

**TEACHERS DESIGN OF STUDENT`S  
SPEAKING ACTIVITY IN AN ONLINE  
LEARNING: A SURVEY STUDY IN SENIOR  
HIGH SCHOOLS IN LAMONGAN**

**THESIS**

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



**UIN SUNAN AMPEL  
S U R A B A Y A**

By

Muhammad Azza Mahendra  
NIM. D05216021

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHERS  
TRAINING UIN SUNAN AMPEL  
SURABAYA**

**2022**

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Muhammad Azza Mahendra  
NIM : D05216021  
Jurusan : Pendidikan Bahasa  
Program Studi : Pendidikan Bahasa Inggris (PBI)  
Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran saya.

Apabila di kemudian hari atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya menerima segala sanksi atas perbuatan tersebut.

Lamongan, 12 September 2022

Yang membuat pernyataan



(Muhammad Azza Mahendra)

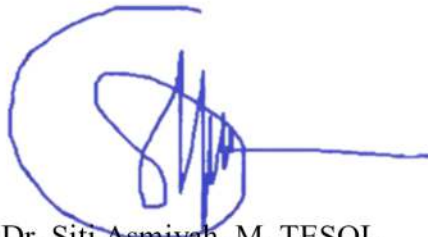
NIM. D05216021

## ADVISOR APPROVAL SHEET

This thesis by Muhammad Azza Mahendra entitled “*Teacher`s Design of Student`S Speaking Activity in an Online Learning: A Survey Study in High Schools Lamongan*” has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya, June 06<sup>th</sup> 2022

Advisor I,



Dr. Siti Asmiyah, M. TESOL

NIP: 197704142006042003

Advisor II,



Rakhmawati, M.Pd

NIP: 1978031720009122002

## EXAMINER APPROVAL SHEET

This thesis by Muhammad Azza Mahendra entitled "*Teacher`s Design of Student`S Speaking Activity in an Online Learning: A Survey Study in High Schools Lamongan*" has been examined on September, 12<sup>st</sup> 2022 and approved by the board of examiners.



Dean,

Prof. N. H. Muhammad Thohir, S.Ag, M.Pd

NIP. 197407251998031001

Examiner I

Rizka safriyani, M.Pd

NIP. 198409142009122005

Examiner II

Fitriah, Ph.D

NIP. 197610042009122001

Examiner III

Dr. Siti Asmiyah, M. TESOL

NIP: 197704142006042003

Examiner IV

Rakhmawati, M.Pd

NIP: 1978031720009122002



UIN SUNAN AMPEL  
SURABAYA

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpustakaan@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : MUHAMMAD AZZA MAHENDRA  
NIM : D05216021  
Fakultas/Jurusan : FTK / PBI  
E-mail address : muhammadazza000@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi  Tesis  Desertasi  Lain-lain (.....)  
yang berjudul :

Teacher`s Design of Student`S Speaking Activity in an Online Learning: A Survey Study in  
High Schools Lamongan

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 15 November 2022

Penulis

( Muhammad Azza Mahendra )

## ABSTRACT

**Mahendra, Muhammad Azza (2022).** *Teacher`s Design of Student`S Speaking Activity in an Online Learning: A Survey Study in High Schools Lamongan.* A thesis. English Teacher Education Department, Faculty of Language and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Dr. Siti Asmiyah, M. TESOL. Advisor II: Rakhmawati, M.Pd

Key Words: *Speaking Activity, Teacher`s strategy, Online Learning*

To achieve all aspects of speaking, the teacher should have a good learning design. Due to the change in the learning model from face-to-face learning to online learning. Teachers also need to pay attention to learning design, learning strategies and methods, evaluating learning, establishing communication, collaborating, and managing other aspects of learning. The purpose of this study is to analyze what are the speaking activities designed by the teachers in online learning during pandemic COVID-19 at senior high schools in Lamongan. To answer the issue, this research used quantitative design by administering questionnaires to 30 senior high school English teachers who under Dinas Pendidikan Lamongan. The data collection of this study is by spreading the questionnaires. The finding showed that There are six types of speaking activities that often used by the teachers. It is Imitative, Intensive, Responsive, Transactional Dialogue, Interpersonal Dialogue, and Extensive Monologue. Then the activity that usually used by the teachers in learning Online is dialog activity. This implies that the teachers in designing the speaking activity used the six type of speaking activity.

## ABSTRAK

**Mahendra, Muhammad Azza (2022).** *Teacher`s Design of Student`S Speaking Activity in an Online Learning: A Survey Study in High Schools Lamongan.* A thesis. English Teacher Education Department, Faculty of Language and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Dr. Siti Asmiyah, M. TESOL. Advisor II: Rakhmawati, M.Pd

*Key Words: Speaking Activity, Teacher`s strategy, Online Learning*

Untuk mencapai semua aspek berbicara, guru harus memiliki desain pembelajaran yang baik. Karena adanya perubahan model pembelajaran dari pembelajaran tatap muka menjadi pembelajaran online. Guru juga perlu memperhatikan desain pembelajaran, strategi dan metode pembelajaran, mengevaluasi pembelajaran, menjalin komunikasi, berkolaborasi, dan mengelola aspek pembelajaran lainnya. Tujuan dari penelitian ini adalah untuk menganalisis apa saja kegiatan berbicara yang dirancang oleh para guru dalam pembelajaran online selama pandemi COVID-19 di sekolah menengah atas di Lamongan. Untuk menjawab permasalahan tersebut, penelitian ini menggunakan desain kuantitatif dengan memberikan kuesioner kepada 30 guru Bahasa Inggris SMA yang berada di bawah Dinas Pendidikan Lamongan. Pengumpulan data penelitian ini adalah dengan menyebarkan kuesioner. Temuan menunjukkan bahwa ada enam jenis kegiatan berbicara yang sering digunakan oleh guru. Yaitu Dialog Imitatif, Intensif, Responsif, Dialog Transaksional, Dialog Interpersonal, dan Monolog Ekstensif. Kemudian kegiatan yang biasa digunakan guru dalam pembelajaran Online adalah kegiatan dialog. Ini menyiratkan bahwa guru dalam merancang kegiatan berbicara menggunakan enam jenis kegiatan berbicara.

## TABLE OF CONTENT

TITLE SHEET	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
MOTTO	iv
DEDICATION SHEET	v
ABSTRACT	vi
ACKNOWLEDGEMENTS	viii
PERNYATAAN KEASLIAN TULISAN	ix
TABLE OF CONTENT	x
LIST OF FIGURE	xii
LIST OF TABLE	xiii
LIST OF APPENDIX	xiv
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. The Research Question	6
C. The Objective of the Study	6
D. Significance of the Study	6
E. Scope and Limitation	7
F. Definition of the key term	7
CHAPTER II	10
REVIEW OF RELATED LITERATURE	10
A. Theoretical Background	10
B. Review of Previous Studies	25
CHAPTER III	28
RESEARCH METHOD	28
A. Approach and Research Design	28
B. Population and Sample	29
C. Data Collection Technique	30



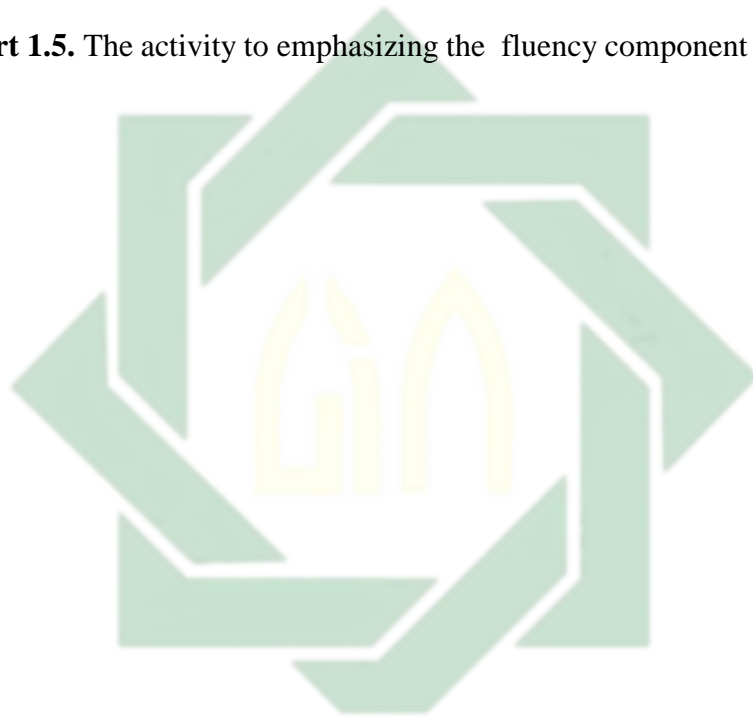
D. Research Instrument	31
E. Data Analysis Technique	31
F. Thruthwinnes of Data	<b>Error! Bookmark not defined.</b>
CHAPTER IV	37
RESEARCH FINDING AND DISCUSSION	37
a. Research Finding	37
b. Discussion	60
CHAPTER V	73
CONCLUSION AND SUGGESTION	73
A. Research Conclusion	73
B. Suggestion	74
REFERENCES	76
APPENDIX	79



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF FIGURE

<b>Pie Chart 1.1.</b> the activity to emphasizing the grammatical component	56
<b>Pie Chart 1.2.</b> The activity to emphasizing the vocabulary component	57
<b>Pie Chart 1.3.</b> The activity to emphasizing the vocabulary component	58
<b>Pie Chart 1.4.</b> The activity to emphasizing the comprehension component	60
<b>Pie Chart 1.5.</b> The activity to emphasizing the fluency component	61



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF TABLE

<b>Table 1.1</b> Table of Respondents' Information	38
<b>Table 1.2</b> Table of activities emphasizing the grammatical component.	40
<b>Table 1.3</b> Table of activities emphasizing the vocabulary component.	43
<b>Table 1.4</b> Table of activities emphasizing the pronunciation component.	46
<b>Table 1.5</b> Table of activities emphasizing the comprehension component.	49
<b>Table 1.6</b> Table of activities emphasizing the fluency component.	52



UIN SUNAN AMPEL  
S U R A B A Y A

## LIST OF APPENDIX

<i>APPENDIX 1 : Research Instrument of Questionnaire</i>	79
APPENDIX 2 : Data of The Teachers of High Schools in Lamongan	89
APPENDIX 3 : Letter of Permit	93



UIN SUNAN AMPEL  
S U R A B A Y A

# CHAPTER I

## INTRODUCTION

This chapter provides a background on the study, its purpose, and the research question. It also describes the significance of the study, the scope and limitations of the study, and the definition of the key term. These topics are covered in the next section.

### A. Background of the Study

Speaking skill holds an important role in mastering the language. The purpose of learning a language is to communicate in this language.<sup>1</sup> It becomes the skill indicator that someone has mastered the target language. They need to speak English to practice their skill. It will be very helpful for interviewing for future jobs. it because speaking is the main basis in carrying out interaction and communication.

One of the keys that help people learn is the role of the teacher in learning. Have a strategy on how to approach learning materials is including the successful achievement of teaching. Teachers has many roles, including being an educator and a vocational specialist. They also being designers, programmers, diagnosticians, researchers, organizers, managers and an innovator.<sup>2</sup> Besides of the material, lesson plans and media that support the teaching process. In that case, Teachers should have a lot of preparation before teaching. Preparation can

---

<sup>1</sup> Jill Hadfield Charles, *Introducing to Teaching English*, (New York: Oxford University press, 2008), p. 6.

<sup>2</sup> Ilic. M. From traditional to quality schools, (Radovi, Banja Luka, 1999), p. 141.

be more demanding when teaching these oral skills. It need more interaction though in online.

During the pandemic of COVID 19, online learning has been an inseparable part of the education system in Indonesia and even in the world. In this case, Teachers can work when learning is presented in face-to-face classes. They are not allowed to meet their students in class, but with online on the internet and virtual basis. In teaching speaking online or a virtual basis can be more difficult because it has limited access. The teacher and the students have not direct interaction. Brown states that there are four parts to learning spoken English of oral communication skills. It is the place of the teaching, accuracy and fluency, emotional factors, and interaction effects.<sup>3</sup> In that case, to achieve all aspects of speaking, the teacher should have a good learning design. In this condition, the teacher needs to create the learning design that suitable for online learning. The teachers should have more preparation to achieve greatest learning goals. They should do evaluating, establishing communication, collaborating, and managing other aspects of learning. They also need to pay attention the learning design, strategies, and methods.

Some studies have been done in investigating the teacher strategy in teaching speaking. One of them is a study done by Maulidar, Gani, Samad, this study investigated the students' responses toward the teachers' strategies in the teaching-learning process. The study found that the teachers employed five

---

<sup>3</sup> Brown, H. Douglas & Gonzo. Thomas. Principle of Language Teaching and Learning, (San Francisco: Prentice Hall Regents, 1995), p. 254-255.

different strategies in teaching speaking. Role playing, drilling, games, and describing the picture are all ways to help students learn. Additionally, discussion groups are a great way to help them learn and grow as individuals.<sup>4</sup> Another study is by Yusica, this study examined the teacher's creativity in creating an English-speaking environment. Teachers should use a variety of teaching techniques when teaching speaking. The company is looking for new ways to be creative in its activities, customizing the lesson based on students' needs. Then, the teaching and learning process using technology, such as the internet, projector, digital dictionary, etc.<sup>5</sup> The last study is by Sutarto, Purnama Sari, Fathurrochman, this study understanding and exploring the strategies used by teachers to increase student's interest in Online learning during the COVID-19 pandemic. The study found that the teacher's strategies for increasing students' interest in learning were to provide them with an understanding of the importance of learning, to make learning material brief, clear, and interesting, to use simple and interesting media, and to conduct regular and continuous evaluations.<sup>6</sup> Then the study by Widyaningsih, and

---

<sup>4</sup> Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul Samad, "Teacher's Strategies In Teaching Speaking For Cadets", Universitas Syiah Kuala, Banda Aceh, Indonesia, ENGLISH EDUCATION JOURNAL (EEJ), 10(1), 80-94, January 2019.

<sup>5</sup> Ulfa Yusica entitled "Teacher Creativity In Creating English Speaking Environment At Islamic Senior High School Darul Hikmah Tawang Sari Kedungwaru Tulungagung", English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute (Iain) Tulungagung 2015.

<sup>6</sup> Sutarto Sutarto, Dewi Purnama Sari, Irwan Fathurrochman, "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic", Institut Agama Islam Negeri (IAIN) Curup, Indonesia, Jurnal IICET (Indonesian Institute for Counselling, Education, and Therapy) Jurnal Konseling dan Pendidikan Vol. 8, No.3, 2020, pp. 129-137

Robiasih, This study describes the strategies used by the English teacher of the eleventh grade students of SMA BOPKRI 2 Yogyakarta in teaching speaking and how to apply the strategies. The results of this study indicate that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed.<sup>7</sup> Then the study by Anjani Putra, explored the teacher's strategies in teaching speaking to students at secondary level. The result of this study shows that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling.<sup>8</sup> Then the study by Putri, found out the teachers' strategies applied in teaching speaking and the problems in implementing the strategies of teaching speaking. The result of this study shows that the teachers used appropriate strategies, additional materials from other sources, and media in teaching.<sup>9</sup> The study by Mirah Sakinah, This study looks at how English teachers at SMP Wachid Hasyim 7 in Surabaya manage students' anxiety of speaking English there. The research found that teachers used two different

---

<sup>7</sup> Devi Widyaningsih, Rr. Hasti Robiasih, "Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA Bopkri 2 Yogyakarta", Universitas Sarjanawiyata Tamansiswa, Journal of English Language and Language Teaching (JELLT), Vol.2, No.1, 2018, p. 46-58

<sup>8</sup> Agung Ginanjar Anjaniputra, *Teacher's Strategies In Teaching Speaking To Students At Secondary Level*, English Education Study Program of Indonesia University of Education, Journal of English and Education 2013, 1(2), p. 1-8

<sup>9</sup> Diajeng Fitriah Indah Putri, *The Teacher's Strategies in Teaching Speaking to The Seven<sup>th</sup> Grade Students of SMP Negeri 4 Malang*. Thesis, Department of English , Faculty of Letters, University of Malang, 2016.



psychological and physical strategies at different times. Some teachers used one of the two strategies earlier in the lesson, and then used a combination of the two strategies based on the class situation. Class differences cause division among classes, which leads to tension and conflict.<sup>10</sup> The study by Utami is focused on the teachers' strategies used in teaching English during the COVID-19 pandemic. The study found that teachers use different strategies with different skills depending on the expected output. For writing, teachers use planning, composing, and editing. The teacher counts what he hears. writing song lyrics, matching lyrics, and singing a song. Both of them use the video-based learning model and virtual education through WhatsApp.<sup>11</sup>

The previous studies above investigate about the teaching strategy. Most of the research above conducted when the class was in conventional class. This study conducted when the class changed into an online class. this study also focuses on speaking skill. In line with this, the learning process during pandemic COVID-19 is using the virtual basis of learning. It means that the interaction is very limited. In the process, the teacher only gives instructions or assignments to students. In this case, speaking practice is something that is often given to students. It can be done by daily communicating both inside and

---

<sup>10</sup> Mirah Sakinah, *An Analysis of Teacher's Strategy in Managing Students' Anxiety of Speaking English at SMP Wachid Hasyim 7 Surabaya*, A Thesis, English Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya, 2014

<sup>11</sup> Tari Putri Utami, "An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic (A Qualitative Research At Mts Sudirman Getasan In The Academic Year 2019/2020)", English Education Department Teacher Training And Education Faculty State Institute For Islamic Studies (Iain) Salatiga 2020

outside the classroom. In teaching, the speaking environment affects the success of the students' learning process. This is important because if the speaking environment cannot be established, this causes their fluency, accuracy, or word mastery to decrease. In this case, teacher's creativity is very supportive to achieve learning goal, especially in online learning. From that case, this study the researcher wants to investigate the teacher design in speaking activity in Online Learning. Because limited access during the pandemic COVID 19, it influenced the choice of research location. In this case, the research was conducted in Lamongan.

#### **B. The Research Question**

Based on the background of the study, the researcher formulates the question: what are the English speaking activities designed by the teachers in online learning during pandemic COVID-19 at senior high schools in Lamongan?

#### **C. The Objective of the Study**

Based on the problems above, the objectives of this study is to analyze what are the speaking activities designed by the teachers in online learning during pandemic COVID-19 at senior high schools in Lamongan.

#### **D. Significance of the Study**

This study is expected to give significance to the following parties:

1. The English teacher, especially the speaking teacher: will give information about how teachers design their speaking activity in online learning.

2. This research will explore the teacher's design for a student's speaking activity. It will be a reference for future teachers in facilitating their students. It will help future teachers to design their learning design.

#### **E. Scope and Limitation**

This research was conducted to explore the teacher's design for student's English speaking activities in an online learning course during pandemic COVID 19. It will do a survey for teachers in high school in Lamongan. The aspect that will be discussed is just the design of speaking activities for high school students. This study is limited to explore the teacher's design for student's English speaking activities in an online learning. it is not evaluating the quality of the activities nor measuring students' speaking ability.

#### **F. Definition of the key term**

To avoid misunderstanding in reading this study, the researcher should define some key terms:

##### **a. Learning Design**

Learning design is a series of systematic procedures. it cover the entire learning process from beginning to end. it is by interacting theories, models, and learning tools according to the material so on create learning tools. Besides, Learning Design is also a formulation that has a process based on the learning objectives to be achieved. In this study, design means the activity that is conducted by the teachers to be implemented in the teaching learning process.

## b. Teaching Speaking

Speaking is a key part of learning a second language. Harmer believes that speaking is the ability to speak fluently and assumes that speakers have knowledge of English features and the ability to process information and language. “on the spot”.<sup>12</sup> In this study, teaching speaking means the process of facilitating students in oral communication, for expressing ideas in English to make other people understand.

## c. Speaking Activity for Online Learning

The purpose of speaking activities is to improve your English skills and to be able to communicate with people in the target language. Online learning refers to instructional methods and platforms facilitated by the Internet. It encompasses a wide variety of programs that allow students, teachers, and parents. it is to access educational materials online, as well about communicate and collaborate more<sup>13</sup> In this study, Speaking activities means the activities that elaborate the technology. It helps oral interaction between students and teachers in a virtual environment of English learning.

---

<sup>12</sup> Harmer, Jeremy, *How to Teach English*, ( Harlow: Pearson Education Limited, 2007 ), p. 284

<sup>13</sup> Marianne Bakia, et.al., *Understanding the Implication of Online Learning for Educational Productivity* (Washington DC: U.S. Department of Education Office of Educational Technology, 2012), p.2.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In the second chapter, it provides information that will give a complete theory explanation that are used to support the research. This paper is a literature review and an earlier study. The review discusses theory related to research. The previous study consists of the review of the existing research which resembles this research.

#### A. Theoretical Background

##### a. Teaching English

Teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing them to know or understand.<sup>14</sup> Based on the definitions above, it can be conclude that teaching is a process of helping the students to gain or acquire knowledge in a learning activity that is guided by teacher. To achieve the learning goals the teachers need the strategy.

##### 1. Teaching Strategy

A teaching strategy is a procedure which can be characterized as an organized method. it is an outlined arrangement to achieve a particular goal. Strategy can be characterized as an array of exercises. planned to achieve certain instructive goals. Haider and Salim state that strategy is often interpreted as meaning technique or method. it which is a way of delivering messages in this case helping students achieve their

---

<sup>14</sup> H.Douglas Brown, Principles of language learning & teaching, New York: Longman, p.7.

educational goals.<sup>15</sup> Thus, the word strategy is related to the way, strategies, or methods to do something.

According to Brown, teaching is a way to guide and facilitate learning, which allows the learner to learn. Teaching sets the conditions for learning. They are able to learn without a teacher. Books, machines, nature, and other things can be used for learning. The teachers are able to help them to learn. In other words, teaching strategy is an approach to educate students. The teacher must apply procedures to match the strategy used by the teacher and the way the teacher applies the cloth.

Djamarah and Zain recommend four basic strategies for learning.<sup>16</sup> It is identifying what behavior changes are expected and determining the specifications and qualifications of those changes. The choice of a system of teaching and learning approaches based on human aspirations and views of life. It is the selection and definition of procedures, methods and teaching methods. That are considered the most appropriate and effective. so, they can become teachers in carrying out their teaching activities. Though instructing may be an arrangement of occasions experienced by an educator to present and need to alter student behavior. This brings about changes in thinking, feeling, and learning activities. This makes a difference for them to adjust to their environment..

---

<sup>15</sup> Haidir salim, strategi pembelajaran : *suatu pendekatan bagaimana meningkatkan belajar siswa secara transformatif*, (Medan : Perdana Publishing, 2012), p. 99.

<sup>16</sup> Syaiful Bahri Djamarah & Aswan Zain, Strategi Belajar Mengajar, ( Jakarta: PT. Rineka Cipta, . 1997 ), p. 5.

## 2. Kinds of Teaching Strategies

### a. Cooperative Learning

Cooperative learning comes from the word "cooperative" which means maximizing student learning. It improves academic levels and understanding, both as well as in groups. It also helps students help each other.<sup>17</sup> It means that cooperative learning is a learning model that is one of steady learning contextual learning. Wena explains that Cooperative learning is one of the group learning models. That typically involves following specific rules. The basic principles of cooperative learning is that students work together to achieve common goals. Even though some students are not as smart as others, they still can help teach others to learn effectively.<sup>18</sup> Furthermore, Cooperative learning is an event that prioritizes collaboration among students. It can create interdependencies between students. So, student learning resources are more individualized than dedicated instructors and course lectures.

### b. Inquiry Based Learning

According to Haider and Salim, the inquiry process involves level of interaction between teachers, students, subject matter, and the environment.<sup>19</sup> It is important for teachers and students to take part in

---

<sup>17</sup> Triyanto, Model Pembelajaran Terpadu: Konsep, Strategi, & Implementasinya dalam KTSP, (Jakarta: Bumi Aksara, 2009), p. 75.

<sup>18</sup> Made Wena, Strategi Pembelajaran Inovatif Kontemporer, (Jakarta: PT Bumi Aksara, 2009), p. 94.

<sup>19</sup> Haidir salim, strategi pembelajaran : *suatu pendekatan bagaimana meningkatkan belajar siswa secara transformatif*, (Medan : Perdana Publishing, 2012), p. 115

this process. An important part of the exploratory interaction is the instructor and students. They are as controllers, agents, scientists, respondents, and researchers. It is stamped by development of contrasts as a result of student's imaginative thinking.

#### b. Graphic Organizer

Graphic organizers are tools that can be used to make information more organized and accessible for students.<sup>20</sup> Graphic Organizers are additionally alluded to as concept, mental guide, or web substance, who have a similar goal. Coordinator diagrams are expected to help students consider coordinating or wrapping an idea. Using reasonable coordinators, students have a method for sorting out conceptual thoughts. It can be Concept Maps, Flow or Sequence Charts, Comparison / Contrast or Venn Diagrams, Cause and Effect Diagrams, Key Ideas and Details Charts, Attribute Charts, Story Maps.<sup>21</sup>

#### c. Differentiated Instruction

Hockett states that separation is an aide to teach life.<sup>22</sup> A lot of teachers hone a few shapes of separation for different proactive student

---

<sup>20</sup> Tari Putri Utami, An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic (A Qualitative Research At Mts Sudirman Getasan In The Academic Year (2019/2020), English Education Department Teacher Training And Education Faculty, State Institute For Islamic Studies (Iain) Salatiga, 2020, p. 14.

<sup>21</sup> Tari Putri Utami, An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic (A Qualitative Research At Mts Sudirman Getasan In The Academic Year (2019/2020), English Education Department Teacher Training And Education Faculty, State Institute For Islamic Studies (Iain) Salatiga, 2020, p. 14.

<sup>22</sup> Ibid, p. 15.



needs. At the same time, separation might be a complicated undertaking that requires a wide assortment of present day gifts that are made over the long haul and with training. This handbook gives teachers at all degrees of capacity with bits of knowledge and instruments for their capable turn of events.

## **b. Teaching Speaking**

### 1. Definition of speaking

Speaking is an important part of language learning. It is the ability to communicate in a language other than one's own. It will be a part of the learner's success in school and later in every phase of life. Hamer pointed out that language spoken is the ability to speak fluently, which presupposes not only an understanding of the characteristics of English, but also the ability to process information and language "on the spot".<sup>23</sup> Teaching speaking means teaching how to use language for communication, for expressing ideas to make other people understand. It is important for learners to be aware of any potential confusion in a message and to follow the social and cultural norms that may be in place. There are several aspects of speaking that involve grammar, vocabulary, pronunciation, comprehension, and fluency. The text describes a person who is very energetic and always moving around. They are always busy and never have time for themselves.

---

<sup>23</sup> Harmer, Jeremy, *How to Teach English*, ( Harlow: Pearson Education Limited, 2007 ), p. 284

### 1. Pronunciation

Pronunciation is how a language is spoken. In order for teachers to effectively convey their messages to their students, they need to be confident that their students can understand what they are saying. Pronunciation is the ability to produce clear and understandable speech. For example, the students say Like/lek/, and then the researcher asks the students to not say /lek/.

### 2. Grammar

Grammar refers to the possibilities that language has for structures. grammar is the set of rules that govern the composition of sentences, phrases, and words in any given language.

### 3. Vocabulary

Vocabulary is the total number of words in a language. Those words are typically used in speech. The vocabulary used in communication is important.

### 4. Comprehension

The comprehension of spoken language is usually complete at a normal rate. For effective oral communication, both the speaker and the listener need to respond to each other.

### 5. Fluency

Speech fluency is the ability to process language easily and with good quality. Fluency is the smoothness or flow of sounds, syllables,

words, and phrases that are combined when speaking..<sup>24</sup>

## 2. Principle of teaching speaking

According to Nunan, there are five principles of teaching speaking.<sup>25</sup> The first step is to consider the second language learning context. It is to point out that the target language of the second language context is the language of communication in society, as they use it almost every day. Whereas, in the context of a foreign language, the language being studied is not the language of communication in society. Thus, learning to speak in this context is very difficult. Give the students lots of opportunities to speak and understand the language well. Fluency is the extent to which the speaker uses speech quickly and confidently with little hesitation or unnatural pauses. Is accurate in their academic work"s speech matches what people say when they use the target language. Third, *allow the students to talk by using pair and group work*. Those activities are used to increase the time of students"s speaking practice and to limit the teacher to talk. The last is *to consider negotiating for meaning*. It is to clarify and confirm whether the student has understood each other or not. It can be done by asking for clarification, repetition, or explanation during the conversation to get an understanding.

---

<sup>24</sup> H.Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Op.Cit., pp. 172-173

<sup>25</sup> David Nunan, *Practical English Language Teaching*, (New York: McGrawHill, 2003), p.54

### 3. Speaking Strategy

Faucette states that talking systems should be visible as ways a singular speaker. It is looking for ways to close the gap between what the individual wants to convey and the quick phonetic assets available to them. So, they are expected to play an interactive role. This helps learners to solve their problems. This can be done by communicating their message during communication. According to Sachdeva, there is a great need to bring about a change in perspective in educating and gaining of talking abilities. It through center deviations from verbal direction, educator preparing, and fitting curricular turn of events.

#### c. Speaking Activities

##### 1. The Definition of Speaking Activities

Speaking activities are all activities that take place during speaking lessons. The purpose of speaking activities is to learn English and be able to communicate in the target language. According to Brown, there are six types of classroom speaking activities. These include giving speeches, participating in debates, delivering lectures, participating in group discussions, and giving speeches in other contexts:

##### 1. Imitative

Some classroom speaking time may be spent generating "human tape recorder" speech. Where learners practice an intonation contour or try to pinpoint a certain vowel sound. This kind of imitation is done to focusing on a certain element of language form.

## 2. Intensive

Intensive speaking goes beyond imitating activities to include any performance that is designed to practice some aspect of language pronunciation or grammar. Intensive speaking can be done by either the speaker or another person, and can often be part of a language learning activity.

## 3. Responsive

A lot of student speech in the classroom is reactive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient, and they do not go into conversations. Such replies can be meaningful and authentic.

## 4. Transactional (dialogue)

Transactional language is a type of language that is used to communicate specific information. It is an extended form of responsive language.

## 5. Interpersonal dialogue

Interpersonal dialogue is used to maintain social relationships, rather than to send factual information. For example, an interview.

## 6. Extensive (monolog)

At intermediate to advanced levels, students are asked to give extended speeches in the form of oral reports, summaries, or short speeches. This is a more formal and deliberative register. These

monologs can be planned or spontaneously delivered.<sup>26</sup>

## 2. The Kind of Speaking Activities

According to Kumari, an assortment of activity and task-based features. it can be utilized to develop the speaking abilities given below:<sup>27</sup>

### 1) Dialogue

Dialogue is the way to practice functions of language in a classroom setting. It can be used to greet someone, agree or disagree with something, apologize, suggest something, and ask for information.

### 2) Role Play

Role-playing is a famous procedure and is many times utilized in class to work on talking abilities. There are three sorts of role-playing. Learn how to do something the right way with step-by-step instructions and no need for guesswork.

### 3) Opinion / Ideas

At the point when we request sentiments on dubious subjects or circumstances, a ton of talk can follow. Students can be talking to each other about their opinions and come up with a consensus. The students have many ways to communicate their ideas.

### 4) Problems (group work)

---

<sup>26</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 271-274.

<sup>27</sup> Kumari, AV, *Methods of Teaching English* (Guntur: New Era Publications), 2014, p. 16

Problems can be a good way to get learners to speak more. While engaging in understanding the issue, they need to utilize language to tackle it.

#### 5) Surveys and Interviews

This is a technique that uses information from a person's test results, preferences, attitudes, etc. to learn more about them.

#### 6) Dreams or Ambitions

Every student should have goals and dreams. Hey, would you like to come over for a little while? I can show you some things that I've been working on. Many students spoke openly after the activity ended, which caused some problems.

#### 7) Rhymes and Tongue Twisters

This is an approach to playing to make English more like your native language. We can use poetry readings to engage students in learning in a pleasant manner. Speaking will be adding value to your abilities.

#### 8) Songs

The students enjoy listening to music and they can use it to improve their English speaking skills. For example, to rehearse basic inquiry shapes this might be wonderfully utilized.

In this study, the researcher uses the activity based on brown and kumari above as the main theory for analyzing the data.

### c. Online Learning

a. Definition of Online Learning

Online learning is a type of distance education. It uses electronic technology and the internet to help students learn. This program is designed to help educators create and manage online courses. That can be accessed by a large number of students. Online learning refers to the use of instructional environments supported by the Internet. According to Dhawan, online learning is the learning situation. it is including synchronous and asynchronous devices. It such as hand-phones, computers, and laptops connected to the internet.<sup>28</sup> The internet provides a variety of resources and opportunities for teachers and students to interact online. Online learning can take place completely online, or it can be blended with face-to-face interactions.<sup>29</sup> In short, teachers design the instructions and resources without their presence.

Based on the definition, it can be inferred that online learning is a type of learning environment. It uses technology to allow students and teachers to interact and collaborate in a virtual world.

b. Type of Online Learning

---

<sup>28</sup> Dhawan, S, Online Learning: A Panacea in the Time of COVID-19 Crisis, Journal of Educational Technology Systems, vol 49, Issue 5-22, 2020, p.6-7

<sup>29</sup> Marianne Bakia, et.al., Understanding the Implication of Online Learning for Educational Productivity (Washington DC: U.S. Department of Education Office of Educational Technology, 2012), p.2.



According to Dhawan, online learning is the use of devices such as hand-phones, computers, and laptops that are connected to the internet.<sup>30</sup>

#### 1. Asynchronous

Asynchrony promoted by media such as email and discussion boards, supports work relationships between learners and teachers, even if participants cannot be online at the same time. This type of learning allows teachers and students to explore the material in more depth. The media that could be used to share your work with others include WhatsApp groups, Google Classroom, and more.

The application of e-learning with an asynchronous model has advantages on the one hand, but also disadvantages on the other. As for its advantages, in a study conducted by Chauhan which examine the advantages and disadvantages of the asynchronous approach, put forward:

- a. Offers students complete control over their learning. Students are allowed to decide how, when and where he studied.
- b. Respect one's learning. This approach gives participants time to reflect and join the discussion online. Even employees with poor study skills even if you can take the time to provide feedback and develop critical thinking skills.

---

<sup>30</sup> Dhawan, S, Online Learning: A Panacea in the Time of COVID-19 Crisis, Journal of Educational Technology Systems, vol 49, Issue 1, 2020, p.6-7

- c. Convenient, because it does not require participants to be online on the day or a certain time.
- d. Fewer social barriers. This learning approach can help introverted learners to relieve social anxiety.
- e. Interactive. Asynchronous learning systems enable students not only learn by their own ability, but also to interact with their peers online.<sup>31</sup>

However, on the other hand, this does not mean that this approach does not have disadvantages. Chauhan argued that the disadvantages of asynchronous model include the following:

- a. The process of providing feedback is not instant. because learning asynchronous feedback can't be done in a short time, both instructors and students may wait longer so that their questions are answered by each other.
- b. Lack of personal interaction In interaction asynchronous learning very limited personal. While not everyone can adapt to self-study. So if not anticipated can result in failure to achieve goals.
- c. No direct collaborative activities. This is because asynchronous learning does not allow for direct discussion real time which

---

<sup>31</sup> Vidya Chauhan, "Synchronous & Asynchronous Learning," *Imperial Journal of Interdisciplinary Research (IJIR)* 3, no. 2, 2017, p. 45–48

may be able to increase motivation and bring up engagement of students and instructors themselves.

- d. May lead to lack of motivation: Lack of direct interaction can directly reduce motivation. Even though it could be any time and instructors are in need of encouragement and stimulation, not just reading material and completing assignments online.
- e. Requires sufficient discipline. Asynchronous learning requires students to always be focused, committed, oriented on purpose as well as disciplined and skilled in managing time.<sup>32</sup>

## 2. Synchronous

Aynchronous communication often uses media such as email and discussion boards. It helps to maintain work relationships between learners and teachers. Even when participants cannot be online at the same time. The teacher and students are connected in real-time, which is not in the same area. The media might use zoom, google meet, and other real-time audiovisual connections to help people connect with each other.

In the process of using it there are advantages and the disadvantages of synchronous are:

- a. advantages

---

<sup>32</sup> Vidya Chauhan, "Synchronous & Asynchronous Learning," *Imperial Journal of Interdisciplinary Research (IJIR)* 3, no. 2, 2017, p. 45–48

1. Students can ask questions directly answered by the tutor, or facilitator.
  2. Activeness in learning will be seen like in a face-to-face room.
  3. In the classroom, students and tutors can communicate better, and the clumsiness of students in ordinary classes will not be seen.<sup>33</sup>
- b. Disadvantages
1. Must use high speed internet access.
  2. It is real time so that it causes participants to not access at a later time, unless scheduled.
  3. Does not give a long time for participants to think long.<sup>34</sup>

## B. Review of Previous Studies

Other studies were reviewed to develop the idea for this study. This is done so that get broader perspectives on the relevance. The significance of the current research on teacher strategy in teaching speaking.. The first study is by Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul Samad,<sup>35</sup> that study

---

<sup>33</sup> I Wayan Gede Narayana, ANALISIS TERHADAP HASIL PENGGUNAAN METODE PEMBELAJARAN SYNCHRONOUS DAN ASYNCHRONOUS, STMIK AMIKOM Yogyakarta, 2016. ISSN : 2302-3805, P. 140.

<sup>34</sup> Ibid p.141

<sup>35</sup> Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul Samad, “*Teacher’s Strategies In Teaching Speaking For Cadets*”, Universitas Syiah Kuala, Banda Aceh, Indonesia, ENGLISH EDUCATION JOURNAL (EEJ), 10(1), 80-94, January 2019

investigated the students' responses toward the teachers' strategies in the teaching-learning process. It showed that the teachers used five strategies in teaching speaking. It is role play, drilling, games, describing the picture, and also discussion groups.

The study by Yusica,<sup>36</sup> this study examined teacher creativity in creating an English speaking environment. It showed that to create an English speaking environment, teachers should use many kinds of techniques in teaching speaking. It is using activities which have a creative dimension, looking for a new way, customizing the lesson based on students' needs. Then, the teaching and learning process using technology. It is the internet, projector, digital dictionary, etc.

Widyaningsih, and Robiasih,<sup>37</sup> this study describes the strategies used by the English teacher of the eleventh grade students of SMA BOPKRI 2 Yogyakarta. It is in teaching speaking and how to apply the strategies. The results of this study state that not all the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The strategies could help the students become more active

---

<sup>36</sup> Ulfa Yusica entitled "*Teacher Creativity In Creating English Speaking Environment At Islamic Senior High School Darul Hikmah Tawang Sari Kedungwaru Tulungagung*", English Education Department Faculty Of Tarbiyah And Teacher Training State Islamic Institute (Iain) Tulungagung, 2015

<sup>37</sup> Devi Widyaningsih, Rr. Hasti Robiasih, "*Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA Bopkri 2 Yogyakarta*", Universitas Sarjanawiyata Tamansiswa, Journal of English Language and Language Teaching (JELLT), Vol.2, No.1, 2018, p. 46-58

in the teaching and learning process. It is because the implementation of those strategies was executed.

Then the study by Agung Ginanjar Anjaniputra,<sup>38</sup> This study explores the teacher's strategies in teaching speaking to students at secondary level. The result of this study shows that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling.

The study by Putri,<sup>39</sup> it find out the teachers strategies in oral English teaching. Then the problems existing in the implementation of oral English teaching strategies. The result of this study shows that there are three aspect that are used by the teachers. That are appropriate strategies, more materials from other sources, and media in the classroom. It is suggested that English teachers in both grades should have an interesting way of teaching speaking skills. Teachers should use some media while implementing the strategies. such as the Power Point presentation software for the presentation.

The study by Mirah Sakinah,<sup>40</sup> looked at the strategy used by the English teacher at SMP Wachid Hasyim 7 Surabaya to manage students' anxiety of speaking English. The results of this study are as follows: teachers used two

---

<sup>38</sup> Agung Ginanjar Anjaniputra, *Teacher's Strategies In Teaching Speaking To Students At Secondary Level*, English Education Study Program of Indonesia University of Education, Journal of English and Education 2013, 1(2), p. 1-8

<sup>39</sup> Diajeng Fitrah Indi Putri, *The Teachers' Strategies in Teaching Speaking to the Seventh Grade Students of SMP Negeri 4 Malang*. Thesis, Department of English, Faculty of Letters, Universitas Negeri Malang, 2016.

<sup>40</sup> Mirah Sakinah, *An Analysis of Teacher's Strategy in Managing Students' Anxiety of Speaking English at SMP Wachid Hasyim 7 Surabaya*, A Thesis, English Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya, 2014

types of psychological and physical strategies. At certain times, teachers will use one of the two strategies that were mentioned earlier, or use a combination of the two strategies, depending on the class situation. needs. The cause of the difference is the fact that each class includes a mixing class. It is possible that the decision to divide students into several classes was made without first conducting a placement test.

The study by S Sutarto, Sari, Fathurrochman,<sup>41</sup> This study explored the strategies used by teachers to increase student's interest in Online learning during the COVID-19 pandemic. It showed that the strategies used by the teacher to increase students' interest in learning were to provide students with an understanding of the importance of learning, to make learning material brief, clear, and interesting, to use simple and interesting media, and to conduct regular and continuous evaluations.

Then the study by Utami,<sup>42</sup> in on the instructors' methodologies utilized in showing English with e-learning classes during the COVID-19 pandemic. Show that teachers used different strategies because the expected skill output is different, for writing skills the teacher uses planning, drafting and editing, and for listening skills, the teacher applies writing song lyrics, matching words, and

---

<sup>41</sup> Sutarto Sutarto, Dewi Purnama Sari, Irwan Fathurrochman, "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic", Institut Agama Islam Negeri (IAIN) Curup, Indonesia, Jurnal IICET (Indonesian Institute for Counseling, Education, and Therapy) Jurnal Konseling dan Pendidikan Vol. 8, No.3, 2020, pp. 129-137

<sup>42</sup> Tari Putri Utami, "An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic (A Qualitative Research At Mts Sudirman Getasan In The Academic Year 2019/2020)", English Education Department Teacher Training And Education Faculty State Institute For Islamic Studies (Iain) Salatiga 2020

singing a song.Both of them use the video-based learning model and virtual education through WhatsApp.

However, those three studies are different from this study. Most of the research above was conducted when the class was still a conventional class, and this study was conducted when the class changed into an online class. It means a different situation. For the last two studies, the situation is the same, but in this study just focus on the teaching design of speaking activity. Not only that, the location of the study is also different from this study.



UIN SUNAN AMPEL  
S U R A B A Y A



## CHAPTER III

### RESEARCH METHOD

This chapter presents the method to conduct the research. It discusses about research design, population and sample, research instrument, data collection technique, data analysis technique

#### **A. Approach and Research Design**

The research design of this study is quantitative descriptive research using a survey method online. Survey research designs is procedures in quantitative research. In which investigators administer a survey to a sample or to the entire population of people. It describe the attitudes, opinions, behaviors, or characteristics of the population.<sup>43</sup> According to Sugiyono, survey research is research conducted on a large population or small. The data studied are data from a large sample taken from the population. It is to find events relative, distribution, and relationships between sociological variables as well as psychological.<sup>44</sup> The purpose of this study is to make a description on the facts investigation. It is comparable to the collection of data from the teachers about how they design speaking exercises in online learning.

---

<sup>43</sup> Creswell, Educational Research: Planning, Conducting, and Evaluating Qualitative and quantitative Research, (Boston: Pearson Education, Inc, 2012), p. 376

<sup>44</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta,2016), p. 12

## B. Population and Sample

### 1. Population

This research was carried out on the population consists of 130 English teachers in senior high school in Lamongan. It is under Dinas Pendidikan Kabupaten Lamongan. Population is territory generalizations consisting of objects or subjects that have certain qualities. The characteristics defined by researchers to study and then draw conclusions.<sup>45</sup> Determination of the population is an important stage in research. Population can provide useful information or data for a study.

### 2. Sample

In this study, the sample the sampling technique used is *simple random sampling*. It is because researchers have limitations in conducting research both in terms of time, energy, funds and a very large population. Based on the population of this research, there are 130 English teachers in senior high school in Lamongan under Dinas Pendidikan Kabupaten Lamongan. This study took many as much as 30 English teachers. According to Suharsimi Arikunto, if the subject is less than 100 people, it is better to take all, so that the research is a population study. Furthermore, if the subject is more than 100 can be taken 10-15% or 20-25% or more.<sup>46</sup> the researcher took a sample of 25% of the population. Then based on Louis

---

<sup>45</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta,2016), P. 117

<sup>46</sup> Creswell, J.W, *Educational ReASEARCH: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Edition*, (Boston: Pearson, 2012). p.151.

Cohen states that the larger the sample from the existing population is the better, but the minimum amount that must be taken by researchers is as many as 30 samples.<sup>47</sup> From that case, the respondent of this study is 30 senior high school English teachers that are chosen randomly.

### C. Data Collection Technique

In this study, the data collected from the English teacher of senior high school in Lamongan. It used questionnaires using google form. According to Sugiyono, questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer.<sup>48</sup> The questionnaire was distributed to English teachers at senior high schools in Lamongan. the researcher got the data of senior high school English teacher from Dinas Pendidikan Kabupaten Lamongan. After taking the nominal of sample, the researcher chooses the respondents sample by looking for the teacher's cell phone number. It through his students or other subject teachers who teach at the school. The researcher also visiting several schools that can be reached by researchers. Then the results of the questionnaire are entered in Microsoft Office Excel, then I will analyze using the formula. The results of percentages are the results obtained in the study.

---

<sup>47</sup> Louis Cohen, et al. *Research Methods in Education (Metode Penelitian Dalam Pendidikan)*, (New York: Routledge, 2007), p. 101.

<sup>48</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), p. 199.

#### **D. Research Instrument**

This research uses a questionnaire for the instrument. Questionnaire is a technique of data collection by giving a set of data questions or written statements to respondents to which they answer.<sup>49</sup> In this study use 2 types of questionnaires that are 10 closed questionnaires and 5 open questionnaires to support the data see appendix 1. According to Sugiyono closed questionnaire is one type of questionnaire in which answers to the questions in the questionnaire have been provided by the researcher. So that respondents only need to answer questions according to the answer choices provided by the researcher.<sup>50</sup> It means that researchers have provided several alternative answer. That are significant in the column provided. Meanwhile, respondents only choose from the available answers the closest to the respondent's choice. The questionnaires were distributed by an online survey to every research subject (respondent). After that, the researchers process the data on the results of the questionnaire.

#### **E. Data Analysis Technique**

Data analysis is the process of searching and compiling. Data obtained from interviews, field notes and materials so that it is easy to understand and the findings can be informed to others. Data analysis is done by organizing the data, breaking it down into units, synthesizing, organizing into patterns, choosing what is important and what to learn and making conclusions that can

---

<sup>49</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta,2016), p. 199

<sup>50</sup> Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: PT. Bumi Aksara, 2007) , p. 77

be told to others.<sup>51</sup> Data analysis in this study used descriptive analysis techniques. Descriptive statistics are statistics that are used for analyzing data by describing data. It is without intending to create conclusions that apply to generalities or generalizations.<sup>52</sup> The steps of data analysis are as follow:

a. Collecting Data

In this step, the researcher has collected the data by the questionnaires that were distributed to 30 of the respondent. The researcher chose the respondents sample by looking for the teacher's phone number. It through his students or other subject teachers who teach at the school after that the researcher contacted them. Then the researcher also visits several schools that can be reached by researchers. After collection, they are compiled into a complete data table. The results of this data are also presented in the research appendix 1.

b. Analyzing Data

After the data collected and was validated, the next step that the researcher has done is analyzing the data. Data analysis in this study uses descriptive analysis as for the calculation for each item in the questionnaire use percentage. The formula used is:

$$P = \frac{fi}{\Sigma fi}$$

---

<sup>51</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta,2016), p. 244

<sup>52</sup> Ibid, p. 21

$P$  = the percentage of respondents who choose a certain category

$F_i$  = the number of respondents who chose a certain category

$\sum f_i$  = the number of respondents

This is done to determine the type of descriptive percentage obtained by indicator in the variable, and descriptive calculation percentages are then interpreted into sentences.

c. Data Display

After the data was analyzed, the next step was presenting data. Presenting the data makes it more obvious what's going on and plan your next task in light of what has occurred. In this study, the researcher showed the information utilizing the table of data and then wrote description.

d. Conclusion

The conclusion is the last phase of the information examination.

The finish of 's subjective exploration is new information that has never existed. Discoveries can be as an item portrayal or depiction before the article is yet dull, that is, before it becomes plain after inspection. This end can be easy going relationship, an intuitive relationship, a hypothesis or theory. At the conclusion drawing stage, the researcher begins to look at all the data. That has been analyzed and then begins to tell stories by creating relationships between stories. So that they can draw result conclusions from the research.

## F. Validity and Reliability

### a. Validity

A valid instrument means a measuring instrument used to get the data (measure) is valid. Valid means that the instrument can be used to measure what it should measure.<sup>53</sup> The validity of this research instrument can be done by consulting the items of the instruments. That have been prepared to the experts (judgment expert). This is done by asking consideration of experts to be examined and evaluated systematically. So that the right instrument items will be obtained to answer all measured data.<sup>54</sup> Validity shows the accuracy between the actual data and the data obtained by the researcher. In this study, the data the researcher used validated the instrument using *Expert Judgment* that was given by a lecturer from the English Education Study Program at the Tarbiyah Faculty and a teacher.

The next step is to test the validity using *Pearson Product Moment analysis* to find the "r" count and then compare it with the "r" table. The significant level obtained from the r product moment table is 5%. If the resulting r count is greater than or equal to r table (0.3172) at a significant level of 5%, this research instrument meets the criteria validity or said to be valid. Pearson Product Moment (r) formula :  $r = \frac{nXY - (X)(Y)}{\sqrt{[n.X^2 - (X)^2][n.Y^2 - (Y)^2]}}$

---

<sup>53</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 173.

<sup>54</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 177.

Description:

r count : correlation coefficient

X : total item score

Y : total score of items

n : number of respondents

Calculation of correlation coefficient using SPSS 25. Results the calculation of a total of 30 statements; there are no statement items that are not valid. The results of all questionnaires with the results of r count are 0,340 - 0,708.

#### b. Reliability

Reliability is a tool to measure an instrument which is a construct or variable measurement tool. The variable instrument is the instrument which, when used several times to measure the same object, will generate the same data.<sup>55</sup> It can be declared reliable if the instrument is used repeatedly to measure the same variable, the results will be the same. The reliability test was carried out using *Cronbach Alpha*, with the following formula:

$$\alpha = \frac{N \cdot \hat{\sigma}^2}{\hat{\sigma}^2 + (N-1) \cdot \hat{\sigma}_e^2}$$

N = the number of items used to measure a particular variable or construct to be measured

---

<sup>55</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta,2016), p.173.



$\hat{c}$  = mean covariance of the scores between *items* (*inter-item*)

$\tilde{v}$  = average variance of the scores for each item

The criterion value of the Cronbach Alpha research instrument can be said to be reliable with a minimum number of 0.60. If the resulting index is less than 0.60 then the interpretation of the instrument is less reliable.

The results of calculations using SPSS 25 showed that the Cronbach Alpha value is  $0.784 > 0.60$ . So it can be concluded that the questions asked to the respondents in the five instruments can be said to be reliable.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter contains two sections which are research finding and discussion. The findings are obtained from the data. It from the questionnaire that was distributed to the English teachers at several senior high schools in Lamongan to answer the research question. It is about what are the speaking activities designed by the teachers in Online Learning during pandemic COVID-19. Based on the questionnaire that was distributed to the teachers. The researcher can get the data on what type of the activities designed by the teachers.

#### a. Research Finding

This chapter showed the research findings based on the obtained data from the questionnaires. The detailed explanation of the findings is presented in the following section :

#### a. Respondents' Information

The respondents of this research are the English teachers in senior high school in Lamongan. They are who joined Dinas Pendidikan Kabupaten Lamongan which amount 130 English teachers. The researcher took 20% of the population as 26 English teachers. According to the survey conducted in Lamongan, the detail information of participants from the questionnaires displayed in table 4.1 below:

**Table 4.1** Table of Respondents' Information

Gender	Male	9
--------	------	---

	Female	17
Age	20-25 years	1
	26-30 years	11
	31-35 years	10
	36- 40 more years	4
School	Private	12
	Public	7

Table 4.1, shows that the respondents are consist of 9 male teachers and 17 female teachers on ages range 20-40 more years old. That are 1 teacher age ranges 20-25 years old, 11 teacher age range 26-30 years old, 10 teacher age range 31-35 years old, 4 teacher age range 36-40 more years old. They come from various schools in Lamongan which are 12 private schools and 7 public schools. The data was analyzed by using Microsoft Excel through descriptive statistics.

#### **b. Type of English Speaking Activities**

In speaking there are 5 components. That are concerned with grammar, vocabulary, pronunciation, comprehension, and fluency. In this case, the researcher showed the type of activities when emphasizing each speaking component that was designed by the English teachers. The researcher got the data from the questionnaire that was distributed. to make easier in to understand the researcher explain detail below:

##### *a. Activities to Teach Grammatical Component in English Speaking*

The activities to emphasize the grammatical component in teaching speaking, there are 6 questions. That are answered by the teacher. first, focus on particular tense or sentence structure and practice it by drilling (Imitative). Then focus on the grammatical aspect and practice it by their self-initiated, it like pair work activity (Intensive). Second, focus on students grammatical comprehension to involves the students respond the teacher or other students' questions (Responsive). Focus on students grammatical comprehension with convey or exchange facts, information or opinion with others (Transactional dialogue). Focus on students grammatical comprehension and practice using interpersonal dialog to maintain social relationships (Interpersonal dialogue). Last focus on students grammatical comprehension with extended monolog in the form of oral reports, summaries, or short (Extensive monolog). From the questionnaires that were distributed the following data are presented.

**Table 4.2** Table of activities emphasizing the grammatical component

No	Type of speaking activities to facilitate the learning of grammatical component	Intensity			
		Always	often	Rarely	never
1	Intensive	42%	58%	0%	0%
2	Imitative	38%	50%	12%	0%
3	Transactional (dialogue)	35%	54%	11%	0%

4	Interpersonal dialogue	27%	65%	8%	0%
5	Responsive	23%	77%	0%	0%
6	Extensive (monolog)	19%	69%	12%	0%

Based on the table 4.2 above, the activities used by English teachers in Lamongan. When emphasizing grammatical components in teaching English speaking is *intensive activity*. This is shown by 42% of the respondent selecting always option and 58% selecting the option often in the question *whether you focus on the grammatical aspect and practice it by their self-initiated, it is like pair work activity*. This in total makes the total 100% teachers use the activity.

The second, the activities used by English teachers in Lamongan when emphasizing grammatical components in teaching English speaking is an imitative activity. From the table above, for question whether you focus on particular tense or sentence structure and practice it by drilling. It can be seen that are 38% respondent selecting always option, 50% are selecting often option, and 12% are selecting rarely option. It means that the total percentage that the teachers use this activity is 100%.

The third is *transactional activity (dialogue)*. Based on the table showed that 35% the respondents are selecting the option always, 54% selecting the option often, and 11% are selecting the option rarely to question *whether you focus on students' grammatical comprehension*

*to convey or exchange facts, information or opinion with others.* So, the total makes 100% of the teachers use this activity.

Fourth, interpersonal dialogue activity. From the table showed that the respondents selecting always option are 27%, often option are 65%, then rarely option are 8% . It is in the question whether you focus on the students grammatical comprehension and practice using interpersonal dialog to maintain social relationships. The total is 100% the teachers use this activity.

Fifth is responsive activity. From the table, the respondents that are selecting always option are 23% and selecting often are 77% . It is in the question whether you focus on a student's grammatical comprehension which involves the students responding to the teacher or other students' questions. It makes the total teachers use this activity 100%.

The last, the activities used by English teachers is an extensive activity (monolog). From the table it showed that 19% respondent selecting always option, 69% selecting often option, and 12% selecting rarely option. It for question whether you focus on student' grammatical comprehension with extended monolog in the form of oral reports, summaries, or short . It makes the total 100% the teachers use this activity.

b. *Activities to Teach Vocabulary Component in English Speaking*

The activities to emphasize the vocabulary in teaching speaking, there are 6 questions that are answered by the teacher. It focuses on particular words and asks the students to repeat what they listen from a human tape recorder or from the teacher by drilling. (*Imitative*), focus on the students practice in compose the word into a sentence through oral production by their self-initiated (*Intensive*), focus on vocabulary mastery in oral production and involves the students to respond the teacher or other students' questions (*Responsive*), focus on students vocabulary mastery with convey or exchange facts, information or opinion with others (*Transactional dialogue*), focus on students vocabulary mastery through practice using interpersonal dialog to carried out to maintain social relationships (*Interpersonal dialogue*), and focus on students vocabulary mastery through extended monolog in the form of oral reports, summaries, or perhaps short speech (*Extensive monolog*). From the questionnaires that were distributed I got the following data.

**Table 4. 3** Table of activities emphasizing the vocabulary component

No	Type of speaking activities to facilitate the learning of vocabulary component	Intensity			
		Always	Often	rarely	Never
1	Imitative	39%	46%	15%	0%

2	Intensive	<b>31%</b>	<b>69%</b>	0%	0%
3	Responsive	<b>27%</b>	<b>69%</b>	4%	0%
4	Extensive (monolog)	<b>23%</b>	<b>65%</b>	12%	0%
5	Interpersonal dialogue	<b>19%</b>	<b>65%</b>	16%	0%
6	Transactional (dialogue)	<b>11%</b>	<b>85 %</b>	4%	0%

Based on the table 4.3 above, the activities used by English teachers in Lamongan when emphasizing vocabulary components in teaching English speaking is an *imitative activity*. The data showed that 39% of the respondents selected always, 46% selecting often, and 15% selecting rarely. This means the total 100% teachers use the activity in the question *whether you focus on particular words and ask the students to repeat what they listen from a human tape recorder or from the teacher by drilling*.

Second activity when emphasizing vocabulary components in teaching English speaking that is used by English teachers in Lamongan is *intensive activity*. From the table above, for the question *whether you focus on the students' practice in composing the word into a sentence through oral production by their self-initiated, there are 31% respondents selecting always and 69% respondents selecting often*. So, the total is 100% the teachers use this activity.

The next is *responsive activity*. The table showed that 27% of the respondents are selecting always, 69% of respondents are selecting



often, and 4% of respondents are selecting rarely. It makes the total teachers used for this activity 100% for question *whether you focus on vocabulary mastery in oral production and involve the students responding to the teacher or other students questions.*

Then *extensive activity (monolog)*, from the table it shows in the question *whether you focus on students vocabulary mastery through extended monolog in the form of oral reports, summaries, or perhaps short speech.* The respondents selected 23% always, 65% often, and 12% rarely. From the data above, it can be concluded that 100% of the teachers used this activity.

Next is *interpersonal dialogue*. It showed that a total 100% of the respondents use this activity. It is 19% selecting always, 65% selecting often, and 16% selecting rarely in the question *whether you focus on students' grammatical comprehension which involves the students responding to the teacher or other students questions.*

Then the last activity that is used by English teachers in Lamongan when emphasizing vocabulary components in teaching English speaking is *transactional (dialogue)*. From the table it showed that 11% respondent selecting always, 85% selecting often, and 4% selecting rarely for question *whether you focus on students' vocabulary mastery with conveying or exchanging facts, information or opinion with others.* It can be concluded that the total 100% of the teachers use this activity.

c. *Activities to Teach Pronunciation Component in English Speaking*

The activities to emphasize the pronunciation in teaching speaking, there are 6 questions that are answered by the teacher. It is focus on intonation contour or pronounce a certain vowel sound correctly with practice to repeat what they listen from a human tape recorder by drilling (*Imitative*), focus on the students phonological aspect through oral production by their self-initiated (*Intensive*), focus on phonological aspect in oral production which involves the students to responding the teacher or other students questions (*Responsive*), focus on students' phonological aspect in oral production to convey or exchange facts, information or opinion with others (*Transactional dialogue*), focus on students' phonological aspect in oral production through practice using interpersonal dialog to carried out to maintain social relationships (*Interpersonal dialogue*), and focus on students' phonological aspect in oral production through extended monolog in the form of oral reports, summaries, or perhaps short speeches (*Extensive monolog*). From the questionnaires that were distributed I got the following data.

**Table 4. 4** Table of activities emphasizing the pronunciation component

No	Type of speaking activities to facilitate the learning of pronunciation component	Intensity			
		Always	Often	Rarel y	Never
1	Imitative	35%	38%	27%	0%

2	Responsive	23%	73%	4%	0%
3	Intensive	19%	77%	4%	0%
4	Interpersonal dialogue	19%	62%	19%	0%
5	Transactional (dialogue)	35%	61%	0%	4%
6	Extensive (monolog)	23%	56%	8%	4%

Based on the table 4.4 above, it shows that *imitative activity* is the first activity used by English teachers in Lamongan when emphasizing pronunciation components in teaching English speaking. For the question *whether you focus on intonation contour or pronounce a certain vowel sound correctly with practice to repeat what they listen from a human tape recorder by drilling*. This is shown that 100% of the teachers use the activity by 35% selecting always, 38% selecting often, and 27% selecting rarely.

The second is *responsive activities* used by the English teachers in Lamongan when emphasizing pronunciation components in teaching English speaking. From the table, 23% of respondents are selecting always, 73% are selecting often, and 4% are selecting rarely to question *whether you focus on the phonological aspect in oral production which involves the students responding to the teacher or other students' questions*. It can be concluded that the teachers use this activity 100%.

The next activity is *intensive activity*, for question *whether you focus on the students phonological aspect through oral production by their self-initiated*. It is shown that 19% of the respondents are selecting always, 77% are selecting often, and 4% are selecting rarely. So, the total is 100% the teachers use this activity.

Then *interpersonal dialogue*, based on the table, the total of the teachers use this activity are 100% by 19% of the respondents choosing always, 62% choosing often, and 19% choosing rarely in the question *whether you focus on students phonological aspect in oral production through practice using interpersonal dialog to carried out to maintain social relationships*.

Next is *transactional (dialogue)*, for the question *whether you focus on students' phonological aspect in oral production to convey or exchange facts, information or opinion with others*. It showed that 35% of the respondents chose the option of always, 61% choosing often, 16% opted rarely, and 4% clicked never. So, 96 % of the teachers use this activity.

Then the last activity that is used by English teachers in Lamongan when emphasizing the pronunciation component in teaching English speaking is *extensive activity (monolog)*. It showed that 23% of the respondents selected always, 56% selected often, 8% selected rarely and 4% selected never. It means 96% of the teachers use this activity to question *whether you focus on students' phonological aspect in oral*

*production through extended monolog in the form of oral reports, summaries, or perhaps short speeches.*

*d. Activities to Teach Comprehension Component in English Speaking*

The activities to emphasize the comprehension in teaching speaking, there are 6 questions that are answered by the teacher. It is focus on students comprehension in oral production by repeat what they listen from a human tape recorder and ask them to practice it by drilling (*Imitative*), focus on the students comprehension in oral production by their self-initiated (*Intensive*), focus on students' comprehension which involves the students responding to the teacher or other students' questions (*Responsive*), focus on students' students comprehension to convey or exchange facts, information or opinion with others (*Transactional dialogue*), focus on students' comprehension through practice using interpersonal dialog to carried out to maintain social relationships (*Interpersonal dialogue*), and focus on students' comprehension through extended monolog in the form of oral reports, summaries or perhaps short speeches (*Extensive monolog*).

From the questionnaires that were distributed I got the following data.

**Table 4.5** Table of activities emphasizing the comprehension component

No	Type of speaking activities to facilitate the learning of comprehension component	Intensity			
		Always	Often	rarely	Never
1	Transactional (dialogue)	38%	58%	4%	0%

2	Imitative	35%	42%	23%	0%
3	Intensive	27%	69%	4%	0%
4	Responsive	23%	73 %	4%	0%
5	Interpersonal dialogue	19 %	77%	4%	0%
6	Extensive (monolog)	19%	77%	4%	0%

Based on table 4.5, the activities used by English teachers in Lamongan when emphasizing the comprehension component in teaching English speaking, in the first is *transactional (dialogue)*. It is because 38% of the respondents chose always option, 58% of the respondents chose often option, and 4% of the respondents chose rarely option. It is making the total 100% of the teachers use the activity for the question *whether you focus on students' comprehension to convey or exchange facts, information or opinion with others*.

The second activity is an *imitative activity*. From the table above, 35% of the respondents are selecting always, 42% are selecting often, and 23% are selecting rarely. It makes the total of 100%. In question *whether you focus on students comprehension in oral production by repeating what they listen from a human tape recorder and asking them to practice it by drilling*. It means that this activity is used by English teachers in Lamongan when emphasizing the comprehension components in teaching English speaking.

The next activity is *intensive activity*, it showed that the respondents choosing always option are 23%, choosing often option are 73%, and choosing rarely are 4%. So, the total is 100% based on the data above. It is for question *whether you focus on the students comprehension in oral production by their self-initiated*.

Then the *responsive activity*, from the table it showed that the respondents selecting always option are 23%, 73% often, and 4% rarely in the question *whether you focus on students' comprehension which involves the students responding to the teacher or other students' questions*. So, the total are all of the teachers who use this activity.

Next activity is *interpersonal dialog*. From the table above, it shows that 100% of the teachers use this activity. 19% of the respondents are selecting always, 77% of the respondents are selecting often, and 4% of the respondents are selecting rarely. It is for the question *whether you focus on students' comprehension through practice using interpersonal dialog to maintain social relationships*.

The last activity is *extensive activity (monolog)* that is used by English teachers in Lamongan when emphasizing the comprehension components in teaching English speaking. Based on the table, it showed that 19% of the respondents selected always, 77% of respondents selected often, and 4% of respondents selected rarely. The question for this activity is *whether you focus on students' comprehension through*

*extended monolog in the form of oral reports, summaries or perhaps short speeches.* It means that 100% of the teachers used this activity.

e. *Activity to Teach Fluency Component in English Speaking*

The activities to emphasize the fluency in teaching speaking, there are 6 questions that are answered by the teacher. It is focus on students fluency in oral production by repeat what they listen from a human tape recorder and ask them to practice it by drilling (*Imitative*), focus on the students' fluency in oral production by their self-initiated (*Intensive*), focus on students' fluency with involves the students to respond the teacher or other students questions (*Responsive*), focus on students' students fluency with conveying or exchanging facts, information or opinion with others (*Transactional dialogue*), focus on students students' fluency through practice using interpersonal dialog to carried out to maintain social relationships (*Interpersonal dialogue*), and focus on students' fluency through extended monolog in the form of oral reports, summaries, or perhaps short speeches (*Extensive monolog*). From the questionnaires that were distributed I got the following data.

**Table 4.6** Table of activities emphasizing the fluency component

No	Type of speaking activities emphasizing the fluency component	Intensity			
		Always	Often	rarely	Never
1	Imitative	38%	43%	19%	0%



2	Extensive (monologue)	34%	58%	8%	0%
3	Responsive	31%	69%	0%	0%
4	Transactional (dialogue)	31%	58%	11%	0%
5	Interpersonal dialogue	23%	69%	8%	0%
6	Intensive	19%	77%	4%	0%

Based on table 4.6 above, the first activities used by English teachers in Lamongan when emphasizing fluency components in teaching English speaking is *imitative activity*. In the question *whether you focus on students' fluency in oral production by repeat what they listen from a human tape recorder and ask them to practice it by drilling* This is shown there are 3 option that the respondents has selected, that are 38% selecting always, 43% selecting often, and 19% selecting rarely. It means that all of the teachers use this activity.

The second activity is *extensive activity*. This activity is used by English teachers in Lamongan when emphasizing the fluency components in teaching English speaking. From the table above, It shown that all of the teachers use this activity. It is because 34% of respondents selected always, 58% selected often, and 8% selected rarely, it makes the total 100%. The question that has been answered by the teachers is *whether you focus on students' fluency through extended monolog in the form of oral reports, summaries, or perhaps short speeches.*

The next activity is *responsive activity*. In question *whether you focus on students' fluency which involves the students responding to the teacher or other students' questions*. The data showed that the respondents are choosing 2 of 4 options in the questionnaires, that is 31% of the respondents selecting always and 69% selecting often. So, it can be concluded that all of the teachers use responsive activity.

Then *transactional activity*, it is shown that all of the respondents use this activity. From the question *whether you focus on students' fluency with conveying or exchanging facts, information or opinion with others*, the percentage of the answers of respondents are 31% always, 58% often, and 11% rarely.

Next is *interpersonal dialog*, based on the table the respondents that choose always options are 23%. Then the respondents that choose often options are 69%. The respondents that choose rarely options are 8%. It makes the total 100% and no respondents are choosing the option of never. So, all of the teachers use this activity.

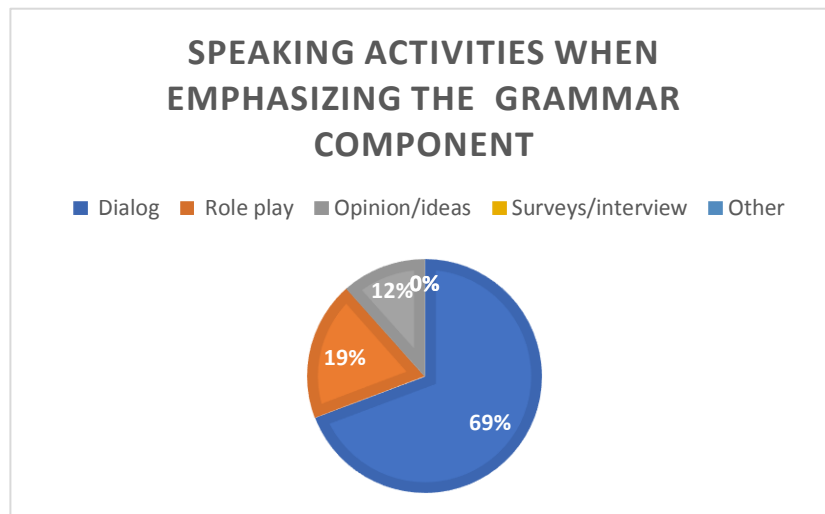
Then the last activity that is used by English teachers in Lamongan when emphasizing fluency in teaching English is *intensive activity*. Based on the table, in the question *whether you focus on the students' fluency in oral production by their self-initiated.*, it showed that there are 19% respondents selecting always, 77% selecting often, and 4% selecting rarely.

### c. Kind of speaking activities

There are many kinds of activities that are appropriate to apply in teaching speaking. In the questionnaires there are 5 questions about the activities that the teachers usually use to emphasize the speaking component. The researcher chose several activities as an option based on the theories as a reference. It is dialog, role play, opinion/ideas, survey/interview. The researcher also provides other options so that respondents can explore activities that they usually use and are not in the choice. For making easier in understanding the researcher will explain detail below:

#### a. *Kind of Activities to Teach Grammatical Component in Speaking*

Based on the data from questionnaires that are answered by the teachers about the activities to emphasize the grammatical component in teaching speaking. It showed that 69% the teacher usually used dialog as the activity to emphasizing the grammatical component, 19% used role play as the activity to emphasizing the grammatical component, 12% used opinion/ideas as the activity to emphasizing the grammatical component, 0% used survey/interview as the activity to emphasizing the grammatical component, and 0% used others activity to emphasizing the grammatical component. for the detail we can see the figure 4.1. Below:



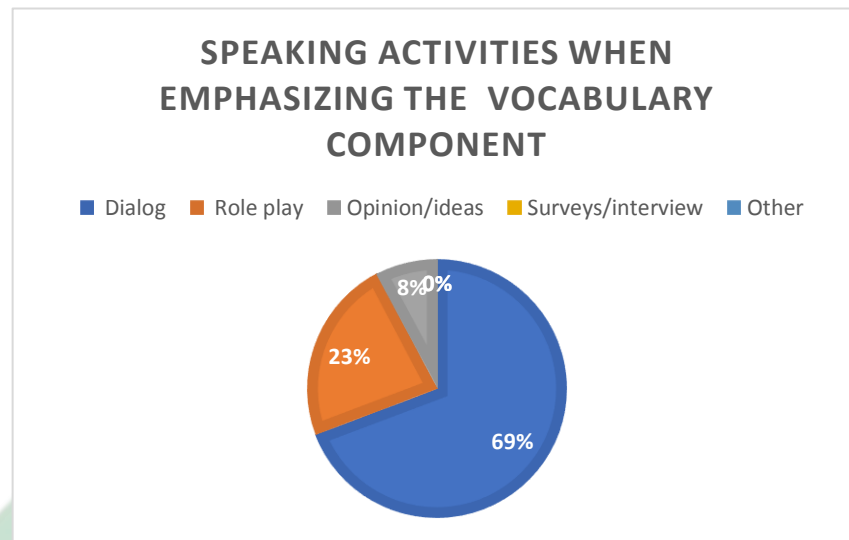
**Figure 4.1.** the activity to emphasizing the grammatical component

The activities used by the teachers when emphasizing the grammatical component when teaching English speaking are dialog, role play, and opinion/ideas. From the explanation above conclude that, the dialog is the activity that is the most used by the teachers. It can be seen in the pie chart above that dialog is higher than another in the activity emphasizing the grammatical component with 69%.

*b. Kind of Activities to Teach Vocabulary Component in Speaking*

Based on the data from questionnaires that are answered by the teachers about the activities to emphasize the vocabulary component in teaching speaking. It showed that 69% the teacher usually used dialog as the activity to emphasizing the vocabulary component, 23% used role play as the activity to emphasizing the vocabulary component, 8% used opinion/ideas as the activity to emphasizing vocabulary component, 0% used survey /interview as the activity to emphasizing the vocabulary component, and 0% used others activity to emphasizing

the vocabulary component. for the detail we can see the figure 4.2. below:



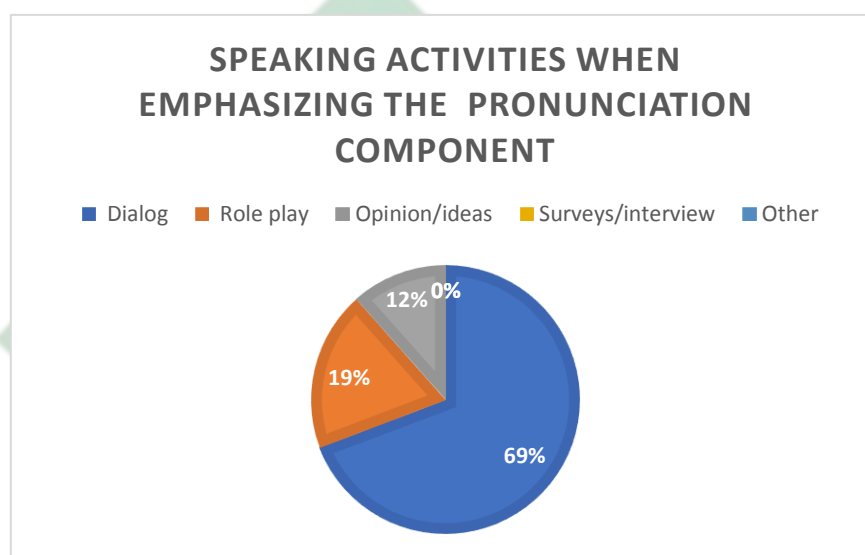
**Figure 4.2.** The activity to emphasizing the vocabulary component

The activities used by the teachers when emphasizing the vocabulary component when teaching English speaking are dialog, role play, and opinion/ideas. From the explanation above conclude that, the dialog is the activity that is the most used by the teachers. It can be seen in the pie chart above that dialog is higher than another in the activity emphasizing the vocabulary component with 69%.

c. *Kind of Activities to Teach Pronunciation Component in Speaking*

Based on the data from questionnaires that are answered by the teachers about the activities emphasizing the pronunciation component in teaching speaking. It showed that 69% the teacher usually used dialog as the activity to emphasizing the pronunciation component, 19% used role play as the activity to emphasizing the pronunciation component,

12% used opinion/ideas as the activity to emphasizing the pronunciation component, 0% used survey /interview as the activity to emphasizing the pronunciation component, and 0% used others activity to emphasizing the pronunciation component. for the detail we can see figure chart 4.3. below:



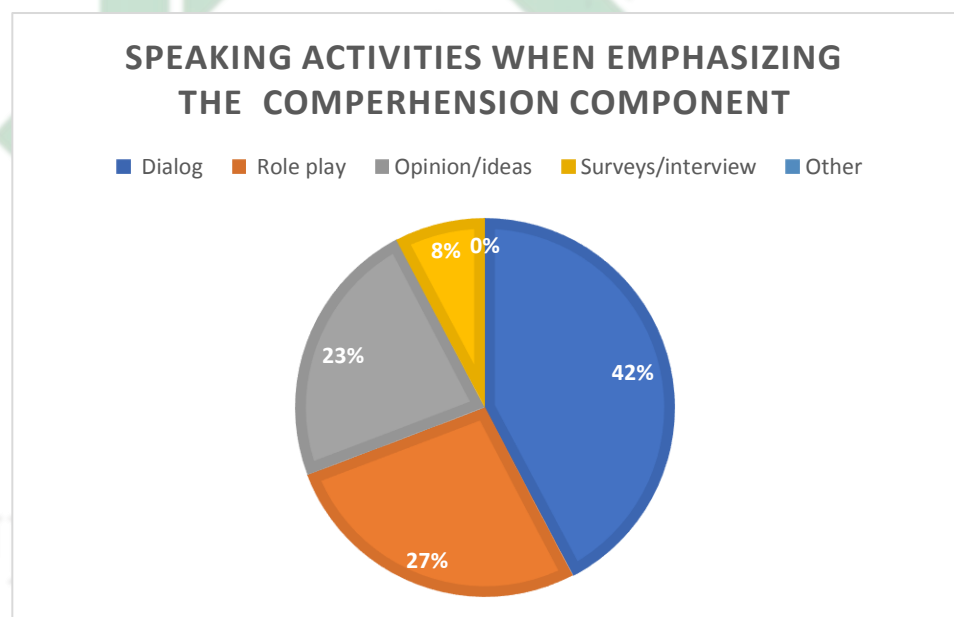
**Figure 4.3.** The activity to emphasizing the pronunciation component

The activities used by the teachers when emphasizing the pronunciation component when teaching English speaking are dialog, role play, and opinion/ideas. From the explanation above conclude that, the dialog is the activity that is the most used by the teachers. It can be seen in the pie chart above that dialog is higher than another in the activity emphasizing the pronunciation component with 69%.

*d. Kind of Activities to Teach Comprehension Component in Speaking*

Based on the data from questionnaires that are answered by the teachers about the activities to emphasize the comprehension

component in teaching speaking. It showed that 42% the teacher usually used dialog as the activity to emphasizing the comprehension component, 27% used role play as the activity to emphasizing the comprehension component, 23% used opinion/ideas as the activity to emphasizing the comprehension component, 8% used survey /interview as the activity to emphasizing the comprehension component, and 0% used others activity to emphasizing the comprehension component. for the detail we can see the figure 4.4. below:



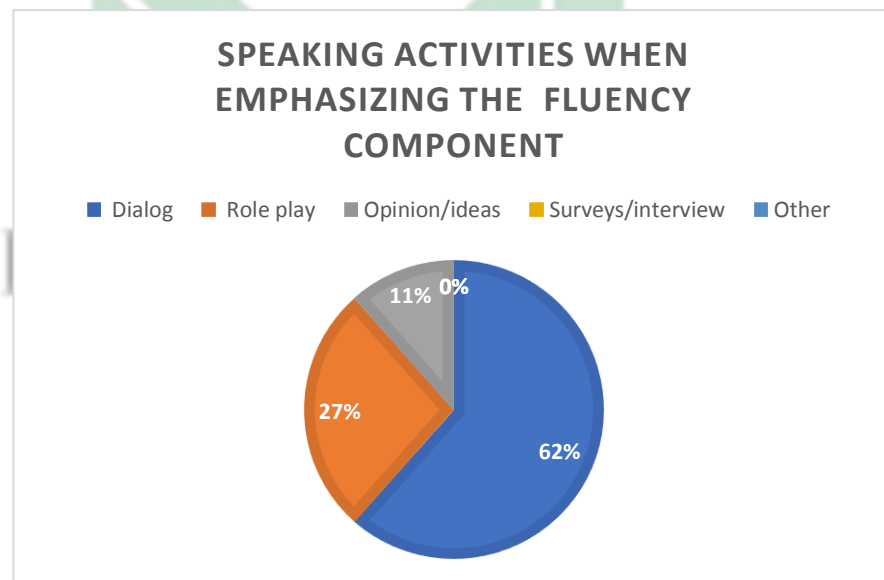
**Figure 4.4.** The activity to emphasizing the comprehension component

The activities used by the teachers when emphasizing the comprehension component when teaching English speaking are dialog, role play, opinion/ideas, and survey/interview. From the explanation above conclude that, the dialog is the activity that is the most used by the teachers. It can be seen in the pie chart above that dialog is higher

than another in the activity emphasizing the comprehension component with 42%.

e. *Kind of Activities to Teach Fluency Component in Speaking*

Based on the data from questionnaires that are answered by the teachers about the activities to emphasize the fluency component in teaching speaking. It showed that 42% the teacher usually used dialog as the activity to emphasizing the fluency component, 27% used role play as the activity to emphasizing the fluency component, 23% used opinion/ideas as the activity to emphasizing the fluency component, 8% used survey /interview as the activity to emphasizing the fluency component, and 0% used others activity to emphasizing the fluency component. for the detail we can see the figure 4.4. below:



**Figure 4.5.** The activity to emphasizing the fluency component

The activities used by the teachers when emphasizing the fluency component when teaching English speaking are dialog, role play, and



opinion/ideas. From the explanation above conclude that, the dialog is the activity that is the most used by the teachers. It can be seen in the pie chart above that dialog is higher than another in the activity emphasizing the fluency component with 62%.

## b. Discussion

This chapter aims to provide an overview and results based on the data in research findings that were explained before. The organization of the chapter are the type of speaking activity designed by the teacher and the kind of speaking activity designed by the teacher.

According to the theories, Brown states that there are six types of classroom speaking activities. The first is *Imitative* is a very limited portion of classroom speaking time that may legitimately be spent generating “human tape recorder” speech.<sup>56</sup> It is an advanced behavior that individually observes and replicates another behavior. Imitation of this kind is carried out not for meaningful interaction, but for focusing on some particular element of language form. It means that imitation is the activity to imitate a word or phrase or possibly a sentence. It included phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language. In teaching speaking, for teaching pronunciation, this activity is very helpful. According to Harmer, pronunciation refers to the ability to produce easily comprehensible

---

<sup>56</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 271.

articulation.<sup>57</sup> In this case, the students can know the correct articulation by practicing it directly. For example, the students practice an intonation contour or try to pinpoint a certain vowel sound, it is like the students say *Like/lek/*, and then the teacher asks the students not */lek/ but /laik/*. Imitative activity is also able to be used to teach vocabulary components in speaking, it helps the students to memorize the word. It is because vocabulary is the total number of words that make up a language and those words are used in speaking. Then *Intensive* is a bit beyond the imitative stage. intensive is designed to practice some phonological or grammatical aspect of language. It can be self-initiated or it can even form part of some pair work activity, where learners are ‘going over’ certain forms of language.<sup>58</sup> The researcher got the assumption that this activity is available to teach the grammatical aspect in teaching speaking. According to Brown Grammar is partly the study of what form or structures are possible in a language and grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.<sup>59</sup> The implementation of intensive speaking is usually coming in the wake of breaking down the language highlights. In this case, the understudies might get the guidance to examine the language articulation they rehash as routine communicated in language eventually. It means they work on the oblivious

---

<sup>57</sup> Harmer, Jeremy, *How to Teach English*, ( Harlow: Pearson Education Limited, 2007 ), p. 284

<sup>58</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 271-274.

<sup>59</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, *Op.Cit.*, pp. 172-173

expression first, then, at that point, distinguishing the language include. this activity applied with the *cooperative learning strategies*. As the statement from Wena, cooperative learning is one of a gathering learning model that has certain rules. The basic principle of cooperative learning is understudies structure little gatherings and help others to accomplish shared objectives, even in this learning shrewd students teach students who are not smart without feeling disadvantaged.<sup>60</sup> The roles of the intensive activity are used as part of group work in pairs. The students can practice with others. Then *responsive* is a stage that has the same concept from the imitative. These activities are short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.<sup>61</sup> For example, the students answer the topic of hello articulation, pardoning articulation, requesting understanding, and other ongoing inquiries. The concept of this activity is practice to respond to the question or comments between teacher and students with active interaction between them. It means that this activity includes inquiry based learning. According to Haider and Salim, the inquiry is a process of teacher and student interaction at a very high level, between teacher, student, subject matter, and the environment is very needed. An important part of the inquiry process is that between the teacher and the students both are questioners, seekers, interrogators, answerers, and also as

---

<sup>60</sup> Made Wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: PT Bumi Aksara, 2009), p. 94.

<sup>61</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 272.

an analyst.<sup>62</sup> So, the process of this activity is focused on the interaction of both the teacher and students by question and answer or comment. *Transactional language* is carried out to convey or exchange specific information.<sup>63</sup> In addition, it elaborates a concept or manifests the purpose of something. It is the expansion of the responsive stage where the students not only answer with the narrow answer but also be involved in conversation. In practice, the students have the time to make sure that the information gets to be delivered as reflection, the teachers ask for the purpose of the essay, dialogue, video, picture, or any information. The concept of activity is used to teach the students speaking comprehension. In practice speaking comprehension builds communication. This is the main point, it means not only answering the question but with making the conversation that makes the information delivered well. As the definition of speaking comprehension by Jeremy Harmer, Comprehension is quite complete at a normal rate of speech. For oral communication certainly requires a subject to respond to speech as well as to initiate it.<sup>64</sup> *Interpersonal stage* takes the higher position in speaking performance. It is carried out to maintain social relationships rather than for the transmission of facts and information. For example an activity is an interview. The students get more speaking opportunities and insert some kinds of expressions like slang words,

---

<sup>62</sup> Haidir salim, strategi pembelajaran : *suatu pendekatan bagaimana meningkatkan belajar siswa secara transformatif*, (Medan : Perdana Publishing, 2012), p. 115

<sup>63</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 272.

<sup>64</sup> Harmer, Jeremy, *How to Teach English*, ( Harlow: Pearson Education Limited, 2007 ), p. 284

collocation, sarcasm, and other expressions.<sup>65</sup> In this case, the students are not only exchanging the information but also maintaining the social relation. It has more implicit meanings and various expressions. This is in accordance with one of the principles in speaking that is *considered the second and foreign language learning context*. David Nunan said that it is to clarify that the target language of the second language context is the language of communication in society since they use the target language almost every day.<sup>66</sup> Whereas in the foreign language context, the target language is not the language of communication in society. So, learning to speak in this context is very challenging. The last, *extensive (monolog)* is the activity to give extended monolog in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.<sup>67</sup> In this case, the activity carried out is a formal speaking activity, which pays more attention to speaking ability. The students need more preparation to practice it. This activity can be used to train students' fluency in speaking. According to the theories from Brown about the definition of fluency, it is the ability to process language easily and the quality or condition of a person to speak a language easily and well. Fluency is the smoothness or flow with which sounds, syllables,

---

<sup>65</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 271-274.

<sup>66</sup> David Nunan, *Practical English Language Teaching*, (New York: McGrawHill, 2003), p.54

<sup>67</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 271-274

words, and phrases are joined together when speaking.<sup>68</sup> According to the principles of speaking. It is to *give opportunities for the students to develop both fluency and accuracy*. Fluency is the extent to which the speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which a student's speech matches what people say when they use the target language.<sup>69</sup>

Besides of that, Kumari states that there are kind of speaking activity that can be used by the teachers to develop the speaking skills. They are dialog, roleplay, opinion/ideas, survey/interview, dreams or ambitions, rhymes and tongue twisters, and songs.<sup>70</sup> Based on previous research conducted by Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul Samad,<sup>71</sup> The study shows that the teachers used five strategies in teaching speaking. It is role play, drilling, games, describing the picture, and also discussion groups. It means that is the activity that the teachers use when teaching speaking. But that study was done in conventional class, not in online class. In case, this study conducted the activities that can be used by the teachers when designing a speaking activity in online learning. The researcher conducted dialog, roleplay, opinion/ideas, and interview as the activity can be used by the teachers.in learning online the

---

<sup>68</sup> H.Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Op.Cit., pp. 172-173

<sup>69</sup> David Nunan, *Practical English Language Teaching*, (New York: McGrawHill, 2003), p.54

<sup>70</sup> Kumari, AV, *Methods of Teaching English* (Guntur: New Era Publications), 2014, p. 16

<sup>71</sup> Khaira Maulidar, Sofyan A. Gani, Iskandar Abdul Samad, “*Teacher’s Strategies In Teaching Speaking For Cadets*”, Universitas Syiah Kuala, Banda Aceh, Indonesia, ENGLISH EDUCATION JOURNAL (EEJ), 10(1), 80-94, January 2019

teachers can't use many variations of activity in teaching, because of limitation in learning online process.

*Dialog* is an activity used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking for information, etc. Dialog also means speech or conversation between two people or more. *Roleplay* is a popular technique and is often used in class to practice speaking skills. Role play is defined as the projection in real life situations with social activities. In a role play each player acts as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behaviors of the group. There are three types of role play, i.e. with instructions, fully guided, and free type. *Opinion/ideas* is an activity that When we ask for opinions on controversial topics or situations, a lot of discussions can be generated. The learners may be divided into groups who discuss and come out with their opinions. Here, students have a lot of languages to communicate their ideas. *Survey/interview* is an interesting function-based technique in which an interviewer or surveyor tries to find out a person's test, preferences, attitudes, information, etc. from each of the activities above can be used in every component in speaking. They are grammar, vocabulary, pronunciation, comprehension, and fluency. All activities also express a communicative relationship between two or more people. It means in its application, that activities use cooperative ways. In teaching speaking strategies, cooperative learning strategies can be the good strategies as the support in applying dialog

activity. As the statements from Triyanto, *cooperative learning* comes from the word cooperative; it means maximizing students' learning to improve academics and understanding both individuals and groups as well as helping one another.<sup>72</sup> Therefore, the implementation of those activities will be easier when students practice to develop their speaking skill.

Based on the result of the data in research findings, it showed that the teachers often do all types of speaking activities emphasizing every component of speaking. First, it can be seen in table 4.2 for emphasizing grammatical components, the data showed that the total percentage of the teachers use the activities are 100%. In this case, there are no teachers that never use the activities. From the exposure of the data above in table 4.2, it can also be seen that the percentage of teachers choosing options often is higher than other options which are imitative 50%, Intensive 58%, Responsive 77%, Transactional (dialogue) 54%, Interpersonal dialogue 65%, and extensive (monolog) 69%. It means that more than 50% of the teachers are choosing an option. So, it can be concluded that all of the teachers in Lamongan used every type of speaking activity in teaching English. Second, the activities for emphasizing vocabulary components. Based on the data that has been described by the researcher in table 4.3 can be concluded that all of the teachers in Lamongan used the activities in teaching English speaking. The data above also showed that there are no teachers who do not use one of the 6 activities. It can

---

<sup>72</sup> Triyanto, Model Pembelajaran Terpadu: Konsep, Strategi, & Implementasinya dalam KTSP, ( Jakarta: Bumi Aksara, 2009), p. 75.



be seen that the percentage of the never option is 0% in every activity. Third, the activities emphasizing pronunciation. From the data in table 4.4, it showed that there are 4 activities that 100% of the teachers used: imitative, responsive, intensive, and interpersonal dialog. For transactional dialog and extensive, just 96% of the teachers use those activities. It means that for transactional dialog and extensive use there are 4% teachers that never use those activities. Although there are teachers who do not use transactional and extensive dialogue, the percentage is still high. Therefore, it can be said that most of the teachers use these activities. Fourth, the activities emphasizing comprehension. table 4.5 showed that all of the English teachers in Lamongan used 6 types of speaking activities in e emphasizing comprehension components. it can be seen from the data that the percentage of the teachers choosing never option is 0%. So, 100% of the teachers use all of this activity. The last, activities for emphasizing fluency. Based on the data showed that the percentage of the teachers using this activity for emphasizing fluency is 100%. It is because there is no one of the teachers choosing the option. It can be seen in table 4.6 that the percentage of never option is 0%. It means that all of the teachers are using this activity in emphasizing fluency when teaching English speaking. Based on the explanation above, it all showed that the teachers used all the types of speaking activity in teaching.

Aside from that there are several kinds of the activities that teachers use to emphasize the speaking component in teaching speaking. It is dialog, roleplay, opinion/ideas, survey/interview. In every component of speaking, it

showed that dialog is activities that are usually used by the teachers in emphasizing every speaking component. It can be seen in the figure 4.1. showed that the higher percentage is dialog which is 69%, it means that the teachers used dialog to emphasize the grammatical component. In the figure 4.2. showed that the higher percentage is dialog which is 69%, it means that the teachers used dialog to emphasize the vocabulary component. figure 4.3. showed that the higher percentage is dialog which is 69%, it means that the teachers used dialog to emphasize the pronunciation component. Figure 4.4. showed that the higher percentage is dialog which is 42%, it means that the teachers used dialog to emphasize the comprehension component. Figure 4.5. showed that the higher percentage is dialog which is 62%, it means that the teachers used dialog to emphasize the fluency component. From the explanation above, it concluded that the dialog is the activity usually used by the teachers in Lamongan for teaching English speaking.

Based on the explanation above, the researcher found that the English teachers in Lamongan used the 6 types of speaking activities when designing speaking activities in teaching English speaking. In every component of speaking teachers design the activities using imitative, intensive, responsive, transactional, interpersonal, and extensive (monolog). Besides that, all of the English teachers used dialog activity when teaching speaking. Dialog is an activity that is easy to implement or practice in every condition of learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains two sections which are conclusion and suggestion. The conclusion presents the summary of the result based on finding and discussion of the research in the previous chapter. This section also provides the suggestions regarding this research.

#### A. Research Conclusion

There are several points regarding the speaking activities designed by the teachers in online learning during pandemic COVID-19. Brief explanation is as follows: the first, this study reported the type of speaking activity that was designed by the teachers. This is done to emphasize the speaking component. The theories explain that there are six types of speaking activity, they are imitative, intensive, responsive, transactional dialog, interpersonal dialog, and extensive (monolog). Based on the findings, almost all of the teachers use the six types of speaking activity in emphasizing the speaking component when designing speaking activity. It can be seen in chapter IV in research findings, showed that in every type of speaking activity, on average more than 70 % of the teachers often use every type of the speaking activity. So, it concluded that the teachers in Lamongan use this type of speaking activity in teaching speaking. Second, this study also reported some resources about the kind of speaking activity which teachers can use to design speaking activity. This is done to emphasize the speaking component. They are dialog, roleplay, opinion/ideas,

survey/interview. Based on the findings, it was shown that from these four activities the teachers preferred to use dialog activity with the average percentage of the activity to emphasize the speaking component 60%. Dialogue is very good to use in learning to speak. Dialogue is very good to use in learning to speak. In its application, dialogue can be developed into a new activity design according to the creativity of each teacher. So that all will help the teachers to achieve learning goals in teaching speaking specifically when in online learning and develop the student's ability in every component of English speaking in teaching speaking specifically when in online learning. It is able to also train students in developing every component in speaking, starting from grammar, vocabulary, pronunciation, comprehension, and fluency.

## **B. Suggestion**

Based on the results, the researcher gives the suggestion to the teachers, schools and future researchers.

### **1. For The Teachers**

This research can improve the quality and creativity of teachers in designing English speaking activity in online learning classes. Teacher strategies must be applied because this is the teacher's way of determining learning objectives during the teaching and learning process.

### **2. For Future Researchers**

The writer hopes that for future researchers who are interested in conducting similar research, it will contribute to understanding teaching

strategies in designing speaking activity. Besides, hopefully, this research will provide inspiration and guidance for further researchers to be more careful in conducting research, so that the results are better and more detailed than this study. Therefore, the results will be more profitable and be applied in a larger area.



UIN SUNAN AMPEL  
S U R A B A Y A

## REFERENCES

- Ary, D., Jacobs, L. C., Sorenson, C., & Razavieh, A. *Introduction to Research in Education (8th ed.)*. United State of America: Wadsworth Cengage Learning, 2010.
- Bakia, Marianne, et.al., *Understanding the Implication of Online Learning for Educational Productivity*, Washington DC: U.S. Department of Education Office of Educational Technology, 2012.
- Brown, H. Douglas & Gonzo. Thomas. *Principle of Language Teaching and Learning*, San Francisco: Prentice Hall Regents, 1995.
- Creswell, J.W., *Educational Research: Planning, Conducting, and Evaluating Qualitative and quantitative Research*, Pearson Education, Inc, Boston, 2012.
- Cacheiro Gonzalez, M.L., Medina-Rivilla, A., Dominguez-Garrido, M.C., Medina-Dominguez, M., *The Learning Platform in Distance Higher Education: Student's Perceptions*, Turk. Online J.Distance Educ, 2019
- Dhawan, S, *Online Learning: A Panacea in the Time of COVID-19 Crisis*, Journal of Educational Technology Systems, vol 49, Issue 5-22, 2020.
- Haidir Salim, *Strategi Pembelajaran : Suatu Pendekatan Bagaimana Meningkatkan Belajar Siswa Secara Transformatif*, Medan : Perdana Publishing, 2012.
- Harmer, Jeremy, *How to Teach English*, Harlow: Pearson Education Limited, 2007.
- Hrastinski Stefan, *Asynchronous & Synchronous E-Learning*, Educause Quarterly Volume 31, Volume 3, 2008.
- Hussain Shafaat, *Teaching Speaking Skills in Communication Classroom*, International Journal of Media, Journalism and Mass Communications (IJMJMC) Volume 3, Issue 3, 2017.

- Ilic. M., *From traditional to quality schools*, Radovi, Banja Luka, 1999.
- Jill Hadfield and Charles, *Introducing to Teaching English*, New York: Oxford University press, 2008.
- Kumari, AV, *Methods of Teaching English* (Guntur: New Era Publications), 2014.
- Maulidar Khaira, Sofyan A. Gani, Iskandar Abdul Samad, “*Teacher’s Strategies In Teaching Speaking For Cadets*”, Universitas Syiah Kuala, Banda Aceh, Indonesia, *English Education Journal (EEJ)*, 10(1), 80-94, January 2019.
- Marianne Celce, *Teaching English as a Second or Foreign Language*, United States of America : Thomson Learning, 2001.
- Nawawi Ismail, *Metode Penelitian Kualitatif*, Jakarta: Dwiputra Pustaka Jaya, 2012.
- Nunan David, *Practical English Language Teaching*, New York: McGrawHill, 2003.
- Patton Quinn, *Qualitative Evaluation Methods*, London: Sage Publications, 1990.
- Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, Jakarta: PT. Bumi Aksara, 2007.
- Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*, Bandung: Alfabeta, 2010.
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: Alfabeta, 2016.
- Sugiyono, *Metode Penelitian Manajemen Bandung* : Alfabeta, 2016.
- Sutarto, Dewi Purnama Sari, Irwan Fathurrochman, *Teacher strategies in online learning to increase students’ interest in learning during COVID-19 pandemic*, Institut Agama Islam Negeri (IAIN) Curup, Indonesia, *Jurnal*

IICET (Indonesian Institute for Counseling, Education, and Therapy)  
Jurnal Konseling dan Pendidikan Vol. 8, No.3, 2020.

Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, Jakarta: PT. Rineka Cipta, 1997.

Triyanto, *Model Pembelajaran Terpadu: Konsep, Strategi, dan Implementasinya dalam KTSP*, Jakarta: Bumi Aksara, 2009.

Utami Tari Putri, An Analysis Of Teachers' Strategies On English E-Learning Classes During Covid-19 Pandemic (A Qualitative Research At Mts Sudirman Getasan In The Academic Year (2019/2020), English Education Department Teacher Training And Education Faculty, State Institute For Islamic Studies (Iain) Salatiga, 2020.

Wena Made, *Strategi Pembelajaran Inovatif Kontemporer*, Jakarta: PT Bumi Aksara, 2009.

Yusica, Ulfa entitled "*Teacher Creativity in Creating English Speaking Environment at Islamic Senior High School Darul Hikmah Tawangsari Kedungwaru Tulungagung*", English Education Department Faculty of Tarbiyah and Teacher Training State Islamic Institute (IAIN) Tulungagung 2015.

UIN SUNAN AMPEL  
S U R A B A Y A