whether the instrument made was feasible to be distributed to participants as a tool for data collection. In this study, the research questionnaire has been validated by Rizka Safriani, M. Pd. In addition, the research participants are English teachers who teach high school level in several high schools in Surabaya, to avoid misunderstanding the meaning of the researcher translating the questionnaire into Bahasa Indonesia.

The second section is checking the validity of each item of the research questionnaire. At this stage the researcher uses a quantitative data processing application SPSS (Statistical Package for Social Sentence) version 16.0 for Windows. If the validity check based on the content aims to test the achievement of research objectives in each item. On the other hand, the construct validity aims to test the achievement of a significant correlation between the items on the questionnaire. Which can be seen when the data has been collected. In this study, researchers used bivariate correlation in SPSS.

As stated by Sujawerni in her book “*SPSS untuk Penelitian*”, the reference to the validity of the r table product moment has been written if the r_{total} is higher than r_{table} , then the data is declared valid.³⁹ Here is the formula to find the r_{table} product moment value:

Figure 3.1
Formula of Validity Test

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Note:

r : Correlation Coefficient

$\sum x$: Number of score items

$\sum y$: Number of total score items

n : Number of respondents

The table of data distribution and the questionnaire validity test are shown below.

Table 3.2
 r table of validity test

N	The Level of Significance
	5%
42	0.304

The following details the r_{total} per item of the questionnaire and status statements.

³⁹ V, Wiratna Sujarweni. 2014. *SPSS untuk Penelitian*, Ed. 1 Cet. 1. Yogyakarta, Pustaka Baru Press. Pp.192.

Table 3.3
Result of Validity Test

VALIDITY TEST RESULT			
Item Questions	r_{count}	$R_{\text{table}} (5\%)$	Criteria
1	0,571	0,304	Valid
2	0,584	0,304	Valid
3	0,474	0,304	Valid
4	0,650	0,304	Valid
5	0,419	0,304	Valid
6	0,498	0,304	Valid
7	0,686	0,304	Valid
8	0,761	0,304	Valid
9	0,372	0,304	Valid
10	0,522	0,304	Valid
11	0,579	0,304	Valid
12	0,725	0,304	Valid
13	0,757	0,304	Valid
14	0,582	0,304	Valid
15.	0,327	0,304	Valid

2. Reliability

Test reliability is the degree to which the instrument can produce stable and consistent results. The purpose of this test is to determine the extent to which the instrument is used repeatedly with the same symptoms. In this study, the researcher used the Cornbach Alpha's technique in SPSS

16.0 for Windows. Calculation using SPSS 16.0 for Windows state that the questionnaire's sustainability is dependable, with a Cornbach' Alpha score of 0.736 for the speaking activities questionnaire. The following table of reliability index Cronbach's Alpha.

Table 3.4
Role of Cornbach's Alpha Score

Cornbach's Alpha Score	Criteria
0.0 – 0.20	Less Reliable
>0.20 – 0.40	Rather Reliable
>0.40 – 0.60	Quite Reliable
>0.60 – 0.80	Reliable
>0.80 – 1.00	Very Reliable

According to the benchmark Cronbach's Alpha score, the reliability results of this study include reliable criteria because according to the results of calculations using SPSS 16.0, the results show 0.744 where the range is > 0.60 - 0.80.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter presents the finding and discussion of this research. There were two parts which were finding of this study and discussion. The first section is the finding of the research. The second part is a description of the discussion that explains the researcher's response to his findings and relates it to the theory that has been written. The descriptions presented in this chapter are in line with the two research questions listed in chapter I.

A. Research Findings on Speaking Activities used by Teacher to Teach Online Speaking during Pandemic

In this study, questionnaire data were analyzed descriptively using a data processing application called SPSS 16.0. To avoid misunderstanding the meaning, the questionnaire was made in Indonesian and the results were translated into English. Questionnaire data were analyzed descriptively using a data processing application called SPSS 16.0 for Windows.

Furthermore, based on a research survey, the researcher found that in teaching speaking during a pandemic, there are 15 of 42 teachers used dialogue as an activity in teaching speaking online. The type of dialogue used in teaching speaking online during a pandemic is group dialogue by discussing a current issue directly. Besides that, the reason the teacher chooses dialogue as an online speaking learning activity is that the teacher wants to know the students' speaking ability.

In this study, the researcher made 15 activities in the form of questionnaire statements related to teach speaking during pandemic. The details of the results of the questionnaire that the teacher has filled out regarding online speaking teaching activities during the pandemic (see appendix II pg. 59).

Table 4.1
Descriptive Statistics Results

Descriptive Statistics

	Mean	Std. Deviation	N
SA1	3.95	.731	42
SA2	4.19	.804	42
SA3	4.38	.731	42
SA4	3.98	.869	42
SA5	4.12	.739	42
SA6	4.69	.468	42
SA7	4.10	.759	42
SA8	3.90	.656	42
SA9	4.07	.808	42
SA10	4.12	.739	42
SA11	3.71	.944	42
SA12	4.24	.850	42
SA13	3.95	.909	42
SA14	3.90	.932	42
SA15	3.95	.936	42
SCORE	61.26	6.746	42

(Analyzed using SPSS 16.0)

Note:

N : Number of Participant

Mean : Average or the common value

Std. Deviation : A measure of the amount of variation of a set values.

From the details of the table above, it can be seen that there are three highest result from the 15 declaration of activities carried out by educator in teaching oral online during the pandemic. The first result is related to the educator's actions while the learning process. It is known that the educator's actions during the learning process can affect the learning process. Praising the results of student performance is one of the many activities an educator must do in giving feedback to students. Seen from the table above the statement "praising student performance" gets the highest percentage with 69.0% (SA6), here it can be stated that by praising the results of student performance, students feel valued and accompanied by supportive feedback from the teacher.

Meanwhile, the second top result obtained a score of 47.6% with details of the teacher's activities about creating activities where students can work in pairs or small groups on item number SA12. This activity was written in Harmer on organizing pair work and group work. He stated teachers can create activities where students can work in small groups or in pairs. Here the educator can ask students to work in pairs or groups because this is useful during learning. Suitable activities can also make students successful in building collaboration between groups when working on them. Harmer also added that in the end session of the group work session, the educator could ask them to write down what they felt or tell during the process of working in pairs or groups. From this student's writing, the teacher can decide and consider choosing a better assignment.

Furthermore, the third top result with a score 42.9% with detail statement teachers' activities "correct students' grammatical errors as soon as they make communicative activities". In this activity, checking student results after doing assignments is an activity that teachers always do in the teaching and learning process. Teachers can find out where students' mistakes are by checking student work. The researcher analyzed that the statement in questionnaire item on SA3 in the questionnaire was part of the teacher's activities in providing supportive feedback so that students could learn from their mistakes. Besides that, the teacher can also find out what students' understanding needs to be improved.

From the explanation above, the researcher concluded that the all top three result was part of teachers' actions. If above the researcher explains the three highest questionnaire results, this time the researcher will discuss the 3 lowest questionnaire results.

The first with a score percentage of 21.4% with the activity statement "create activities where students can interact in English each other". In this case the aim of educators is solely to motivate students to be more confident in speaking in English. The fact is that there are still many students who feel afraid and nervous when asked to speak English directly. The usefulness of

this activity in addition to increasing the confidence of students in speaking, but also educators can know the speaking ability of students indirectly.

Furthermore, the second lowest result in the questionnaire, namely obtained percentage score 19.0% with the teachers' activity statement "invite students to provide comments or feedback on the performance of other groups". As the researcher explained before, the major goal of feedback is to upgrade the students' abilities. The teacher's invitation by asking students to comment on other groups is considered an activity that the teacher always does. In fact, some students prefer to be given feedback by peers rather than teachers, therefore some students feel afraid and nervous when getting comments from their teachers.

The last lowest result was 14.3% with the details teachers' activity "Invite students to praise performance of other group". This activity can train students' critically thinking and the student also have responsibility to pay attention on other's students' performance until the end. According to Harmer, this activity includes in students assessed themselves, he stated students can monitor and evaluate their own work because they have a very clear idea of how well they are doing or have done, and if this awareness is developed further will develop learning going on.

Based on the description above, the researcher concluded that all the lowest result above talked about teachers' action. The difference between second the third result were talked about teachers' feedback.

From the result of questionnaire there are 15 teachers that used dialogue as speaking activities for teaching speaking during pandemic. Dialogue is a conversational activity that occurs between two or more people, usually found in books, films, or in language teaching materials. Various forms of dialogue such as direct dialogue between teacher and students, dialogue between students and dialogue in groups. The researcher found a survey in the field of teachers who used dialogue as a speaking activity, choosing to use group dialogue. 6 teachers chose to use group dialogue, while others chose to use direct dialogue by asking them to turn on the camera. By using this activity,

the teacher can see students who really explore expressions and who only memorize the text.

Furthermore, to find out the other activities that teachers used in teaching speaking online during the pandemic, the researcher made a second questionnaire in term of open ended questionnaire which adapted from Thornbury's theory on his book "How to Teach Speaking" and Harmer's book on "The Practice of English Language Teaching". In this questionnaire, the researcher modified and reduced the questionnaire questions related to what activities the teacher chose in teaching speaking online. The findings of the speaking activities questionnaire are listed in the table below.

Table 4.3
Results of Essay Questionnaire

No.	Kind of Activities	Total Number of Teacher
1.	Monologue	8
2.	Discussion	6
3.	Role-play	7
4.	Drilling	4
5.	Presentation	1
6.	Speech	1

From these results, there were 8 teachers who used monologues as a speaking activity to teach online speaking during the pandemic. as written in chapter two, monologue has the definition of an individual student work in spoken form which has the aim of practicing all areas of the language system in order to improve students' speaking skills and confidence. The teachers who use this activity also have the reason that students still often feel nervous when asked to speak English and the teachers believe that using monologue as a speaking activity can train students' speaking skills.

In addition, there are 6 teachers who choose discussion as an activity in teaching speaking online. Teachers' option in using discussion in oral classroom was student asked to give a comment about topic or picture. By using this exercise, the educator is sure can see the critical thinking of pupils in responding problems. Besides being able to see students' perspectives in thinking, teachers can see collaboration between students in solving problems and finding solutions.

Furthermore, there are 7 teachers who choose "role playing" as an exercise in teaching speaking online. In addition, they believed that by using this exercise, students can express their expressions freely without fear of being blamed or criticized by the teacher compared to when they are given an assessment by the teacher directly (offline learning). In addition, by using this exercise, the teacher can also find out which students are trying to improvise and those who only memorize the usual way of delivering them.

Hence, there are as many as 4 teachers who use drilling as an exercise when teaching speaking from the classroom. By using this exercise, the teachers believed that the student can speak English effectively because it can train students' speaking skill to be fluently if it intensive used. Teacher also sure that speaking is a crucial component of language; if children are not given a lot of practice speaking in English, they will not get used to it and students want to be involved freely and don't feel too stiff.

Furthermore, only one teacher chose speech as an exercise for teaching speaking online. By using this exercise, the teacher was sure that students can speak fluently by expressing opinions on a topic. The teacher used this activity by asked students to record the speech and upload it to the learning platform and other students gave feedback for friends' performance. In addition, by using this exercise the teacher can improve students' speaking skills effectively at all levels.

The next exercise was presentation and only one teacher chose this exercise. In offline learning, practice speaking using presentations by means of students explaining the topics they got and bringing them to class, then other groups who did not make presentations can also listen and ask questions if someone doesn't understand. Different from online learning, according to respondents who use this activity when teaching speaking, he asks students to make presentations with topics that are obtained but recorded and uploaded to the online learning platform, then other students can actively participate in the discussion by commenting, adding opinion or ask the presenting group. By using this exercise, the teacher believes that students will usually understand more easily when their friends explain. In addition, the educator can see how far the learners have progressed in their understanding of the material and how to convey it to the audience.

From the explanation above, the researcher concluded that monologue, discussion, role-play, drilling, presentation and speech were among the other activities employed by teachers to teach speaking during the pandemic.

B. Discussion on Speaking Activities used by Teacher to Teach Online Speaking during Pandemic

After all the result of speaking activities that used by teacher for teaching speaking online has explained above, this chapter presented the discussion of the research finding. In discussion, the researcher also discussed the finding of research question in line with the explanation on the first chapter. The discussion is about speaking activities that teacher used to teach speaking online, in this section of discussion, the researcher also attached explanatory findings from previous studies.

The selection of suitable speaking activities in online learning is a measure of success or failure in teaching. As Harmer points out, there are some appropriate activities that can encourage students to speak, especially in teaching speaking during the current pandemic. Therefore,

teachers can choose activities that they feel are suitable for use in teaching speaking online during pandemic.

Based on the result of questionnaire that have distributed by the researcher, the researcher found the speaking activities used by teachers to teach speaking online during pandemic. The further explanation for kinds of speaking activities presented below:

1. Dialogue

This dialogue activity is an exercise that is the second most used by teacher. There are many 15 teachers used this exercise. Dialogue is a conversational activity that occurs between two or more people in books, plays or films, or in language teaching materials. The form of dialogue that teachers used for teaching speaking were group dialogue and direct dialogue with turn on the camera. According to the research findings, the reason why teachers use this activity is to assess their pupils' capacity to express themselves freely.

Similar findings were found in the study done by Wilany et. al in fourth semester English learners from English Education Department in Kuningan University.⁴⁰ By using dialogue for teaching speaking can provoke the learners to speak and train them to improve their expressive skills as well as their confidence.

However, based on the finding result, there is a contrast with result finding of Ratna Kurnia who conducted study of tenth year students of SMAN 1 Boyolali.⁴¹ Students felt unconfident when they asked to speak in front of the class, they had to think for long to create sentences which caused they can't speak fluently. So to deal with this, the teacher can give students much time to practice their perform. By giving much time to practice, learners will try hard for preparing well. This notion was

⁴⁰ Pratiwi, Wilany Alya, D. (2021). English Lecturer's Strategies in Teaching Speaking During Covid-19 Pandemic. <https://journal.uniku.ac.id/index.php/IJLI> .

⁴¹ Dewi, Ratna Kurnia. (2011). Improving Students Speaking Skill through Dialogue. Ratna Kurnia Dewi Thesis Teacher Training and Education Faculty Sebelas Maret Uni.

approved by Harmer, that the teacher may keep an eye on them by pointing out proper emphasis, intonation, and pace. This implies that the lines they say will be meaningful. By offering practice in these areas, the instructor guarantees that acting is both a learning and language generating activity.

2. Monologue

In this activity, there were many 8 teachers were used monologue as speaking activities for teaching speaking during pandemic. Monologue is an individual student work in spoken form which has the aim of practicing all areas of the language system in order to improve students' speaking skills and confidence. According to finding result, the students felt very nervous when the teacher asked them to speak English in responding the topic. By using this activities, the teachers want to train students' speaking skill especially self-confidence. In addition, the teacher also wants to know the extent to which students respond to a topic. The finding of this study are in line with research conducted by Karpovich that using this activity make learners experience development in speaking easily and effectively.⁴² So, the teachers believed by using this activity in teaching speaking can emphasize students' self-confidence in monologue.

3. Discussion

There were many 6 teachers used discussion as speaking activity in teaching speaking online during pandemic. The used of discussion as speaking activity in teaching speaking is to enhance students' critical thinking to express their idea. The activity or process of talking about something in order to achieve a conclusion or exchange views is known as discussion. Based on the findings, the teacher believes that students can get used to speaking, especially in terms of giving opinions. Besides that, students can also practice real communication between teachers and

⁴² Karpovich, Iriana, et. al. (2021). The Use of Monologue Speaking Tasks to Improve First-Year Students' Speaking Skills. <https://doi.org/10.3390/educi11060298>.

students. This discovery align with the research conducted by Arya Fitri found that the students more confident to speak English and emphasize their critical thinking in expressing idea for responding topic.⁴³ Teachers' option in using discussion in oral classroom was student asked to give a comment about topic or something. This form of discussion is called "instant comment" discussion where pupils asked to say the first thing that comes to their mind when shown a picture or introduced the topic during learning. Here is another way to train learners to respond fluently and immediately.⁴⁴

However, the use of discussion if there is a lack of management can cause a crowd in the class as a result, students do not focus on conveying their friends' opinions. This is the shortcoming of the discussion. The teacher can lead the discussion by appointing a group that wants to express an opinion and can warn students who are not in touch with a friend who is giving an opinion by repeating the opinion of the friend or adding to it. This is in accordance with Thornbury's statement which states that the role of the teacher is very essential in the learning process, because the teacher becomes the axis during learning where students will pay attention to the teacher's orders. Educators should manage the classroom so that students are comfortable in participating in learning.

4. Role-play

In this activity, there were many 7 teachers used role-play as speaking activity in teaching speaking online. Based on finding result, by using this exercise, students can see which ones explore expressions freely and which only memorizes the reading text. The teacher believed that students also can express their expression without fear of being blamed or criticized by the teacher. This result is consistent with Fahmi

⁴³ Fitri, Arya, et. al. (2021). Teacher Strategies in Teaching Speaking During Covid-19 Pandemic. <https://doi.org/10.33369/jeeet.5.3.349-367> .

⁴⁴ Harmer, Jeremy. (2007). The Practice of English Language Teaching the Practice of English Language Teaching (4th Edition). USA: Pearson Education Limited.

Djaguna, Ivon Asry Langasa, Balqis Husain & Marrieta Moddies Swara finding that role playing involves a wide variety of choices because students have to enter a number of different scenarios.⁴⁵ In addition, this exercise can help in maximizing communication because learners are encouraged to learn communication skills by means of the use of drama or role playing.⁴⁶

However, this finding result was contrast with the research of Rizky Aulia who conducted study on seventh grades students of SMP Negeri 8 Salatiga. He found that there is a challenge faced by students during role playing in learning to speak is that sometimes students find it difficult to translate Indonesian into English, so they choose to stop the conversation. This makes students lose their confidence to speak English because they often make mistakes in pronouncing. From the challenges faced by students when playing roles in the research findings conducted by Rizky, teachers can change the way they use role playing when teaching speaking. The teacher should be careful in choosing who will appear first in front of the class, it is advisable not to directly hold the students who are very embarrassed first. Additionally, this statement was approved by Harmer, when pupils feel embarrassed because they say something wrong, the teacher can bring the classroom atmosphere to life as if it wasn't stressful. This can help students who are less able to control their fear to appear speaking English in front of the class. Hence, learners can also be given time to prepare for their role conversations so that they can get more of the overall experience, such as the performance of their friends.

5. Drilling

⁴⁵ Djaguna, Fahmi., Langasa, Ivon Asry., Husain, Balqis., et. al. (2021). Teachers Responses of Inserting Role-playing Strategy in EFL Classroom. <https://doi.org/10.30862/jri.v1i2.18> .

⁴⁶ Duong, T., M. (2014). An Investigation into Effects of Role-play in an EFL Course. *Global Journal of Foreign Language Teaching*. Vol. 4(2), 81-91.

There are many 4 teachers used this exercise. Drill is the act of imitating and repeating words, phrases, or even entire sentences. Drilling helps pupils to dare to speak in English. This research finding shows that drilling exercise is exercise that used by teachers in teaching speaking especially training the students to get used to speaking English. Because according to them, speaking is one of the essential components in language if children are not given a lot of practice speaking in English then they will not get used to it and students want to be involved freely and don't feel too stiff. This discovery was along with a study carried out by Yuyun Putri Tamala & Sari Wulandari found that students are helped in pronouncing words in a language because they're often repeated. By using drilling as speaking exercise, helps them to make it easier students' tongues in pronounce English words.

As stated by Thornbury, the function of drilling to deepen new items from working memory into long-term memory. This has the effect on students that something that is always repeated will become embedded in the brain, for example in memorizing a phone number or a new pin code. So, we can repeat it over and over again to memorize in memory. Another argument that is often used to support drilling in teaching speaking is that drilling provides a means to gain control of language pronunciation, for example, in correcting speech, this is useful when students are familiar with an item. When they understand but still have difficulty pronouncing items fluently. So that means, drilling has a meaning as a kind of fine tuning for pronunciation, not as a learning technique itself.

However, the disadvantage of applying drilling in the classroom is that some students may have a quick grasp on learning, or may have previously been taught outside of the classroom. The teacher's duty here is to give understanding during the learning process for learners who have a fast grasping power. This is along with Harmer's statement which contains the teacher's actions in the classroom, he states that when

studying there are students who have different learning styles or understanding abilities, to respond to situations like this, the teacher can give different assignments, the teacher can also give something students to read or listen to, so that teachers can respond to them in different ways by grouping them according to their different abilities. So, there are times when we don't want to differentiate between individuals. For example, if we give students instructions or vocabulary in a new language. That, being a very good reason for pupils to teach the group as a whole. Thus, in some situations actual deployment is very difficult to achieve. However, it is clearly desirable to respond to individual needs even though they are part of a group.

6. Speech and Presentation

The last exercise were speech and presentation, there are many 2 teachers used this exercise. As written in literature review, speech and presentation are categorized on prepared talks. The result of this research shows that using speech and presentation in teaching speaking make students darer in speaking English. Additionally, teachers believed that using these exercise, not only can courage in speaking English but can also train students' critical thinking skills more. This finding in line with a study carried out by Wilany Alya, Dadang Solihat & Endang Darsih showed that presentation helps students to know how the students pronounce a word and train the students' self-confidence to speak in the middle of crowded.⁴⁷ During the presentation, it is important for the teacher to prepare additional assignments for other students to do while they are listening. The task given can be by providing feedback on student presentations or giving questions to the presenter group. In

⁴⁷ Pratiwi, W. A. D., Solihat, D., & Darsih, E. (2021). English Lecture's Strategies in Teaching Speaking During Covid-19 Pandemic. *Indonesian Journal and Instruction*, Vol. 4(2), 31-38. <https://doi.org/10.25134/ijli.v4i2.5201> .

essence, presentations should involve active listening and active speaking.⁴⁸

Based on Harmer's statement above, students are asked to do active learning by listening and speaking at the same time. In carrying out the presentation as a speaking activity, the obstacles faced were students who did not reach out to the presenter group. To overcome this obstacle, it is in line with Harmer's statement that asks the teacher to give other assignments to students, such as for example: noting the important points of the presentation material and asking about what is not understood. because if it is not accompanied by assignments, students will easily get bored or make noise with other students.

In addition to problems from the audience, problems during the presentation can also come from the presenter group itself. For example, students want to dominate by delivering material that is more in portion than their group friends or one of the students does not master the material so that it hinders the presentation of the material. In overcoming this, the teacher can provide an understanding to students that all deserve to speak and provide feedback to the presenter group about today's presentation performance so that it will be better during the presentation in the future. This opinion is in line with research finding by Stan van Ginkel, Judith T. M. Gulikers, Ham J. A. Biemans, and Martin Murder⁴⁹ who conducted study in first-year undergraduate students enrolled in five identical oral presentation course of a Dutch University, revealed that the development of students' presentation ability depends on the type feedback they receive, with students receiving feedback from teachers outperforming students receiving feedback from other sources. So, it can be concluded that the quality of feedback is the most essential factor in

⁴⁸ Harmer, Jeremy. (2007). *The Practice of English Language Teaching the Practice of English Language Teaching* (4th Edition). USA: Pearson Education Limited.

⁴⁹ Van Ginkel, et.al. (2015). *The Impact of the Feedback Source on Developing Oral Presentation Competence*. Doi: [10.1080/03075079.2015.111706](https://doi.org/10.1080/03075079.2015.111706)

explaining how feedback affects the development of students' presenting abilities.

Meanwhile, speech was activity used by teacher in teaching speaking online during pandemic. As this finding result showed the teacher asked students to record the speech and upload it to online platform. This method is a suitable way to use speech as a speaking activity in online speaking teaching, because teachers can find out which students are able to deliver their material and read the text or memorize it. Similar result with the study of Finarsih, Rahayu Apriliawati, Zainal Arifin who conducted the study of eleventh grade students of SMA Negeri 1 Selakau⁵⁰. By using speech for teaching speaking, students could brave and speak fluently because they have experienced to speak English in front of the class.

An experimental study conducted previously by Kora Ghayebi and Parissa Farrokh⁵¹, underlined that speech activities can increase students' confidence in speaking in front of the class and can produce good speaking skills in students. if the use of speech can form good speaking skills in students, but some students also have problems making speeches, namely students feel nervous when speaking in front of the class. However, this opinion contrasts with the findings from the mixed methods study conducted by Keziban Teksan, Hasan Husein Mutlu, & Enes Cinpolat⁵² which stated that there was no significant relationship between speaking anxiety and students' speaking skill attitudes. The teacher stated that they observed speech anxiety towards students when

⁵⁰ Finarsih, Apriliawati, Rahayu., Arifin, Zainal. (2017). Journal. Improving Students' Speaking Skill on Informative Speech Using Video. <http://dx.doi.org/10.26418/jppk.v7i11.29464>.

⁵¹ Ghayebi, Kobra and Farrokh, Parissa. (2020). The Impact of Raising Awareness of the Speech Act on Speaking Ability across Gender and Proficiency Level. Journal Vol. 27, No. 2, pg. 93-111. Doi: <https://doi.org/10.19183/how.27.2.556>

⁵² Teksan, K., Mutlu, H. H., & Cinpolat, E. (2019). The Examination of the Relationship Between the Speech Anxiety and Speaking Skill Attitudes of Middle School Students and the Opinions of Teachers on Speech Anxiety. Journal of Language and Linguistic Studies. Vol.15(4), pg. 1395-1412. Doi: <https://doi.org/10.17263/jls.668527>

they were speaking in class, from which the teacher concluded that the reasons for speaking anxiety were mostly fear of being ridiculed by other friends, and lack of self-confidence. Therefore, to reduce speaking anxiety, students try to create a conversation subject and a more appropriate environment to divert speaking anxiety.

Based on previous studies, the researcher has explained a little about the effectiveness and obstacles in using speech as a speaking activity in teaching speaking. There are similarities between the teacher's role in the implementation of presentation and speech activities. in this case students are asked to produce performance where to produce good performance feedback from educators is definitely needed. Teacher feedback on student performance is very useful to see the development of their abilities. Zarei stated that evaluation can help students to identify their weaknesses and strengths, which in turn increases their achievement by showing progress rather than shortcomings.⁵³ Feedback is usually given immediately after students perform a performance or presentation by the teacher or their peers. In addition, during the feedback period, students can revise their performance according to the notes given by the teacher or their peers.

UIN SUNAN AMPEL
S U R A B A Y A

⁵³ Zarei, A. A., & Sepehri, S. (2018). *Speaking Self-Efficacy: Through Audio-journals*. Scholars' Press.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a discussion of the conclusions and suggestions. The conclusion provides an overview of the activities used by teachers in teaching online speaking during the pandemic. Then, at the end of this chapter, the researcher writes about the research conclusions and recommendations. Not only that, this chapter also ends with some suggestions for English teachers and future researchers who might use similar research topics.

A. Conclusion

Finally, based on the data collected in the findings, speaking activities has 7 types that can help students to courage speak in English. These are dialogue, monologue, discussion, role-play, drilling, speech and presentation. Dialogue was used by educators help learners to train the students' ability to express freely. Then, monologue helps pupils to reduce nervousness when speaking English, especially when conveying the topic brought. Hence, discussion used by educators help students to confident in giving opinion by responding the problem and see their perspectives in thinking. Then, role-play helps pupils expressing their expression freely without criticized by others. Drilling is an exercises that help students to make it easier in pronounce words in English. Last, the activities that used by teacher for teaching speaking were speech and presentation, its can help learners more confident to speak in front of crowd and train students on they convey audience and delivering the material.

Additionally, the researcher found the activities that used by teachers for teaching speaking during pandemic. The researcher also found the activities that carried out by teacher in teaching speaking. These activities were praising students' performance with 69.0%, this activity got the highest percentage on the activities that carried out by teacher in teaching speaking. Then, the second place teachers' activity was creating activities where students can work pairs or small group obtained percentage 47.6%. Last, the

third place teachers' activity was correct students' grammatical errors immediately after students make communicative activities with obtained score 42.9%.

B. Suggestion

Based on the research finding about speaking activities that teacher used for teaching speaking online. There are some suggestions by the researcher which is stated as follow:

1. Suggestion for English Teacher

Based on the finding of this study, teachers could teach speaking online with various activities it depends on the needs of learning. During the pandemic, with limited learning teachers can teach speaking online by packing various kinds of activities according to learning needs. The teacher should spin his brain to think of suitable activities so that learners do not feel bored and participate in learning so that they can achieve learning goals easily.

2. Suggestion for Further Researcher

For the next research, hopefully the further researcher will analyze about the teachers difficult by using the activities in teaching speaking during pandemic. They may analyze the challenges of the teacher in applying the activities in teaching speaking. This research may be as the source for the further researcher.

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