PRE-SERVICE TEACHERS' STRATEGIES IN TEACHING ENGLISH SPEAKING AT JUNIOR HIGH SCHOOL THROUGH ONLINE LEARNING

THESIS

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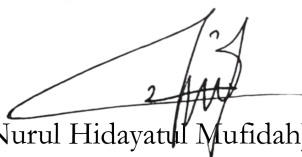Pre-service Teachers' Strategies in Teaching English speaking at Junior High School through Online Learning

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ABSTRACT

Mufidah, Nurul Hidayatul. (2021). *Pre-service Teachers' Strategies in Teaching English Speaking at Junior High School through Online Learning*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed. Grad. Dip. TESOL. Advisor II: Dr. Siti Asmiyah, M. TESOL

Key words: *Teaching strategy, Pre-service teacher, English speaking, Teaching English speaking, online learning*

Due to the condition of Covid-19 pandemic, all the education systems were done online. This system is believed that there would be the differences in the practice of teaching and learning process including the implementation of teaching strategy used by the pre-service teacher. There were two research questions provided in this study. This research aims to explore kinds of strategy and the way or stages that pre-service teachers used in teaching English speaking at junior high school through online. This study is qualitative research where questionnaire and interview were used as the instrument to gain the data. The subject of this study was four pre-service English teachers who practiced online micro-teaching. The result revealed that there are three strategies used by the pre-service teacher. Those are: dialogue, drilling and picture describing. And for the implementation of each strategy, the strategy of describing pictures and drilling were the same as most of the stages applied by previous studies. Where the teacher provided a picture, send it online and they need to describe the picture. And for drilling the teacher would drill through voice notes and ask the students to repeat them. However, there are some stages that are differently found in the strategy of dialogue compared to previous studies. This present study found that through online learning the dialog could be practiced more than once by the students while previous study just practiced it one more then it makes the strategy did not have a good impact on the students. The findings imply that these kinds of strategies such as drilling, dialogue and describing pictures can be used to teach English speaking through online and bring a good impact on the improvement of students' ability in speaking English.

ABSTRAK

Mufidah, Nurul Hidayatul. (2021). *Pre-service Teachers' Strategies in Teaching English Speaking at Junior High School through Online Learning*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed. Grad. Dip. TESOL. Advisor II: Dr. Siti Asmiyah, M. TESOL

Kata kunci: *Strategi mengajar, Calon guru, Berbicara Bahasa Inggris, Mengajar berbicara Bahasa Inggris, pembelajaran online*

Karena kondisi pandemi Covid-19, semua sistem pendidikan dilakukan melalui online. Sistem ini diyakini akan ada perbedaan dalam praktik proses belajar mengajar termasuk penerapan strategi mengajar yang digunakan oleh calon guru. Ada dua jenis pertanyaan penelitian yang disediakan disini. Penelitian ini bertujuan untuk mengeksplorasi jenis strategi dan cara atau tahapan yang digunakan calon guru dalam mengajar berbicara bahasa Inggris di sekolah menengah pertama melalui online. Penelitian ini merupakan penelitian kualitatif dimana kuesioner dan wawancara digunakan sebagai instrumen untuk memperoleh data. Subjek penelitian ini adalah empat calon guru bahasa Inggris yang melakukan praktik micro-teaching online. Hasil penelitian menunjukkan bahwa ada tiga strategi yang digunakan oleh calon guru. Yaitu: dialog, latihan dan mendeskripsikan gambar. Dan untuk penerapan masing-masing strategi, pada strategi mendeskripsikan gambar dan latihan merupakam sama dengan kebanyakan tahapan yang diterapkan pada penelitian-penelitian sebelumnya dimana guru memberikan gambar dan mengirimkannya secara online dan mereka perlu menjelaskan gambar tersebut. Dan untuk drill guru akan melakukan drill melalui voice note dan diulangi oleh siswa Namun, ada beberapa tahapan yang berbeda ditemukan dalam strategi dialog dibandingkan dengan penelitian sebelumnya dan antara satu responden dengan responden lainnya. Penelitian ini menemukan bahwa melalui pembelajaran online dialog dapat dipraktikkan lebih dari satu kali oleh siswa sedangkan penelitian sebelumnya hanya mempraktekkannya satu kali lagi sehingga membuat strategi tidak memberikan dampak yang baik bagi siswa. Temuan ini menyiratkan bahwa strategi semacam ini ditemukan sebagai salah satu sumber yang dapat digunakan untuk mengajar berbicara bahasa Inggris secara online dan membawa dampak yang baik pada peningkatan kemampuan siswa dalam berbicara bahasa Inggris.

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LIST OF ABREVIATION

PLP   Pengenalan Lapangan Persekolahan

PST 1   Pre-Service Teacher 1

PST 2   Pre-Service Teacher 2

PST 3   Pre-Service Teacher 3

PST 4   Pre-Service Teacher 4

MTsN   Madrasah Tsanawiyah Negeri

SMPN   Sekokah Menengah Pertama Negeri

CHAPTER I

INTRODUCTION

This chapter provides an overview of the background of the study, research questions and objectives of the study, scope and limitation and definition of key terms.

A. Background of Study

Could produce a better and fluent speaking skill in English is one of the goals of each student in learning language. Since the first time students learn a language, they are prepared and trained to be capable of producing the language. It was in line with Davies & Pearse noted that the main aim of learning English language itself was to make learners have an ability to use the language effectively and correctly for communication to others.[1] Bailey stated that speaking is an interaction between speakers and listeners with the goal of capturing some meaning through the production, reception, and processing of information.[2] Supported by Brown, Burns and Joyce defined giving, getting, and comprehending information are all components of the interactive process of making meaning known as speaking.[3] Another definition comes from Chaney, who noted that speaking is the process of creating and communicating meaning via verbal or nonverbal signs.[4]

To sum up, speaking could be known as an act of getting and giving information or messages between speaker and hearer. In addition, it is an activity which conveys a message through word of mouth. Speaking becomes a part of daily life for people. Every day, the average person generates tens of

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[1] Putra, A. S. (2017). The correlation between motivation and speaking ability. Channing: Journal of English Language Education and Literature, 2(1), 36-57.

[2] M. Bailey Kathleen, Practical English Language Teaching Speaking (New York : The McGraw. Hill companies 2000), 25.

[3] Leong & Ahmadi. 2017. An Analysis of Factors Influencing Learners' English Speaking skill. International Journal of Research in English Education

[4] Wahyuni, A. 2016. The Effectiveness of Short Movies for Teaching Speaking(An experimental Research on The Eighth Grade Students at SMP Negeri 3 Kalimanah Academic Year 2015/2016). (Purwokerto: The University of Muhammadiyah Purwokerto)

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thousands of words, although there may some people according to their job might be produce the words itself even more than that.

Additionally, speaking skill has been viewed to become the most demanding among the four skills such as listening, speaking, reading and writing. Kosdian cited in Rifa'at argues that "of all four simple skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types who know the language." [5] In addition, Nunan stated that in both foreign and second languages, speaking is a skill that should be emphasized. Learning to speak English is an essential skill to be acquired because success is assessed by its ability to perform a conversation in a foreign language.[6]

Thus, we can conclude that speaking skill is taking part of the most essential skill among all four skills because most people measure the English ability of other people by their speaking. Moreover, speaking has a role to get and share information to others by mouth that can build an interaction between them. As a social human, this activity which is speaking takes an important part among us to have a good interaction among other people. Therefore, speaking is an important skill among four skills.

When we have a conversation with other people, having good speaking skills is required to be able to interact with them. According to Mistar, Zuhairi, & Umamah speaking skill is examined as the hardest skill, then it involves various strategies to cover up the students' speaking ability.[7] This means that learning and teaching speaking is not as easy as other skills. There should be suitable and creative strategies which should be thought of and applied by teachers or pre-service teachers during the learning and teaching process. The

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[5] Inayah & Parmawati. Improving Students' Speaking Skill Through English Movies In Scope Of Speaking For General Communication. ELTIN Journal, Volume 7/II, October 2019

[6] Leong & Ahmadi. 2017. An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal of Research in English Education

[7] Syafryadin, S. (2020). Students' Strategies In Learning Speaking: Experience Of Two Indonesian Schools. *Vision: Journal For Language And Foreign Language Learning*, *9*(1), 33-46.

teacher should pay attention to the condition of the students, the students' ability and also the classroom management. By having suitable strategies, it will help learners to enjoy and easy to get the knowledge. Furthermore, in speaking activity there are many things that need to be paid attention, not only with whom we speak, what language that we use but also what theme that is being spoken. Speaking seems to be a tool for conveying messages that are organized and developed to meet the needs of the listener. (Tarigan cited in Musaddat).[8] Thus, we need to consider many things before communicating to others. The important thing we should strive for is communicating the ideas clearly so that the ideas can be accepted clearly by the listeners and create a good communication between them.

Studies on speaking have been carried out in recent years starting from 2011 up to 2020. This indicates that these topics are important and need to be researched up to now. Research by Syafriyadin[9], Syamsudin[10], Wawa[11], Wael., Asnur., & Ibrahim.[12], Mistar., & Umamah.[13] focused on finding the strategy used by learners in learning speaking. Other research by Parmawati., & Inayah.[14], Resana., & Novianni.[15] focused on improving speaking skills

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[8] Heriansyah, Hendra. Speaking Problems Faced By The English Department Students Of Syiah Kuala University. 2012. Lingua Didaktika Volume 6 No 1, Desember 2012

[9] Syafryadin, S. (2020). Students' Strategies In Learning Speaking: Experience Of Two Indonesian Schools. *Vision: Journal For Language And Foreign Language Learning*, *9*(1), 33-46.

[10] Syamsudin, S. (2015). Communication Strategies In Speaking Skill Of Efl Learners. *English And Literature Journal*, *2*(1), 141-155.

[11] Prabawa, W. P. (2016). Speaking Strategies Used By Indonesian Tertiary Students. *English Review: Journal Of English Education*, *4*(2), 231-242.

[12] Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring Students Learning Strategies In Speaking Performance. *International Journal Of Language Education*, *2*(1), 65-71.

[13] Mistar, J., & Umamah, A. (2014). Strategies Of Learning Speaking Skill By Indonesian Learners Of English And Their Contribution To Speaking Proficiency. *Teflin Journal*, *25*(2), 203-216.

[14] Parmawati, A., & Inayah, R. (2019). Improving Students Speaking Skill Through English Movie In Scope Of Speaking For General Communication. *Eltin Journal, Journal Of English Language Teaching In Indonesia*, *7*(2), 43-53.

[15] Resana, R., & Novianni, A. (2017). Improving Students speaking Ability By Using Information Gap Activities (A Classroom Action Research At The Eleventh Grade Students Of Man 2 Surakarta In The Academic Year 2014/2015) (Doctoral Dissertation, Iain Surakarta).

through manual media and also technology media. Leong., & Ahmadi.[16], Mufidah[17] focused on analyzing factors that influence students' speaking ability. Moreover, Ferdiant[18], Wulandari[19] focused on investigating strategies in speaking assessment.

Furthermore, as we know that because of Covid-19 pandemic, all the entire systems like education, work, government etc. should be replaced through online activities. Thus, there will be a new challenge for all people especially for teachers to think of ways to solve the problem because as we know that all the learning and teaching activities should be done through online. Moreover, since the development of technology, it has taken an important part in the growth of our education system. There have been many schools using technology as their media to support the learning and teaching process online. Therefore, there may be differences in the implementation of those kinds of strategies which are already practiced by the teacher in direct teaching and to be applied in online learning. What seems to be not much explored in previous studies is the issue related to teachers' strategy in teaching English speaking through online learning. Thus, this time teachers may need to think and change a new way of implementing the strategy which is more proper to be implemented in teaching English speaking during the online teaching and learning process.

This brings the opportunity for future research to explore more about strategies that are applied by pre-service teachers or teachers in teaching language and the implementation of those strategies. This research will investigate pre-service English teachers' strategy in teaching English speaking at junior high school through online where the pre-service English teacher will

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[16] Leong, L. M., & Ahmadi, S. M. (2017). An Analysis Of Factors Influencing Learners' English Speaking Skill.

[17] Mufidah, H. (2017). Factors Affecting The Speaking Difficulties Of The Eleventh Grade Hotel Accommodation Students At Smk Negeri 6 Palembang.[Skripsi] (Doctoral Dissertation, Uin Raden Fatah Palembang).

[18] Ferdiant, A.G. (2016). Developing The Assessment Instrument Of Speaking. Center of Language Development. Vol 10, No 1

[19] Wulandari, D. (2018). *An analysis of pre-service teachers' Rubrics for Assessing Speaking Performance at SMA Negeri in Sidoarjo* (Doctoral dissertation, UIN Sunan Ampel Surabaya).

be students of the English Education Department of Sunan Ampel State Islamic University in the academic year 2020. The pre-service English teachers have an obligation to join a microteaching program which they should teach students in school that has been determined by the faculty. Different from previous microteaching, the pre-service English teacher in the academic year 2020 will have a special opportunity to have online microteaching. Because of the pandemic of covid-19 where the pre-service English teacher cannot have a direct teaching process but there will be an online microteaching to replace the direct teaching process. Thus, it takes the opportunity for the researcher to find out some kinds of teaching strategies used by the pre-service teachers in teaching speaking at Junior High School through online microteaching. Those pre-service teachers just already got much knowledge from the university about the kinds of strategies that could be chosen as the strategy to teach the students. Therefore, this research was to be expected to become a reference for those who want to teach an online learning process using this kind of strategy especially for teaching English speaking materials.

From the explanation above, the study on discovering teachers' strategy may have been investigated by many researchers in different focuses. In this research, the researcher will explore pre-service English teachers' strategy in teaching English speaking at junior high school through online learning. The pre-service strategy may take a meaningful section in teaching English speaking to accomplish the learning objective itself. Moreover, this will be beneficial for another to be an acknowledgment about strategy to teach English speaking through online learning. This study is assumed to become appropriate for all people specifically for teachers or pre-service teachers to be a source in teaching English speaking through online learning.

B. **Research Question**

Based on the background of study above, the researcher has two research questions.

1. What are the strategies used by pre-service teachers in teaching English speaking at junior high school through online learning?

2. How do pre-service teachers apply the strategies in teaching English speaking at junior high school through online learning?

C. Objective of Study

Based on the statement of the problem above, there are two objectives of the study.

1. This research is to discover the strategies used by pre-service teachers in teaching English speaking at junior high school through online learning.

2. This research is to explore the way pre-service teachers apply the strategies in teaching English speaking at junior high school through online learning.

D. Scope and Limitation

To make this research more specific and clear, the scope of this study is on discovering the pre-service teacher' strategy in teaching English speaking at Junior High school through online learning and also the implementation of each strategy. In this case, the researcher attempts to know the kinds of pre-service teachers' strategies in teaching English speaking at junior high school through online learning and the implementation of the strategies. The researcher will use the theory from Penny Ur for teaching speaking strategy. The subject will be pre-service teachers of English Education Department students of UIN Sunan Ampel Surabaya in academic year 2020.

Furthermore, as the researcher has already indicated the scope above, it was also necessary to put some limits for this study to fill out the objectives of the study. As a result, the limitation of this study focuses on pre-service teachers from Islamic University of Sunan Ampel Surabaya who have done microteaching II to teach Junior High School in academic year 2020. There were four pre-service teachers chosen by the researcher. The reason for choosing four pre-service teachers was because the researcher had done preliminary interviews before to all the participants of microteaching II and got four pre-service teachers who teach speaking activity during their online microteaching.

E. Significance of Study

   According to the objective of the study that has been mentioned, this present study occurs to explore pre-service teachers' strategy in teaching English speaking at junior high school through online learning. The researcher supposed that the findings of this study would provide better contribution to the teacher, students and also future researchers.

1. For teacher

   The findings of this research would give new insights to the teacher about strategies that they usually apply in teaching English speaking in online microteaching. Each teacher or pre-service teacher, they may learn from another about the kinds of strategy that they can use to teach English speaking especially in online learning. As we know, in this era online learning has taken an important aspect in education. Thus, it may help them to be better at teaching English. Moreover, they will become ingenious teacher in teaching English speaking as they had applied the various strategies in teaching English speaking

2. For students

   The finding of the study is supposed to build the students' interest during learning English speaking. In addition, by using an appropriate strategy, I hope that the students could enjoy and be motivated in learning English. Students will not feel compelled to learn English, rather they will be excited to do so since they will be in a fun environment.

3. For researcher

   The findings of this study are also expected to be valuable to other researchers who wish to do research in this area. This study can be used as a resource for researchers who want to do research on pre-service teachers or teachers' strategies for teaching English as a second language. In addition, from this research there might be new insight from other researchers that have not been covered by this study, such as finding kinds of strategies used for teaching listening, writing or vocabulary during

online learning, or perhaps students' responses by using this kind of strategy in teaching speaking skill during online learning.

F. Definition of Key Term

To avoid misunderstanding and misinterpretation for this study, some terms used in this study are illustrated as follows.

1. Teaching strategy

   A teaching strategy is a set of approaches for resolving a problem or completing a task in order to meet a particular goals Brown (2001, p.201) In this study, the researcher defines teaching strategy as a pre-service teachers' way or stages that used by pre-service teachers during online learning process for making it easier for students to comprehend the material about English speaking.

2. Pre service teacher

   Pre-service teacher is in the 7th semester of the English Education Department of Sunan Ampel State Islamic University who already passed the precondition to take micro-teaching class and joined an online microteaching class.[20]

3. English Speaking

   Speaking, according to Chaney, is a process of creating and transmitting meanings in a range of situations through verbal and nonverbal symbols.[21] This study defines English speaking as an activity which is done by students at junior high school who are taught by pre-service teachers to share ideas, meaning, information and messages through spoken English language.

4. Teaching English speaking

   Bailey in Nunan stated that teaching English speaking means giving students the language's components in the belief that they would

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[20] UINSA "Pedoman Pelaksanaan Pengenalan Lapangan Persekolahan Ii (PLP II) Tahun Akademik 2020/2021 Fakultas Tarbiyah Dan Keguruan Uin Sunan Ampel Surabaya" (Surabaya: UINSA 2020), 1

[21] Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The internet TESL journal*, *12*(11), 1-6.

eventually put them all together and speak the language.[22] In this study, the teaching of English speaking is an activity which facilitates the students learning to produce a sound and express their ideas, information or knowledge in English orally.

5.   Online learning

Online learning according to Bartley & Golek refers to a type of online learning or distance education that is facilitated by the use of the internet.[23] In this study online learning means online English learning which is done by pre-service teachers during their online micro-teaching.

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[22] Harahap, S. S., Antoni, R., & Rasyidah, U. (2015). An Analysis On Students Speaking Skill At Second Grade Smp 8 Rambah Hilir. *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris,* 1(1).

[23] Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching,* 11(2), 309-319.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this section, the researcher focuses on reviewing the theory and previous study which is relevant to the research topic. The information about speaking, teaching speaking, teaching strategy, teaching speaking strategy and online learning are provided below.

A. Review of Related Literature

1. Speaking

a. Definition of speaking

Speaking became one of the important skills that students should master. It is because English has officially got into an international language where if we want to interact with other people we will use an international language that has determined which is English. Thus, in communicating activity we could directly see the students' ability in producing the foreign language that we targeted which is English. Thornbury noted that speaking ability is a skill which must be learned and practiced independently.[24] It's nearly impossible to truly master a language without first speaking it.[25]

According to Keith and Marrow stated that speaking is an activity which produces phrase, sentence or utterance to oral communication. Kayi noted that speaking is included as productive skills in oral mode. Here means that when we have a speaking activity it should involve two or more people to have an interaction from both hearers and speakers to have an oral conversation between them.[26]

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[24] Ganna, M. Dkk.,Teachers' Strategies In Teaching Speaking (A Case Study Of An English Teacher In Sma Negeri 1 Toraja Utara)

[25] Michelle Maxom, Teaching English As A Foreign Language For Dummies (West Sussex : Wiley and Sons, Ltd, Publication, 2009), 183.

[26] Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The internet TESL journal*, *12*(11), 1-6.

Further, based on Balley noted that speaking is a process in which speakers and listeners engage in order to create meaning by producing, obtaining, and understanding information.[27] Moreover, Byrne illustrates speaking as a two-way activity between speakers and listeners that requires both productive and receptive comprehension skills. It indicates that at least two persons should be present, one becomes a speaker who sends the message and the other becomes a listener who receives it. In the speaking process, people were trying to communicate to each other to send a message, information or knowledge to the second people. It was also in line with   Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two- way process of communication which contains any opinions, information or messages inside the communication process.[28]

In conclusion, speaking is an activity which produces sentence, phrase, utterance or information to have oral communication between at least two people which are speaker and listener to send messages or information. By having a speaking activity we could understand the students' ability in producing the target language because as we know that speaking is producing words.

b. Purpose of speaking

Tarigan mentioned that the purpose of speaking consists of three functions. First, is to inform, here means that there will be a conversation between two people which are speaker and listener. The speaker will inform the listener about information, knowledge, or message that they wish to spread.

Second, is to entertain, which means that by having a speaking activity, people could say what they want to say. They can express their

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[27] M. Bailey Kathleen, Practical English Language Teaching Speaking (New York : The McGraw. Hill companies 2000), 25.
[28] Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill.

feelings and share it with others and the listener will respond to entertain them through a conversation.

And the last is to persuade means speaking always becomes an activity which will persuade others to do something in a certain activity.[29]

c. Types of speaking

Brown mentioned that speaking has six types of speaking activities as follows. The first type of speaking activity is imitative speaking. The capacity to merely repeat a word, phrase, or potentially a sentence is referred to as speaking activity. While this is a strictly phonetic level of oral output, it may include a number of prosodic, lexical, and grammatical characteristics of language.

The next type of speaking activity is intensive speaking. This activity includes any oral communication skills aimed at improving phonological or grammatical skills, in addition to imitation. Intensive speaking could be done on one's own or as part of a pair work activity in which students "review" specific forms of language.

The third type of speaking activity is responsive speaking. In this context, responsive means that a significant portion of student discourses in the classroom is responsive: quick responses to questions or comments imitated by the teacher or students.

The Fourth type of speaking activity is transactional speaking. Transactional (dialogue) is a type of responsive language that is used for the aim of expressing or sharing specific information.

The Fifth type of speaking activity is interpersonal speaking. Interpersonal (dialogue) was used more to maintain social ties than to convey facts and information. "These conversations are a little trickier for learners because they can involve some of the following factors: (1)

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[29] Rumni, F. A., & Novianni, A. (2018). A Descriptive Study on Students' Interaction in Speaking Class at the Second Semester of IAIN Surakarta in the Academic Year of 2017/2018 (Doctoral dissertation, STATE ISLAMIC INSTITUTE).

A casual register, (2) Colloquial language, (3) Emotionally charged language, (4) Slang, (5) Ellipsis, (6) Sarcasm, (7) A convert agenda".

The last type of speaking activity is extensive (monolog). Finally, intermediate and advanced students are expected to produce long monologues in the form of oral reports, summaries, or even short speeches. In this case, the register is more official and purposeful. These monologs can be planned ahead of time or come up on the spur of the moment.[30]

2. Teaching Speaking

Teaching has a meaning of transferring knowledge to the students. In teaching activities, the teacher will share knowledge, information or messages to the students and also at that time the students and also the teacher would have an interactive interaction like discussion, questioning etc. Cohen stated that teaching is an activity which helps people to learn particular things which many people engage regularly.[31] Thus, teaching speaking can be defined as an activity where people or students will learn some particular things through the teacher by sharing knowledge, information or messages.

Moreover, According to Nunan cited in Kayi, "teaching speaking means that the teacher teaches the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency".[32]

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[30] Azizah, H. L. (2017). The Effectiveness Of Using Think Pair Share Strategy Towards The Students Speaking Ability Of The Eighth Grade At Mts Darul Hikmah Tulungagung.

[31] Ganna, M., & Salija, K. Teachers strategies In Teaching Speaking (A Case Study Of An English Teacher In Sma Negeri 1 Toraja Utara).

[32] Ibid

Teaching speaking catches an essential part of the teaching and learning process. Teaching speaking is necessary to assist students to achieve communicative skill. As previously stated, the goal of teaching speaking is to develop students' communicative skills. As stated by Isnawati the goal of teaching speaking itself is to build the capability of communication and interaction using that language.[33] Thus, the students can express their feelings or messages and also they can learn how to speak in an appropriate way and make both interlocutor and students understand each other by using that language. Here means that the teacher successfully is able in teaching speaking if the students can develop the ability in using that language.

Nunan stated that there are at least four principles that we can use in teaching communicative skills such as allowing learners to practice their fluency and accuracy, giving students a chance to talk, planning speaking tasks and designing the classroom activities.

The first principle of teaching speaking is allowing learners to practice their fluency and accuracy. Fluency means we speak easily, quickly and with few pauses while accuracy is when we speak correctly with very few mistakes of grammar and pronunciation. It means that the students should be given opportunities to practice, speaking through both accuracy and fluency. And also by giving opportunities in practice, speaking with fluency makes students realize that when we create mistakes while speaking, it is a natural process in studying a new language.

The second principle of teaching speaking is providing students' opportunities to talk by minimizing teacher discourse and utilizing group or pair work. The important thing in speaking is that we talk or speak no matter the grammar or the structure. And the activity of talking in the class is very good to improve our speaking ability. Both group work and pair work can be used as one of the activities to increase the students' ability in speaking.

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[33] Azizah, H.L. (2017). The Effectiveness of Using Think Pair Share Strategy Towards the Students' Speaking Ability of the Eight Grade at MTS Darul Hikmah Tulungagung.

And also one interesting point is that if the students can have diverse conversations in the classroom that are normally filled by the teacher to limit teacher talk.

The third principle of teaching speaking is preparing speaking tasks that require meaning negotiation. In the process of speaking, the understanding between speaker and listener is important. Checking to see whether we have understood what is being said, confirming our comprehension, and clarifying that somebody has received your meaning is what negotiating for meaning entails. This means that learners improve their ability to talk in the target language since involvement requires seeking to comprehend and have others understand the target language.

The last principle of teaching speaking is through the organization of activities in the classroom that integrate advice and practice in both transactional and interactional speaking. Transactional communication refers to communication that is used to complete a task, such as the exchange of products or services. While interactional speaking is communication with social purposes.

Thus, the principles in teaching speaking take an important part for the teacher. The teacher should master how to teach speaking in the class. Through these principles, students and teachers can easily achieve their objective of study which is to make students improve their communicative skill.[34]

3. Teaching Strategy

In the process of teaching and learning, strategy takes an important point to catch the students' interest during the process of learning. This statement is supported by Herrell and Jordan that define strategy as, "the approaches that can be used across curricular areas to support the learning of students".[35] "According to Bryson strategy is defined as a pattern of

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[34] Bailey, K. M., & Nunan, D. (2005). Practical English language teaching: speaking.

[35] Huda, Fata. An Investigation Of English Teaching Strategies In Enhancing Students' Vocabulary Implemented By A Pre-Service English Teacher. Journal of English and Education 2016, 4(2), 35-43

purposes, policies, programs, actions, decisions, or resource allocations that define what an organization is, what it does, and why it does it".[36] Brown noted that strategy is a particular method to solve an issue and to accomplish specific goals while the technique is defined as the particular activities taught in the classroom which depends on the method.[37]

Further, according to Smith in Aggarwal stated that a teaching strategy is a set of educational actions designed to achieve specific goals. Here means that strategy is a design about what we are going to do in the classroom. A teaching-learning strategy, according to David in Gulo, is a plan, method, or series of activities aimed at achieving a specific educational goal.[38]

Referring to the explanation above, the researcher concludes that teaching strategy is a plan of activities that are used by the teacher which is designed to achieve the objective of the study. Moreover, teaching strategies can support the students in increasing their speaking skills. The teachers can modify their strategies based on the topic that will be taught in order to make the students easier understand the topics and feel enjoyable during the learning process.

4. **Teaching Speaking Strategy**

Success and fluency in communicative skill is one of the purposes of a teacher when teaching speaking. "According to Penny Ur, there are some characteristics of successful speaking: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level".[39] Students' success in speaking may depend on teaching strategy in how to teach the students. To discover a suitable strategy in teaching speaking it may not be easy, the teacher considers many factors to choose suitable and

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[36] Indah Janie Franciska Hia. The Teacher's Strategies in Teaching Speaking Ability (A Study on the First Grade Students of SMAN 1 Ngamprah Academic Year 2016-2017).

[37] Ibid

[38] Ibid

[39] Widyaningsih & Robiasih. Teacher's Strategies In Teaching Speaking Skill For Eleventh Grade Students At Sma Bopkri 2 Yogyakarta. *Journal of English Language and Language Teaching (JELLT),* Vol.2, No.1, 2018

appropriate strategies that can be applied to their students. Supported by Gulo and Roestiyah stated that during the process of teaching and learning, strategy is a must to make students learn in an effective and efficient way. So then, both can achieve the goal or objective of the study.[40] According to Penny Ur cited in Tahir there are some strategies in teaching speaking that could be implemented by the teacher, such as dialogue, role play, drilling, discussion, describing pictures, storytelling, information gap, and brainstorming.[41]

The first strategy to teach speaking is role play. Role play is an interesting activity which could assist students to practice their communicative ability through such as drama, simulations or demonstrations of real life cases which are related with any topic. Roleplay usually is done in pairs. The participants will give a topic or problem along with the situation that they should practice as a dialogue.[42]

The second strategy to teach speaking is dialogue. Dialogue is an activity that involves two or more speakers that promote social relationships or convey any information or messages that they can do privately in pairs or publicly in front of the whole class. Dialogue is a conversation between two people which expresses intentions, emotions, sharing ideas and also information with each other. [43] Particularly for beginners or a person who is less confident, dialogue activity is a good way to make students try to produce the target language without hesitation and in the variety of contexts that are already chosen by them. In addition, if the students enjoy practicing the dialogue directly it will increase the students' vocabulary.

The third strategy to teach speaking is drilling. Drilling is one strategy that has been used for many years for teaching English. Tice stated that

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[40] Indah Janie Franciska Hia. The Teacher's Strategies in Teaching Speaking Ability (A Study on the First Grade Students of SMAN 1 Ngamprah Academic Year 2016-2017).

[41] Tahir, S. Z. A. (2015). Teaching Speaking Effectively. Academia.edu

[42] Ur, P. (1996). *A course in language teaching: Practice and theory*. Ernst Klett Sprachen.

[43] Dewi, R. K. (2011). Improving Students' Speaking Skill Through Dialogue (An Action Research Conducted At The Tenth Year Students of SMA N 1 Teras, Boyolali of The Academic Year 2010/2011).

drilling is an activity in which students listen to a model, provided by the teacher, or a tape or another student, and repeat what is heard. Moreover, drilling becomes a useful strategy if it is applied appropriately during the teaching-learning process.[44] Thornbury asserted that drilling has various benefits which are emphasizing words, phrases or sentences on students' minds, trying to catch students paying attention to the materials.[45]

The fourth strategy to teach speaking is discussions. Arens stated that discussion is an activity where people talk to another in order to share ideas, getting more information and also knowledge. [46] Besides, Hoover defined that discussion as an activity of interchanging ideas. Group discussion is included as an effective strategy that we could apply to teach speaking. Discussion activity can encourage students' confidences that are reluctant to practice in front of the classroom. They can still practice speaking through asking questions, sharing ideas, adding some ideas, expressing support and so on. In addition, Hoover noted that discussion is the activity of talking ideas among two or more people to get the objectives. Moreover, Penny Ur stated that discussion will work effectively in which many students speak as much as possible to catch the objective of the discussion itself.[47]

The fifth strategy to teach speaking is brainstorming. The use of brainstorming strategies can encourage students' creativity. The students can speak freely to share their ideas which are related with the topic. Either it was individual or group, brainstorming strategy is effective for students to express their ideas through speaking fast and freely. Amstrong stated that "brainstorming is an invaluable process used by writers at all skill levels,

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[44] Kartikasari, E., Arifin, Z., & Salam, U. (2014). Improving students speaking ability through repetition drill. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *4*(1).

[45] Ibid

[46] Siswanti, F. H., Ngadiso, N., & Setyaningsih, E. (2014). . the Use of Small-group Discussion to Improve Students' Reading Comprehension. English Education: *Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*

[47] Argawati, N. O. (2014). Improving Students Speaking Skill Using Group Discussion (Experimental study on the First Grade Students of Senior High School). *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, *2*(2).

regardless of their experience."[48] Thus, brainstorming could be a strategy that makes students free to think and share ideas and have interaction in the classroom genuinely.

The sixth strategy to teach speaking is storytelling. Storytelling is a process in which people use their own words to retell a narrative that has been read to them or told by the teacher. In addition, Ling in Julia noted that storytelling is one of teaching strategies which helps learners to use the information and deliver it to the audiences.[49] Storytelling strategy will force students' creative thinking. The students need to remember the stories that they have listened to read before. Besides, it will force them to express, develop and end the ideas/story. Thus, it will assist students in improving their English speaking abilities. [50]

The seventh strategy to teach speaking is the information gap. Information gap is an activity where students need to do it in pairs. Each student will have an important role to provide any information to another. This activity deserves many beneficial purposes like solving problems, collecting information and adding evidence to each student. Information gap is an effective activity because by doing this activity students have the opportunity to solve and collect information by producing their target language extensively.[51]

The last strategy to teach speaking is picture describing. Picture describing is another strategy which can be used to teach speaking. The students will be given one picture from the teacher and they should describe it based on the picture that was already given to them. They can do it

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[48] Purwaningsih, N. I., Wijayanto, A., & Ngadiso, N. (2019). Strategies Of Teaching Speaking In English To Desa Bahasa Sragen's Students. *TLEMC (Teaching and Learning English in Multicultural Contexts)*, *3*(2), 81-87.

[49] Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. English Education: *Jurnal Tadris Bahasa Inggris,* 10(1), 119-134.

[50] Novita I Purwaningsih, Agus Wijayanto, Ngadiso. Strategies Of Teaching Speaking In English To Desa Bahasa Sragen's Students. *Journal Of Teaching & Learning English In Multicultural Contexts (TLEMC)* http://jurnal.unsil.ac.id/index.php/tlemc/index E-ISSN : 2541-6383 Volume 3, Number 2

[51] Tahir, S. Z. A. (2015). Teaching Speaking Effectively. Academia.edu

individually or group work. In the picture describing activity there is minimal one or more pictures that the students should describe in two minutes or more to say. This activity will foster both their imagination and also the ability of their public speaking skills. This activity is even the simplest one but also better for students in the beginner class. [52]

5. Pre-Service Teachers

Pre-service teachers are university students who have the opportunity to practice teaching in a real classroom setting. According to the Genc, that pre-service teacher is a student who trains to develop their ability of teaching through transferring some knowledge based on the materials with the real students and also classroom environment.[53] In addition, Pawan et al noted that students of education programs are instructed to do teaching practice during their undergraduate program to make them see how to put the theory that they have learned into the real teaching practice.[54]

Bransford et al explained that the aim of the pre-service teacher education program is to prepare undergraduate students to have good ability when practicing the teaching process based on the pedagogical practice to achieve the goal of study.[55] On this occasion during their teaching experience, the pre-service teacher should be able to implement the kinds of theory that they already got during their study. The pre-service teacher should be capable of managing the condition of the classroom environment well during the teaching and learning process. They also could be able to implement the kinds of strategies that they have studied on how to create a good classroom environment, how to make students easier to understand materials etc.

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[52] Ur, P. (1996). *A course in language teaching: Practice and theory*. Ernst Klett Sprachen.

[53] Prilla, D. A., & Angelina, P. (2018). *Classroom Management Issues Of The English Pre-Service Teachers In Their Teaching Practice* (Doctoral dissertation, SANATA DHARMA UNIVERSITY).

[54] Andani, R., Monalisa, M., & Rozal, E. (2019). Teachers' Perception On The Pre-Service English Teachers' Competence (Doctoral Dissertation, Uin Sulthan Thaha Saifuddin Jambi).

[55] Pegy S, C. English Pre-service Teachers' Strategies in Teaching Speaking for Tenth Grade Students at Senior High School 10 Jambi City. Educational research third edition quantitative, qualitative, and mixed approaches.

Based on the explanation above, a pre-service teacher is a college student who practices their teaching skills at an actual private or public school during their seventh or eighth semester of undergraduate study. They should be able to put the theory they've learned to be used.

6. Teaching Speaking in Junior High School

It has been known that English has become the dominant language used by many people. There are many fields like business, tourism, industry and also education that make English a primary language for communication. Teaching English speaking to the Junior High School also equally takes an important part for the language development of the students.

According to Cameroon, the age between 12 and 14 is categorized as older children and the age between 7 and 8 is categorized as young children.[56] Thus, based on the statement above Junior High School students are still included as young children. Linse noted that the first year of Junior High School students were young learners because they are in the age between 5-13 years old.[57] Therefore, some consideration might be applied in choosing the kinds of strategies that are going to be applied when teaching them.

When teaching speaking to Junior High School students, pre-service teachers must keep in mind that many different types of kids' learning styles will be encountered. As a result, pre-service teachers should consider appropriate ways for capturing the study's objective. In this study, the researcher would delve deeply into pre-service teachers' strategies for teaching English speaking to junior high school students online.

7. Online Learning

Nowadays, the growth of technology has increased rapidly and the technology has caused online learning significantly. Online learning is the

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[56] Febriyanti, N. Y. (2012). The Use of Multimedia Teaching Aids to Improve The Quality of The Speaking Teaching And Learning Process at The Eighth Grade Class of SMPN 6 Yogyakarta in The Academic Year of 2011/2012. *UNY Journal*, 1, 74.

[57] Iswara, S. J. (2015). Techniques Used By Junior High School English Teachers In Developing Speaking Skill To Young Learners (A Classroom Observation At Smp Negeri 29 Semarang Grade Vii) (Doctoral Dissertation, Universitas Negeri Semarang).

newest and most popular type of distant education today. Over the last decade, it has had a substantial impact on postsecondary education, and this trend is projected to continue.

According to Joshua online learning is an education process which takes place on the internet with all the activities done over the internet. It is usually called e-learning among other terms.[58] Moreover, Guri-Rosenblit noted that online learning is an activity which uses electronic media for variety learning purposes.[59] Thus, we could surmise that online learning is a learning activity which is done by students and teachers by using internet connection and using many kinds of electronic media to achieve the goal of learning itself.

Online learning can be divided as 2 types which are asynchronous and synchronous. Asynchronous learning according to Hrastinski defined as, "commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners with teachers, even when participants cannot be online at the same time". And then, synchronous learning is "supported by media such as videoconferencing and chat, and has the potential to support e-learners in the development of learning communities".[60]

B. Review of Previous Study

In this section, the researcher reviews some previous studies to find the difference between these researches. There are many previous studies which conduct research with the topic of teacher strategies to teach English. The first study came from Anggraeni et al.[61] these researchers focused on the strategies used by teachers at SMAN 1 Palopo to teach speaking skills. In this study, the qualitative method was used. The findings revealed that there were two participants in this study, between these two teachers, there

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[58] Sarkar, L. (2016). Online language teaching and learning: present condition and future prospects in Bangladesh primary education system (Doctoral dissertation, BRAC University).

[59] Ibid

[60] Ibid

[61] Anggraeni, W., & Assafari, A. F. (2020). Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo. *FOSTER: Journal of English Language Teaching*, *1*(1), 83-97.

were some strategies that they used the same and the rest were not. Among all the strategies, brainstorming, role-playing and picture description were the strategies that were covered by both of the teachers.

The next study was from Ulfania;[62] this research focused and explained strategies used by English teachers in speaking skill of SMPN 1 Balong. This study was qualitative research where the findings showed that the most strategies that English teachers used are role play, drilling, outdoor activity, and direct strategy. However, different teachers may have different strategies. It depends on class level, students' ability and also the condition of the class.

Another previous study came from Erik & Yani[63] with the goal is to explore teachers, strategies, difficulties, and solutions for training young learners to talk. In this study, a case study was used. The findings revealed that the teacher's strategies included role play, video watching, jazz chant, digital storytelling, games, and repetition. The lack of vocabulary became a difficulty while teaching young learners to talk. Teachers, on the other hand, overcome it by using media and developing lessons based on a relevant curriculum.

Research from Hayu and Ika[64], this research proposes finding the kinds of Pre-service teachers' strategies for teaching speaking and the challenging of those strategies. This is a descriptive study with four pre-service English teachers from Universitas Muhammadiyah Yogyakarta as participants. Drill, discussion, presentation, role-play, and playing games were discovered to be the five major teaching speaking strategies employed by pre-service teachers. Furthermore, the pre-service teachers discovered five problems when teaching speaking, including the challenges of time,

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[62] Handayani D. Ulfania "English Teachers' Strategy In Teaching Speaking".2019. Etheses.iainponorogo.ac.id

[63] Pratama Y. Erik & Awaliyah Yani "Teacher's Strategies in Teaching Speaking to Young Learners. Ejournal.uika-bogor.ac.id

[64] Azizah N. Hayu and Lestari W. Ika "Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta. Repository.umy.ac.id (Accessed on 07 July 2020 at 05.45)

creating a conducive learning atmosphere, promoting student engagement, students' competency, and students' lack of vocabulary.

Next, study came from Fanshuri.[65] The aim of this study is to determine the types of strategies and strategies most commonly employed by teachers in teaching English speaking. In this study, a qualitative method is used as a research design. The finding noted that there are five strategies that are used by the teachers such as records & transcripts, dialogues, discussions, class conversations and casual chat. Based on the discussion, most students like the strategies used by the teacher.

The last previous study came from Anizar et al[66], this study aimed to discover what strategies teachers utilized to develop speaking skills. This study used a qualitative method to acquire data, with both observation and interviews used as data collection methodologies. The findings revealed that role play, repetition drill, and listen and repeat were utilized as teaching strategies for speaking abilities.

Based on previous research mentioned above, the researcher discovered the types of strategies utilized by teachers and pre-service teachers in teaching speaking at various grade levels above such as junior high school, young learner, and also university students. However, because of the pandemic Covid-19 all the activities of the learning process are done online. Thereby, this research will focus on finding out the pre-service teachers' strategies in teaching English speaking at junior high school through online learning. Furthermore, we still do not know when the online learning process is done. Therefore, this study will provide information to the teacher who would like to have an online teaching. It may assist them in providing information about various ways for teaching English speaking during the online teaching process.

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[65] FANSHURI, H., Ali, R., & Andriyani, R. (2019). The Teachers Strategy in Teaching Speaking at MTS An Nur Tangkit (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

[66] Anizar N.,Saragih, B. N., & Sinaga, T. W. F..(2019).Teachers' Strategies In Teaching Speaking At Smp Negeri 18 Medan : *English Language Teaching Prima (ELT).* Vol. 1 No. 1

CHAPTER III
RESEARCH METHOD

In this chapter, the researcher includes subheadings such as research design, data and data sources, data collection technique, research instrument, and data analysis technique to inform readers on how the researcher obtains data for the study.

A. Research Design

The present study's design is based on qualitative research. According to McMillan & Scumacher qualitative research enquiries into the abundance, complexity, and depth about the phenomenon.[67] This research explored the strategies in teaching English speaking which were implemented by the pre-service English teachers as a phenomenon of microteaching/PLP 2 as an obligatory for college students of the English Education Department. Moreover, Sugiyono explained that the basic method that was done by qualitative research for collecting data was in-depth interview, documents and direct observation in order to explain in depth the result of the study.[68] Thus, after considering this purpose this study utilized data in the form of words, phrases, and sentences collected from deep interviews and questionnaires to the participants who were pre-service English teachers of Sunan Ampel State Islamic University in academic year 2020.

B. Research Setting

This research was organized in various schools as chosen by Tarbiyah Faculty and Teacher Training of Sunan Ampel State Islamic University as the subject of micro teaching II/PLP II in academic year 2020/2021. The schools were MTsN 1 Kab. Pasuruan, MTsN 4 Mojokerto, MTsN 2 Gresik and MTsN 2 Mojokerto. Those schools were chosen because those schools were considered as distinctively good state Islamic junior high schools in each city.

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[67] McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction*, *5th edition*. Pearson.

[68] Azak, Arina. 2017. A Descriptive Study On Teaching Learning Process In English Department Of. The State Islamic Institute Of Surakarta

The researcher only chose the schools with A-Accreditation. In addition, by choosing various schools from various cities it has possibilities to have various and deep explorations about kinds of pre-service teachers' strategies in teaching English speaking through online.

C. Research Subject

The participants of this research were 7th semester students of the English Education Department of State Islamic University Sunan Ampel Surabaya who were obligated to take micro-teaching II/PLP II in the academic year 2020. There were 55 pre-service teachers who practiced the micro-teaching at Junior High school in every school which was chosen by the faculty. However, the researcher has done preliminary research on some pre-service teachers who teach in Junior high school. The result showed that there were 4 pre-service teachers who also applied the English speaking lesson during the online learning process. Because the researcher would like to do in depth research, those 4 participants of each school assumed that they would be represented by the entire pre-service teachers and also those pre-service teachers who were selected by the researcher were pre-service teachers who apply English speaking activity during online learning.

D. Data and Source of Data

First, returning to the research questions of this study which were "1. What are strategies used by the pre-service teachers in teaching English speaking at junior high school through online learning?" 2. How is the way the pre-service teachers apply the strategies in teaching English speaking at junior high school through online learning?" The data required for the proposed study was as follows. To answer the first research question, the data needed to be gathered was the teaching strategies that were used by pre-service teachers in teaching English speaking at junior high school. And for the second research question, the data needed was the stages of the way the pre-service teachers applied the strategies in teaching English speaking at junior high school through online learning. For the source of data were the pre-service teachers of students of the English Education department of UIN Sunan Ampel Surabaya

in academic year 2020 that practice online micro-teaching at junior high school.

E. **Data Collection Technique**

In this study to collect the data of pre-service teachers' strategies in teaching English speaking at junior high school through online learning, two kinds of data collection techniques were applied. The first one was distributing a questionnaire. Inside the questionnaire there were close- ended questions to collect the data of pre-service teachers' strategies in teaching English speaking at junior high school. The pre-service teachers filled out the questionnaire that has been separated for them. The questionnaire was given to the participants through WhatsApp application individually. The participants filled out and submitted the questionnaire maximum 2 days after the researcher gave the questionnaires to them.

The second technique was interviewing. This approach was used to obtain the data of the second research question which was about the way the pre-service teachers applied the strategies when teaching English speaking at junior high school through online learning. The researcher interviewed the pre-service teachers of students of the English Education department of UIN Sunan Ampel Surabaya. The pre-service teachers were asked some questions about the ways the pre-service teachers apply the strategies. The researcher used unstructured interviews. Furthermore, this technique was also used to make a validation about pre-service answers from questionnaires. Finally the researcher recorded the answer from the pre-service teacher by note taking. The researcher was done interviewing each participant on a different day. So, the researcher interviewed one participant in one day based on the schedule that was already made by the researcher. The participants were interviewed by the researcher through the WhatsApp application. The researcher will not set the time of interview. The interview would be done until the researcher felt that already got all the answers of the study. In this study, the responses which were gotten from the participants were written down based on what the participants

said without adding any additional information. Thereby, it was possible to have an error in grammar and sentence structure gotten from spoken language.

F. Research Instruments

There were two instruments that were used in this research to gather the data:

a. Questionnaire

The questionnaires were applied to collect the data of pre-service teachers' strategies in teaching speaking at junior high school through online learning. The researcher distributed the questionnaire to 4 Pre-service teachers of the English Education department of UIN Sunan Ampel Surabaya in the academic year 2020 who practiced micro-teaching II in Junior High School. Those 4 Pre-service teacher were chosen as the researcher already do some interview to some of Pre-service teachers and found that there are four pre-service teachers who applied speaking activity during their online micro-teaching

There will be 9 statements that the participants needed to answer. The statements on the questionnaire were adapted and modified from a previousstudy by Hyashinta.[69] And it will be developed and modified based on the research topic. And also the researcher made questionnaires that will answer the research question the researcher created the questionnaire through Google Form and shared the link of the questionnaires to the participants who passed through WhatsApp individually (see appendix 1).

b. Interview guideline

Interviews became one of the tools for gathering information. According to Bingham, the interview was a "conversation with a purpose". In this study, the researcher used interviews to collect the data of how Pre-service teachers applied their strategies in teaching speaking at junior high school through online learning.

There were 10 questions that were asked to the participants. The instrument was attached in the appendix of this study (see appendix 2). The

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[69] Soko, H. L. (2017). Teachers' Perceptions of English Language Teaching Media. *Sanata Dharma*

questions talked about the strategies that the pre-service teachers use in teaching speaking, the way they apply the strategy, the good and bad impact that they faced when applying the strategy, the responses from the students about applying the strategy, the consideration of choosing the strategy and the problem that they faced when they applied the strategy. These kinds of topic was already modified from the theory of Hyashinta[70] and modified based on the answer needed for the finding of this study.

G. Data Analysis Techniques

In this session, the researcher gained the data collection from questionnaires and also interviewed pre-service teachers of the English Education Department of UIN Sunan Ampel Surabaya in the academic year 2020 who taught at junior high school through online learning. After that, the researcher analyzed the data. Based on Cresswell states that there are six ways how to analyze the data such as the following:[71]

a. Organizing and preparing the data

The researcher structured the data into numerous forms based on its function, such as the first research question responded by questionnaires and an interview note to address the second research question.

b. Reading all the data

In this session, the researcher read all of the data after it had been correctly structured in order to gather information and obtain as many answers as possible from the data. The researcher highlighted the key information from the data while reading it.

c. Coding the data

After evaluating all of the data in this stage, the researcher began analyzing it. The researcher determined which data was required for this investigation and which data would be eliminated.

d. Coding to generate description and theme for analysis

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[70] Soko, H. L. (2017). Teachers' Perceptions of English Language Teaching Media. *Sanata Dharma University*.

[71] John. W. Cresswell. *Research Design: Qualitative, Quantitative and Mix method Approach.* (London: Sage Publications, 2014) 247

During this stage, the researcher organizes the data according to the theme. The researcher separated the data in this study based on the theme, such as questionnaires separated by options (Strongly Agree, Agree, disagree and strongly Disagree) and for the interviews separated based on the response from each question.

e. Interrelating themes or description

After identifying the data that has gotten according to the theme, the researcher provided findings from the data collection of questionnaires and interviews.

f. Interpreting the meaning of themes or description

The researcher made a discussion session to interpret data from the result. The researcher also provided her opinion in a discussion session. After that, the research made a conclusion from the findings.[72]

H. Research Stages

This research was carried out in the following steps:

1. Preliminary research

The researcher did a small interview with some pre-service teachers of UIN Sunan Ampel Surabaya about whether or not they teach all skills especially speaking during their online microteaching or not. Then, the researcher found that there were some pre-service teachers who taught speaking during their online learning. Then, the researcher wondered what strategies that they applied during teaching English speaking because as we have already known that in the online micro-teaching activity the teacher could not meet the students directly. Thus, the researcher decided to discover the kinds of strategies that pre service teachers used during their online micro-teaching.

2. Deciding research design

The researcher defined the title of this study, as well as the research questions and objectives of the study, at this stage. The researcher then

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[72] Wulandari, D. (2018). An analysis of pre-service teachers' Rubrics for Assessing Speaking Performance at SMA Negeri in Sidoarjo (Doctoral dissertation, UIN Sunan Ampel Surabaya).

evaluates the scope and limitations and decides on the research plan by generating a broad sketch of the investigation.

3. Conducting the research

First, the researcher collected the data of pre-service teachers' strategy in teaching English speaking by distributing questionnaires to the participants and gained the data of how they applied those strategies by interviewing the participants.

4. Analyzing data

In this stage, the data that has been gained from the questionnaire and interview would be analyzed. The researcher determined the data based on theory to discover the answer for the research questions.

5. Concluding the result of research

For the last stage, the researcher wrote the result of this study that has been analyzed. The researcher made a conclusion based on the whole study that has been discussed.

I. Checking Validity of Findings

There were numerous methods for determining the validity of the study's findings in order to ensure that the findings were correct. Member checking, triangulation, and auditing, according to Creswell, are three techniques for validating findings. In this study, the researcher utilized triangulation techniques to validate the findings. Triangulation was the use of a supporting system through multiple methods sources of data in qualitative research to have a good comprehension of the study.[73] In addition, Sugiyono said that triangulation was qualitative cross-validation to assess the validation of data based on several data sources and methods.[74]

In this research, triangulation was used through comparing the data from the questionnaire and interview. As already mentioned above, triangulation was used to validate some data through comparing several

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[73] Triangulation, D. S. (2014, September). The use of triangulation in qualitative research. In *Oncol Nurs Forum* (Vol. 41, No. 5, pp. 545-7).

[74] Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung:Alfabeta, 2012), P. 373-376

methods or sources. Thus, in this study the researcher used two instruments which were an interview and questionnaire in which both of the data from each instrument would be compared to get the data validation. Moreover, both the questionnaire and interview were already taken from previous theory. Moreover, both of the instruments have already been validated by competent lecturers. Finally, in order to validate the finding, the researcher validated the data through using two instruments that have been used in this study.

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CHAPTER IV
FINDING AND DISCUSSION

This chapter presented the research findings and discussions based on the data acquired during the investigation. The data that have been collected through questionnaires and interviews are discussed based on the data from chapter II. The explanation of the finding covers the answer to the research questions proposed in chapter I. The data of finding and discussion will be explained as follows.

1.1 Research Findings

1. Pre-service teachers' strategy in teaching English speaking through online learning

This part, presents the findings which related with the problems of study which were; what are the strategies used by pre-service teachers in teaching English speaking at junior high school through online learning? And how do pre-service teachers apply the strategies in teaching English speaking at junior high school through online learning?. The researcher has presented the data of finding and discussion as follows.

To address the study's two research questions, the researcher delivered a questionnaire to four pre-service teachers from the English Education Department at UIN Sunan Ampel Surabaya. The questionnaire consists of 9 statements which have 4 options which are "strongly agree, agree, disagree and strongly disagree". Besides, the researcher also interviewed 4 participants where there were 10 questions that they should answer through WhatsApp. From the data that was already gathered by the researcher, the researcher has found that most of the pre-service teachers used were dialogue, drilling and picture describing strategies to teach speaking during their online microteaching. Data from both the questionnaires and interview showed that in teaching English speaking in their online microteaching practice the pre-service English teachers use the strategies of Penny Ur which were dialogue, drilling and picture describing.

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The first strategy used by pre-service teacher 1 was dialogue. Out of 4 pre-service teachers, two of them ticked the option of dialogue. Based on their response in the statements of "Students are doing a conversation between two people which express intentions, emotions, sharing ideas and also information each other" both of the pre-service teachers chose "strongly agree" among the option of "strongly disagree, disagree, agree and strongly agree" which means that both of them used dialogue strategy during teaching English speaking. Dialogue means an activity which involves two or more students to have a conversation about related topics and will provide and take knowledge, information or messages. The reason why pre-service teacher 1 chose the strategy was because the dialogue gave the students an opportunity to practice speaking English with their partner where they could find it by themself and it increased their ability. These statements were also further confirmed by the data from interviews. Pre-service teacher 1 noted that dialogue strategy was one of strategies that we usually practice in our daily life in which the students felt more comfortable and knew how to do the activity. Moreover, through practicing dialogue with their partner which they could choose by themselves, it can make them feel more confident and they can correct each other.

> "...I teach online is because of the Covid 19 situation which requires WFH.... I chose the dialogue activity so that students feel the suitability of learning activities with their daily life...."(PST 1)

Similarly PST 2 reflected that this activity was the first time for students to practice speaking English. The students had a new experience here, attempting to practice speaking the language during the process of teaching and learning. It was beneficial for them to participate in a dialogue exercise since it might make them more engaging during the online learning process. Furthermore, the students could catch new insight through sharing any information related with the topic through dialogue activity. This is reflected by pre-service teacher 2 as presented in the following excerpt.

> "...I ask students to create six dialogs in pairs....in order to more interactive activity which they can do a role-play and discover information of their pairs through online conversation... "(PST 2)

The second strategy used by the pre-service teachers which was found in this study was the drilling strategy. Among the 4 pre-service teachers, pre-service teacher 3 used drilling strategy in teaching English speaking. In her response on the question of the consideration in using drilling strategy, pre-service teacher 3 said that because the process of teaching and learning was done through online, then she could think of suitable strategies to be applied in teaching speaking as the same as to have a real communication in offline class. Thus, she thought drilling as the best strategy to be applied in increasing students' speaking ability.

> *"Synchronous communication is my consideration in choosing those kinds of activities because it allows me and my students to have a communication in a real-time."(PST 3)*

The third strategy used by the pre-service teacher was the describing pictures strategy. Another participant which was pre-service teacher 4 came with a different strategy called describing pictures in her online microteaching. The pre-service teacher 4 focused on trying to make students describe things around them. The reason for choosing this strategy was because this meeting was done in an online way and it was difficult to have a meeting with Zoom or Google meet. Moreover, according to the ability of the students this strategy taught by a pre-service teacher was the best strategy to make them practice speaking the target language.

> *"... an online learning ... some students were not able to have zoom meeting or Google meet. I give them speaking activity by doing describing picture ....and also it was difficult for them to have a conversation with their friends since they were still in junior high school." (PST 4)*

To sum up, all pre-service teachers confirmed that they chose those kinds of strategies such as dialogue, drilling and describing pictures to make students do English speaking activities during the online learning process. The students can still do the English speaking activity even if they were in an online learning process. Moreover, the pre-service teachers were also seeing the condition of students' ability in practicing the online class. Thus, those kinds of strategies became the best strategies that were suitable to be applied during the online class.

2. The way pre-service teachers apply strategies in teaching English speaking through online learning

The following descriptions are the answers of the second research question which was the way the pre-service teachers implemented these strategies that have been mentioned above. Here was the result of an interview gathered from them.

a. Application of Dialogue

The pre-service teacher 1 taught 8th and 9th grade. She said that her objective of teaching English speaking was to increase the confidence of their students. As she had observed during her microteaching, the speaking skill of her students was still low. Then, she thought that the important thing first was that she needed to boost the confidence of her students first to talk in English. Pre-service teacher 1 applied the strategy of dialogue by (a) asking students to find out a pair, (b) giving the example of the dialogue, (c) asking the students to practice the dialogue.

a. Asking students to find out a pair

In practicing the dialogue, a partner was needed to help them practice the dialogue. Before going to practice the dialogue, the pre-service teacher 1 asked the students to look for a partner that would make them feel comfortable to practice the dialogue.

"...I instructed the class to pair up, each pair took turns practicing the dialogue when doing a group call with me when doing a group call with me..."PST1

From the statement above, the students needed to look for a partner for them to practice the dialogue in the further activity planned by the pre-service teacher 1. There were no rules that needed to find out a pair. The students can choose any partner that they think is suitable for them. It also made students more confident when practicing the dialogue together with a partner that they chose by themselves.

> *"...students can practice together with their*
> *friends so that they are more confident in doing*
> *it"PST 1*

b. Giving the example of the dialogue

On this occasion, as the students were very rarely able to practice the speaking activity, the pre-service teacher 1 decided to give the sample of the dialogue first.

> *"...I give examples of dialogue and how to read*
> *it as a reference for them to practice their*
> *English speaking through voice note."PST 1*

The dialogue that the students were going to practice was based on the book materials that were provided by the school. All the students will practice the same dialogue with their friend, thus the pre-service teacher 1 gave an example of how to pronounce the dialogue correctly to make students more confident and good in practicing the dialogue.

One of the features of WhatsApp which is voice notes was used for sending the sample of the dialogue. By giving it, it increased the students' confidence during practicing the dialogue. As they have already learned how to pronounce the sentences correctly, it made them more prepared about the activity.

c. Practicing the dialogue

The students have already found their each partner for dialogue activity and they also have already listened to the sample of dialogue given before. This time, the students should practice the dialogue.

Before begin the dialogue activity, in each partner have already decided the number of the time the students should practice the dialogue

> *"...after the students choose their pair. I directly*
> *make the number of turn based on the*
> *absence..."PST 1*

Based on the statement above, the turn of each partner was based on the absence. Here means that, if in one partner there was one student who had a number of absences in the order of above among

another they will practice the dialogue based on it even if the partner did not get the above of the order of the absence. Therefore, one of their partners would become the decision of when each pair was going to perform.

After they had gotten the number for each turn, the pre-service teacher called them for each pair interchangeably. In this online micro-teaching, pre-service teacher 1 used Google classroom and WhatsApp as media for her to teach English, especially speaking activity. The Google classroom was used to brainstorming first to the students and to send the materials and instruction of each activity during the teaching and learning process. Then, WhatsApp was used to do the group call for practicing the dialogue activity and sometimes also became a tool for sending the instruction.

> *"I teach online English speaking by using the WhatsApp and Google classroom....I send the instruction through Google classroom and sometimes on the WhatsApp group..."PST 1*

The next activity, this was the time for students to practice the speaking activity which is dialogue. The pre-service teacher 1 used a WhatsApp group to call each pair. One of the features in WhatsApp which is group call, the teacher used that feature to call the turn of each pair so that the dialogue activity was done privately between each pair and the teacher. Other students could not see and follow the dialogue process. It would happen to all students.

> *"I use WhatsApp group call....Each pair took turns practicing the dialogue when doing a group call with me."PST 1*

Afterwards, they did a dialogue activity as usual practiced in the offline classroom. Each student for one pair would alternate to speak based on the dialogue that was already remembered by them. In the process of practicing the dialogue when students got wrong in pronouncing the vocabulary, the pre-service teacher 1 could directly correct the students' pronunciation errors.

> *"...My role as a teacher at that time was to directly correct the students' pronunciation errors and to appreciate their confidence in doing dialogue."PST 1*

From the statement conveyed by the pre-service teacher 1 above, she not only corrected the pronunciation of the students but also gave an appreciation to them that already practice the dialogue confidently. By applying this, students were encouraged to practice speaking English, because they got appreciation from their teacher that made them more confident and tried their best to learn in the class. Moreover, it increased the bravery of each student and they were not embarrassed to speak English. Thus, it elevated their ability in learning English.

In this dialogue strategy which was implemented by the pre-service teacher 1, the pre-service teacher 1 stated that the dialogue strategy was suitable to be applied in the classroom especially for improving speaking skill during online learning. By practicing the dialogue with her friend, the students feel more comfortable and confident in doing it. They did not feel shy anymore when doing the dialogue. They were also more enthusiastic during the learning process. In addition, the dialogue was done in each pair then it made the process of practicing the dialogue more effective. However, in all activities there were always not only the easiness but also the difficulties sometimes came on it. As we know that this activity was done online, some students have difficulties in finding an internet connection. Therefore, in some turn there were some students directly who could not be contacted by the pre-service teacher 1. Then, it made the pre-service teacher 1 changes the schedule of her students who could not be contacted before. Furthermore, before doing a dialogue activity the pre-service teacher 1 already gave an example of how to pronounce the dialogue yet some students still have difficulties in pronouncing the dialogue. Moreover, because of the teaching and

learning process done online, if they had difficulties in some activities they cannot directly ask for the pre-service teacher 1. Thus, at the time of practicing the dialogue there were some students who still got wrong in pronouncing the sentences. However, even there were difficulties in doing the activity but it can be solved by the pre-service teacher 1. She had joined in the process of dialogue activity and they directly corrected if there were students making mistakes in pronouncing the dialogue. In addition, the important thing was that they would be brave enough to speak English no matter if they still do wrong pronunciation since it could be corrected by the pre-service teacher 1 during the activity.

The next description was dialogue strategy gotten from pre-service teacher 2. For the pre-service teacher 2, she got a chance to teach 7th grade of Junior high school. She said that the objective in teaching speaking was to make students be able to ask and also give information related to themselves through responding and expressing some questions. She told that as she had practiced microteaching during covid-19 pandemic and she got a chance to teach 7th grade students where the students had not come directly to the school and they had not ever had a speaking practice before. It was one challenge that she should pass. Thus, she would have an activity which she thought was easy for the students to do. In this second participant, there are some differences on the stages used by pre-service teacher 2 compared with PST. Pre-service teacher 2 used more ways in practicing the dialogue activity. It was because the dialogue that they were going to practice was based on what they created in each pair. Thus, each pair needs to discuss first with their partner about the text that they were going to practice. It was different with pre-service teacher 1 that the dialogue text was based on the materials that were already learnt before. So, the students just need to remember the text and then practice the dialogue. Here are ways that pre-service teacher 2 used in teaching dialogue activity by (a) asking students to

find out a pair, (b) giving the example of the dialogue, (c) discussing and practicing with their partner, and (d) collecting the duty.

a. Asking students to find out a pair

In this section, the students have already got the materials and have understood about it. Then, pre-service teacher 2 gave instructions to the students to create a conversation with their friends. But before that, the students should choose one of their friends to be their partner in creating and practicing the dialogue.

> *"...I ask the students to find out partner that they used for doing discussion about this activity..."*
> *PST 2*

Based on the statement above, the students were asked to find a pair for discussion in creating the conversation and also to be a partner in practicing the dialogue. There were no rules for finding the partner for each student. They could choose it by themselves.

b. Giving example of the dialogue

In this online micro-teaching, the pre-service teacher 2 got a chance to teach 7th grade where they had not ever had to come to the school. Thus, before discussing the conversation, the pre-service teacher 2 gave an example both in written and also spoken about the conversation that the students should make.

> *"I give example first both of the dialogue and the voice notes."PST 2*

In this meeting, the pre-service teacher 2 got materials about introduction. Therefore, the example of conversation that the pre-service teacher 2 made was based on her personality. However, the students also could create their own conversation based on their personality.

c. Discussing and practicing with their partner

After the students had already chosen their partner, they had to discuss the dialogue text that they would present. The students

discussed the activity through their private WhatsApp with their partner.

> *"...I ask students to compose six lines of dialogue text by interacting with their partners through their personal WhatsApp. I give them 30 minutes for them to discuss with their partner about the dialogue...."PST 2*

From the statements conveyed above, the pre-service teacher 2 gave 30 minutes time for them to create their dialogue and also to practice their dialogue before sending it to their pre-service teacher 2. After the 30 minutes ended, the pre-service teacher 2 gave instructions to students to collect the dialogue. The students created a dialogue with their partner through their private WhatsApp. They had done chatting like usual but at that time the chat was about their dialogue that they should practice.

Then, after done with the text of the dialogue each student should practice speaking their dialogue part through voice notes in the WhatsApp application. They should do voice notes interchangeably based on the text that they have done before.

d. Collecting the duty

In this section, after the students have created their dialogue with their partner, they should do voice notes interchangeably with their partner based on the text that they have done before. After that, one of the students of each group has already made a screen recording of their dialogue activity to the WhatsApp group. As stated

> *"...Then, I direct students to collect their work by screen recording of their dialogue via WhatsApp groups."PST 2*

The students did their dialogue through WhatsApp private chat with their partner through voice notes. Then, one of them in each partner should make a screen recording about their dialogue that is already done through voice notes. Thus, the students collecting the duty could be a video. It looked more real to be a dialogue because

they have done dialogue with their partner and the duty that was collected as a conversation between them.

In this activity, it was normal for them to not be confident in speaking English. However, this strategy was suitable to be applied in this classroom. As we know that each student may have different abilities in English. By applying this strategy, indirectly it will increase the students' ability in English especially speaking because they had not practiced it before. In addition, it also increased the students' confidence in speaking and in learning English. By giving them a little fun and enjoying the activity for them, it made them feel more comfortable doing the activity and increased their ability in English, especially speaking skill. Furthermore, the students had a new experience during their online learning process where they had already applied a dialogue activity to practice their speaking English through WhatsApp group application.

On the other hand, the problem that the students faced during online learning was that sometimes the students did not understand well the instruction that was given from the pre-service teacher 2. They were shy to ask about it more and chose to not care about it and ask their friend. Moreover, the internet connection and smartphone ability also became a problem when doing online learning. A small number of the students still did not have their own mobile phone so they needed to borrow from their parents or another family. Yet, the pre-service teacher 2 can handle those problems. It was proven that all of the students did their duty and the results were good enough even though this was the first time they practiced speaking English. Even though they felt a little bit confused by the instructions given by the pre-service teacher, they could commit to it as well.

b. Application of drilling

Pre-service teacher 3 told that her objectives of teaching speaking were achieving the target of the learning competency and practicing the

students speaking ability. She said that the students were very seldom practicing the speaking activity. As she had observed before, most of the students still have low ability in speaking English. Thus, she would apply the drilling strategy which they think is a very simple activity that can improve students' speaking ability well. She also thought that this strategy was a very suitable strategy to be applied in this class as seen from students' speaking ability. The following descriptions below were the stages of the way pre-service teacher 3 applied the drilling strategy such as (a) watching a video materials, (b) giving the example of conversation, (c) practicing the drilling.

a. Watch a video materials

First, the pre-service teacher 3 gave the students materials through a YouTube link that was shared through WhatsApp group. She had already created a video which was uploaded on YouTube about the explanation of today's material. The students need to watch it and understand first about that material because there will be questions and answers after it. As stated follows

> *"...I will send the YouTube link to the students as the explanation of the materials that I have already made before. "PST 3*

The students were given 20 minutes to watch and understand the material. Then, pre-service teacher 3 gave them 10 minutes to ask if there was something that they might still be confused about. If not then she checked the students' understanding through asking some questions related to the materials in the WhatsApp group through written. But the students also could use voice notes to answer or respond to something.

b. Giving example of conversation

After the students have already understood about the materials, the pre-service teacher 3 gave a sample of conversation that made by herself. The conversation inside was based on the material that they

have already learnt today. So it made them more familiar with the conversation.

> *"I gave the instruction to them to repeat the conversation that I have already made.....I give example by voice note of the WhatsApp feature. "PST 3*

In this activity, the students should listen to a sample conversation given by the pre-service teacher 3 because this activity was called a drill where the students should listen to a sample of words, sentences or phrases produced by the teacher that would be repeated by the students. This activity became guidance for them to correctly pronounce the sentences.

c. Practicing the drilling

The last activity, after they have listened to the sample of conversation. The PST asked the students to repeat what they have heard before. After that, the repetition should be practiced through the voice notes and then send it directly to the WhatsApp group.

> *"....then I asked the students to practice by using the voice notes and send it to WhatsApp group"* (PST 3)

The students should repeat the conversation that was already sent by the pre-service teacher 3 above. It was a useful activity for them where they can practice speaking the target language. After they have finished the recording, they should send it to the WhatsApp group that is already made by the pre-service teacher 3.

In applying this strategy and these kinds of activities both pre-service teacher 3 and the students did not have any serious difficulties that hampered the process of teaching and learning activities. All of the students could access and join the activities because the media which was used for online learning was very easy to access. Furthermore, it was very important to make sure that all of the students could catch our purpose. From the explanation above, we can see that this strategy brought a positive effect to the students. They

could follow all the activities that were already planned by the pre-service teacher 3.

c. Application of describing picture

The next description below was the strategy that was used by pre-service teacher 4 which was a picture describing. The process of teaching and learning was done through a WhatsApp group. She said that the objective of her teaching English was to make students confidently able to provide any information related to things around them orally through WhatsApp voice notes. As she practiced microteaching and still became pre-service teachers, she got a chance to teach material about giving information about things around them. Therefore, the pre-service teacher 4 would allow the students to easily give any information to one another about things around them. The following descriptions below were the way pre-service teacher 4 applied the strategy of describing pictures such as (a) brainstorming, (b) watching video, (c) reading materials and creating summary, (d) describing a picture.

a. Brainstorming

In the first stage, the pre-service teacher 4 gave brainstorming first to the students through giving a picture related to the material today. Then, she asked the students to write down any vocabulary related to people, animals or things inside the picture.

> "...I begin the lesson through give them some picture that they should write down vocabulary about things, animal, or people and they have to send them through WhatsApp chat." (PST 4)

The statement above conveyed that the students were done with brainstorming first before learning the actual material which could engage the students to become more active in the classroom. The activity also related to the strategy that the pre-service teacher 4 applied which was picture describing pictures. The pre-service teacher 4 first engaged the students to mention kinds of vocabulary that exist

in the picture where when we would like to describe something we need more vocabulary on it.

b. Watching video

In this stage, the students asked to watch a video taken from YouTube. In this online micro-teaching, the pre-service teacher 4 got a chance to teach about giving information about something. Then, in this part after they have watched the video the students are asked to create 5 sentences about a video that they have already watched before.

> *"...I asked students to watch a video...they should write down minimum 5 sentences about giving information ...based on the video have been watched..."PST 4*

In this activity, the students were trained to create sentences or describe things based on what they already saw. In addition, students were trying to think critically to answer about material that they were going to learn today. The students were given a chance to give any answer that they thought was the correct answer. It also made students more active during the online learning process.

c. Reading materials and creating summary

This part, the pre-service teacher sent a link for them to be read related to today's materials. The students should read this material carefully to make them understand it. The pre-service teacher 4 sent the link through WhatsApp.

> *"I send a link to an article to be read by the students related to the materials today. I asked students to make ...a summary about their reading related to the materials..."PST 4*

Based on the statement above, the students were not only reading the materials. Yet, the pre-service teacher 4 asked them to create a summary related to the materials that they already read before.

d. Describing a picture

The last activity, the pre-service teacher 4 gave them 1 picture that they sent through their WhatsApp group. The picture was related

to the materials that they have already learnt. Then, they are asked to describe that picture regarding the existence of people, animals, and things that existed in that picture.

> *"...I asked my students to create 5 sentences about giving information... orally through voice notes." (PST 4)*

According to the data, the students need to compose 5 sentences that should give information about the existence of people, animals or things. In this activity, the students were trying to think about creating sentences related to describing things inside the picture that were already given by the pre-service teacher 4 and they cannot cheat each other because they should directly present it orally through WhatsApp voice notes.

Besides, this activity was suitable to be applied during the online learning because this kind of activity was really easy to be done by the students. It was also a practice for them to increase their speaking ability by using this kind of strategy. Moreover, this was something new for them since the teacher never has been giving them any speaking activity. Thus, it trained them to speak using English even though they have a little bit of difficulty in pronouncing the words but the important thing is that they would practice speaking using the target language. Some students might be confused on how to produce good descriptive sentences. Meanwhile, this activity was the first time for them to practice producing the target language. It was normal to have some students who could not do perfectly as they had to produce their own sentences where they might not also know how to pronounce correctly on each of the vocabulary. Nevertheless, they were trained to have ever practiced speaking the target language which was very useful for them. It was also something new for them as they have not practiced it before. They could learn and experience it.

In sum, by doing this interview through 4 pre-service teachers of the English Education Department of UIN Sunan Ampel Surabaya, the researcher could conclude that all the pre-service teachers were done with any kinds of communicative strategies which were good to improve the students' speaking ability. For the first and second pre-service teachers, both of them used dialogue for catching the students' ability in speaking the target language. Yet, there were differences on the ways of implementing dialogue strategy between pre-service teacher 1 and pre-service teacher 2 where pre-service teacher 2 has more ways on the dialogue strategy. Meanwhile the third pre-service teacher used drilling during her online microteaching. And for the last participants, she used describing pictures as the strategy for them to teach English speaking during her online microteaching.

B. Research Discussion

To interpret the finding, in this section of the research, the researcher explored the results by reflecting on related theory provided in chapter II. The organization of this chapter followed the research questions which were pre-service teachers' strategy in teaching English speaking through online and the way of applying these strategies.

According to the findings above where there were 4 participants participating in this research, there were three strategies that they used in teaching English speaking during their online micro-teaching namely dialogue, drilling and describing picture strategies. Strategy was described as a teachers' activity shown in the classroom which aims to achieve the objective of the study. Strategy was chosen by the teacher to make it easier for both the teacher and students to understand the materials and they could achieve the goal of the study. As supported by Lawton, He noted that strategy is a set of plans made by an effort to help people organize and achieve their goal of study.[75] Moreover, Brown stated that strategy is a method which has the purpose to

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[75] Sarode, R. D. (2018). Teaching strategies, styles and qualities of a teacher: a review for valuable higher education. *Current Engineering and Scientific Research (IJCESR 2018)*, 57.

solve some kinds of problems in teaching and learning.[76] Here, it means that it was suitable for the participants to do, which is strategy was the stages that the teacher applied during their teaching and learning process to catch the objective of the study.

In this present study, the researcher identified 8 common strategies used by teachers in teaching speaking based on the theory from Penny Ur that they have mentioned. There were 8 strategies which were role-play, dialogue, drilling, group work/discussion, brainstorming, describing picture, storytelling and information gap. Meanwhile, in this discussion section the researcher would deeply explore dialogue, drilling and describing picture strategies as found in the findings as the strategies chosen by pre-service teachers in teaching English speaking through online learning.

This study was in accordance with Anizar et al findings.[77] In this study I found that there were 3 strategies used by the teachers such as role play, drill and listen and repeat. This study has the same aim as this present study which is intended to find out the teachers strategies in teaching speaking skills. Observations and interviews were used to obtain the data. One kind of strategy was found out to have the same result as this present study which is drilling strategy. Nevertheless, this study from Anizar et al just simply mentioned kinds of strategies that were used by the teacher without explaining more about the implementation of it yet, this study also added more information about teachers' problem on applying these strategies. Meanwhile this present study focused on deeply exploring how the implementation of each strategy is.

This present research focused on finding the English speaking strategies used by pre-service teachers. The study from Hayu and Ika[78] has the similar focus where pre-service teachers also became the participants of this study.

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[76] Indah Janie Franciska Hia. The Teacher's Strategies in Teaching Speaking Ability (A Study on the First Grade Students of SMAN 1 Ngamprah Academic Year 2016-2017).

[77] Anizar N., et al.,(2019).Teachers' Strategies In Teaching Speaking At Smp Negeri 18 Medan : *English Language Teaching Prima (ELT)*. Vol. 1 No. 1

[78] Azizah N. Hayu and Lestari W. Ika "Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta. Repository.umy.ac.id

According to the research, the researcher aimed to find out the pre-service teachers' strategy and the challenges that they faced during teaching speaking. The result showed that there were 5 strategies found out by the researcher such as drilling, discussion, presentation, role play and games. Thus, there was one strategy that is the same as this present study which is drilling strategy. However, this present study aimed to find out strategies used in teaching English speaking during online learning. There are differences between the implementation of the drilling strategy compared with previous study from Hayu and Ika.[79]

As a result, the goal of this study was to explore pre-service teachers' strategies for teaching English speaking and how they apply these strategies during online learning. The following was the summary of the discussion.

1. Teachers Strategy in Teaching English Speaking Through Online

The first strategy was dialogue. Dialogue is a conversation that is done by two or more people with specific topics that have already been chosen to improve their speaking ability. Based on the findings, the students were asked by the pre-service teacher to practice the dialogue in pairs where they choose it by themselves. According to the statement above the dialogue strategy was related to Penny's theory where Penny stated that dialogue is an activity which involves two or more people that promote social relationships with the goal to convey any information related with the topic.[80] The goal of this activity was to make students be more confident in practicing the target language. Here also in line with Penny's theory that dialogue activity was good for beginners because the students can practice speaking the target language without any hesitation.[81] The students could try to practice using the target language to promote their speaking skill through this strategy as this strategy was one of good choices for them.

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[79] Ibid

[80] Tahir, S. Z. A. (2015). Teaching Speaking Effectively. Academia.edu

[81] Ur, P. (1996). A course in language teaching: Practice and theory. Ernst Klett Sprachen.

Moreover, as the findings stated that the pre-service teacher 1 chose this strategy because it was usually done in our daily life, therefore the students feel more comfortable in doing the activity. Then, it was supported by Penny that by learning the target language through heart it increases the students' vocabulary.[82] In addition, Dawes viewed that dialogue strategy allows them to be more explored with what they think, sharing information and any new ideas and also increase them to talk through this activity. With the statement above, through the dialogue strategy it made the students grow their thinking and imagination through any topic that they have already discussed. Through the dialogue, pre-service teachers 1 and 2 engaged the learners' ability. It made them familiar with how to create and think about ideas. In brief, pre-service teachers 1 and 2 gave them the opportunity to speak up during the teaching and learning activities. The students can practice their speaking ability, hence it is important to increase their pronunciations, intonation and also they will learn a new vocabulary.

The finding of this study was in line with the study from Fanshuri[83] it stated that one of the strategies that was used by the teacher was dialogue. Dialogue and conversation became the most strategies that were often used by the teacher. It was because through these strategies in particular the students can improve their speaking skill. Moreover, it was easy to be understood by the students. Thus, it means that in the election dialogue strategy was a good option to be applied during teaching English speaking. Even if it was applied through online, it was still suitable as the pre-service teacher 1 mentioned that this activity was usually familiar for the students. In addition, both of pre-service teachers 1 and 2 have already thought that this strategy was one of good options to be applied for them to practice the target language.

The second strategy was drilling. In this research, drilling means that the students repeated what the teachers had already spoken. This strategy was also

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[82] ibid

[83] FANSHURI, H., Ali, R., & Andriyani, R. (2019). The Teachers Strategy in Teaching Speaking at MTS An Nur Tangkit (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

related to the Penny theory that mentions one of strategies that can be used to teach speaking was drilling. According to Brown, drills offer students an opportunity to listen and try to repeat what they have already heard before that may elicit them to speak English and have a good pronunciation of it.[84] In addition, Supported by Larsen-Freeman noted that the more often we practice to repeat the words, the good habit we have and will encourage the students' ability[85]. Drilling activity was very useful to be applied in the classroom activities, it supported them to practice the language chunks. Starting by doing drilling, students had a habit that is good for them to encourage their ability in speaking English.

Furthermore, since the goal of speaking itself was to make the students use the target language, the drilling strategy was suitable in teaching speaking. Larsen-Freeman argued that if we would have students be able to speak English communicatively we used drills as the strategy of teaching speaking itself.[86] Drilling activity made the students familiarize first the target language quickly with a specific structure.[87] At the same time, the students would directly understand the language patterns given by the teachers based on the materials that they have learnt. This result was also related with a previous study of Ulfania.[88] The result revealed that drilling strategy was found as one of the strategies used in improving students' speaking skill and this strategy was very necessary to be used in increasing the students speaking ability. Thus, the result of this study is similar to the previous study where drilling strategy was chosen as one of strategies in teaching English speaking and it was useful to increase the students' ability in speaking English.

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[84] Khetaguri, T & Albay, M. 2016. The Use of Drills in the Development of Speaking Skills. International Journal of Social Sciences & Educational Studies ISSN 2409-1294 (Print), September 2016, Vol.3, No.1

[85] ibid

[86] Anggraini, D. (2018). Chain Drill Technique in Teaching Speaking. *Channing: Journal of English Language Education and Literature*, *3*(1), 51-59.

[87] Kartikasari, E., Arifin, Z., & Salam, U. (2014). Improving students speaking ability through repetition drill. Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 4(1).

[88] Ulfania. 2015. "English Teachers' Strategy in Teaching Speaking"

The third strategy was describing pictures. Based on the findings, the pre-service teacher 4 gave them a sample picture through a WhatsApp group that the students should produce 5 sentences related with the picture orally through voice notes. Here means that this activity was related with theory from Penny which noted that describing a picture means giving students a picture which all students should describe as many sentences as they can based on the picture given.[89] Gerot & Wignell also noted that describing a picture was an activity which was done through describing any particular people, things or place which has a social function.[90] Thus, it means that the activity which was done by the pre-service teacher 4 was related to the theory where students compose sentences based on the picture given orally.

This present study found that describing pictures helped the students to practice producing the target language where the students did not practice it before. Moreover, Harmer stated that this activity can stimulate students to produce the target language orally by giving them any picture or story.[91] In addition, Wright argued that through using a picture it could stimulate the students to take a part in speaking activities.[92] This finding is in accordance with findings from the previous study by Anggraeni et al, who identified picture description as one of the teacher's strategies for teaching speaking. The pre-service teacher 4 employed a visual media to assist her in the teaching process. This result was also related to the previous study by Lavalle & Briesmaster.[93] This study revealed that through using the picture describing classroom activities it can increase the students' communication ability. It means that this study has similar results with the previous study where

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[89] Ur, P. (1996). *A course in language teaching: Practice and theory*. Ernst Klett Sprachen.

[90] Murni, A. (2018). The Use of Describing Picture Strategy to Improve Students' English Speaking Skill (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

[91] ibid

[92] Lavalle, P. I., & Briesmaster, M. (2017). The Study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th-Grade Students--Learners of English as a Foreign Language. ie: inquiry in education, 9(1), 4.

[93] Lavalle, P. I., & Briesmaster, M. (2017). The Study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th-Grade Students--Learners of English as a Foreign Language. ie: inquiry in education, 9(1), 4.

describing pictures were used to teach communicative/speaking activity and it can increase the students' communication ability.

2. The Way Pre-Service Teacher Applied Those Kinds of Strategies in Teaching English Speaking Through Online Learning

This section discussed the implementation of these kinds of strategies which were already explained in the findings as follows.

a. Application of Dialogue

The first description will be on the dialogue strategy. According to the findings obtained from pre-service teacher 1 noted that she gave material through reading a book and understood the material clearly. After that, the pre-service teacher 1 asked them to have a dialogue with their friends. But before that, the students need to find a pair for them to practice the dialogue with. The pre-service teacher 1 asks them to choose a pair by themselves where the students could enjoy and be comfortable doing the dialogue. The dialogue text was based on the book that they have already read before. Compared to previous study, here there is a similarity between this present study and study from Fanshuri[94] where the students practice the text of the dialogue based on what the teachers' given to them. The pre-service teacher 1 also gave an example first of how to pronounce the sentences. This was one of the benefits of online learning. When the pre-service teacher 1 gave an example through voice note that the students can repeatedly listen to the sounds where it will make students better in practicing the pronunciation. But, when offline the students just can listen to it once when the teacher gives an example on it.

After that, the students should practice it through the WhatsApp video call with their partner alternatively. Based on the statement above, the implementation of this strategy was almost the same as it was practiced in offline class compared to the previous study from Fanshuri[95] where the students were given text by the teacher and practiced in front of the classroom.

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[94] FANSHURI, H., Ali, R., & Andriyani, R. (2019). The Teachers Strategy in Teaching Speaking at MTS An Nur Tangkit (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).
[95] FANSHURI, H., Ali, R., & Andriyani, R. (2019). The Teachers Strategy in Teaching Speaking at MTS An Nur Tangkit (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

But in online learning, the students practiced the dialogue through an application that has already been chosen by the teacher. According to the findings, the students got better at practicing their speaking ability. They could directly listen and respond to their partner. It directly increased both their listening and speaking ability.

Meanwhile, based on the findings from Fanshuri,[96] strategy was not really effective to improve students' speaking skill. As explained in a previous study from Fanshuri, the teacher gave them a text of dialogue that they should memorize and practice in front of the class. The students just have one time listening to the example and also have a little time to memorize the dialogue. Thereby, they did not do it on their maximal level because of the limit of the time. Here means that if the students would practice the dialogue they may need more time to have a practice first before doing the real dialogue. It was proven that this present study the pre-service teacher 1 gave the example through voice notes that they can listen to it repeatedly and even though they practice the dialogue using video directly in a Whtasapp but the pre-service teacher 1 said it was suitable to be applied during online learning activity.

Different from the pre-service teacher 1, where she asked the students to practice the dialogue through WhatsApp video call, hence, as shown in the findings that according to pre-service teacher 2 the students were asked to create the dialogue based on the example that was already given before. Yet, they should change it based on their personalities because the dialogue is about introduction. There was difference compared to the previous study from Fanshuri[97] stated above, the teacher gives the students a script that needs to be memorized and practiced by the students. While in this present study, the students created the script by them but based on the example that was already given based on their personalities. During the process of writing the dialogue, they should do it in pairs through WhatsApp. They have to ask and discuss

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[96] ibid

[97] FANSHURI, H., Ali, R., & Andriyani, R. (2019). The Teachers Strategy in Teaching Speaking at MTS An Nur Tangkit (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

with each other about the dialogue that they would like to perform. Here Thornbury stated the importance of our partner or their participation to discuss topics that would be conducted in communication activities is needed to help us produce the best ideas of our dialogue.[98] Thus, the discussion of each other in each partner would take important part to create a better dialogue performance. It also increases their ideas by improving their text of dialogue.

Afterward, they were asked to practice the dialogue by sending the voice note with their pair. Then, they should record the process of when they were doing the dialogue through the WhatsApp group. This activity made them learn a new vocabulary related to the topic given. Moreover, it also trained their listening skill through listening and also answering related topics with their partners. Supported by Clark and Kyrch noted that the speaking activity will be getting improved when the students know how to listen and respond toward the dialogue.[99] By practicing the dialogue activity that the text was created by, it improves their speaking, listening and also vocabulary skills.

However, even all the process of teaching and learning process was done through online because of Covid-19 pandemic, it did not decreased students' enthusiast during learning process. They enjoyed doing those kinds of activities. It was relevant to Susanti & Tarmuji noted that the use of WhatsApp application helps the students learn English better, it could improve both high and low achievers.[100] Here it was in line with this present study that both pre-service teacher 1 and 2 used WhatsApp to promote students' speaking activity by practicing the dialogue strategy. Both of them noted that the students could enjoy practicing the dialogue and make students have an experience to practice speaking the target language.

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[98] Manurung, K., & Anugraini, N. C. Improving Speaking Skill Through Short Dialogue Memorization Technique. e-Journal of ELTS (English Language Teaching Society), 8(1).
[99] ibid
[100] Nurazizah, H., Friatin, L. Y., & Sugiarto, B. R. (2019). WhatsApp voice note in speaking class. Journal of English Education and Teaching, 3(3), 343-360.

b. Application of Drilling

The second strategy was drilling. According to the pre-service teacher 3 the implementation of drilling strategy was the students were giving examples of the sentences by her which were sent through the voice notes. Then the students should repeat the sentences the same as what the pre-service teacher 3 has provided through the voice notes also. It was different from the study found by Putri & Ika, they stated that for the drilling strategy usually the teacher encountered new vocabulary. Then, they should repeat it after the teacher.[101] As the finding of this study was through online, the pre-service teacher 3 directly gave an example of how to read fully sentences and send it through voice notes. Different from an offline class where the students could directly interact with other students, it was easy for them to have drilling activity with each vocab or each word.

Nevertheless, based on the findings almost all students look excited and interested in doing this activity even though through an online learning process. The students practiced drilling better. This study supported Thornbury's opinion that drilling is a beneficial strategy in increasing students' speaking ability through repeating the words, phrases or even utterances.[102] Thornbury also mentioned that drilling activity helped students to improve their pronunciation. In line with that, Senel also argued that drilling was useful for teaching pronunciations since it could make the students better in creating correct pronunciations. Thus, through mastering the pronunciations the students will be more confident in practicing the speaking activity because they feel that their pronunciation was good enough to try to practice speaking activity.

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[101] Azizah, P. H. N., & Lestari, I. W. (2017). Strategies in Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta. Unpublished bachelor thesis). Universitas Muhammadiyah Yogyakarta, Yogyakrta.
[102] Azizah, P. H. N., & Lestari, I. W. (2017). Strategies in Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta. Unpublished bachelor thesis). Universitas Muhammadiyah Yogyakarta, Yogyakrta.

c. Application of Describing picture

The third strategy was describing pictures. Based on the findings, the pre-service teacher 4 revealed that the students trained first to create minimum 5 sentences related to the picture sent by the pre-service teacher 4 in brainstorming activity and they have to send it through a WhatsApp group. After that, the main activity of teaching speaking was where the pre-service teacher 4 gave a picture. And then, the students should compose 5 sentences related to the picture orally through voice notes and directly send it in the WhatsApp group. Compared to the previous study, Anggraeni explained that the implementation of describing pictures was that the students were given a picture and they should describe that picture.[103]

This present study may have the same implementation with the previous study from Anggraeni.[104] However, in the beginning of the class the students had already trained first to compose 5 sentences about a picture given by the teacher. After that, the second chance the pre-service teacher 4 gave a picture again that the students should describe orally. This means that the students are already familiar with how to describe the picture because they practiced it twice and made them more prepared about the activity.

Meanwhile, this present study has some different implementation with the study done by Pratiwi & Ayu, where they divided the meeting into two which were pretest and posttest. For the pre- test they had done in two ways. The first time the teacher asked the students to describe the subject directly without the picture. And the second one was by using the picture. And for the post test, the teacher has a similar activity with this present study where the students should describe a picture from the teacher.[105] However, even though there were differences in the stages of the strategy, the researcher found that it has similar results where the students can produce the target language

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[103] Anggraeni, W., & Assafari, A. F. (2020). Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo. *FOSTER: Journal of English Language Teaching*, *1*(1), 83-97.

[104] Ibid

[105] Pratiwi, Z. F., & Ayu, M. (2020). The Use Of Describing Picture Strategy To Improve Secondary Students Speaking Skill. Journal Of English Language Teaching And Learning, 1(2), 38-43.

effectively because they give a chance for each student to practice speaking English. This was in line with Penny stating that describing pictures was one simple activity but surprisingly included as a productive activity and brings a good impact for beginner students.[106] Moreover, in line with that Thornbury argued that through visualization the picture was one of the best ways to make students easily produce some words because they can easily remember the words through seeing the picture itself.[107]

Therefore, in applying describing picture strategy was one of good choices to be applied for improving students' speaking activity. As mentioned above, this strategy trained the students for beginning level to easily practice to talk with the target language. In addition, by having a picture as a media for students then it helps them easily remember what they want to say based on the picture. The students are helped by the picture to try to produce many sentences orally and they were not confused about what kinds of words that they want to produce.

According to the explanation above, it can be concluded that there are three strategies that the pre-service teachers applied in teaching English speaking online. Those strategies involve dialogue, drilling and describing pictures. These kinds of strategies were chosen based on some reasons and considerations that the teacher thought were suitable to be applied for the students during their online micro-teaching. For the implementation of each strategy, the difference exists in the dialogue strategy. Where there are two participants used this strategy and both of them have different kinds of stages on the applying of dialogue strategy. The pre-service teacher 2 has more stages compared to the pre-service teacher 1. Then, the rest of the strategy mostly has the stages as the previous studies did. However, there was also some part where there was difference on the stages of applying these strategies because it was done through online. Moreover, by applying these strategies the pre-

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[106] Ur, Penny. (1996). *A course in language teaching: Practice and theory*. Ernst Klett Sprachen.

[107] Lavalle, P. I., & Briesmaster, M. (2017). The Study Of The Use Of Picture Descriptions In Enhancing Communication Skills Among The 8th-Grade Students--Learners Of English As A Foreign Language. Ie: Inquiry In Education, 9(1), 4.

service teachers noted that the students got better in practicing the target language. Therefore, these kinds of strategies that have been mentioned above could be an option for teachers to teach English speaking both in offline and online class.

CHAPTER V
CONCLUSION AND SUGGESTION

This final chapter draws conclusions based on the data presented in the research findings which are about pre-service teachers' strategy in teaching English speaking through online and the way the pre-service teachers applied the strategies in teaching English speaking through online. Then, it shows as well as recommendations for teachers and future studies in order to improve the overall study of pre-service teachers' strategy in teaching English speaking through online.

A. Conclusion

Based on the findings of the research and the discussion above, the researcher could draw some conclusions as follows.

First conclusion, among several kinds of speaking strategies, there are three strategies that the pre-service teachers chose in teaching English speaking online. Those are dialogue through voice note video, drilling by sending a voice note and describing pictures through WhatsApp strategies. Moreover, the researcher also discovers the participants' consideration in choosing those kinds of strategies.

Second, in applying those strategies for pre-service teacher 1 the stages were asking students to find out a pair, giving the example of the dialogue, asking the students to practice the dialogue. And then, for pre-service teacher 2 there were more ways compared with pre-service teacher 1 that had the same strategy. The stages were asking students to find out a pair, giving the example of the dialogue, discussing and practicing with their partner, and collecting the duty. While for pre-service teacher 3 the stages on the implementation of drilling strategy was watching video materials, giving the example of conversation, practicing the drilling. The last one was describing a picture. The way pre-service teacher 4 implemented it was through brainstorming, watching video, reading materials and creating summary, describing a picture.

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B. Suggestions

At the end of this study, the researcher provides the following recommendations, which were sent to the English teacher and future researcher who are working on the same topic. The suggestions stated as follows:

1. Pre-service teacher

   Pre- service teachers have done a great job practicing kinds of speaking strategies in this study. They can find suitable strategies in teaching speaking during their online learning. The pre-service teachers made the students have to practice speaking the target language. However, more practice is needed by the students to improve their speaking skills. Thus, the pre-service teachers need to learn more about the students' needs and find more suitable strategies in each meeting.

2. Other researchers

   The outcome of this research may be used as the reference for similar research issues. Nevertheless, the researcher suggests that future studies could explore more about teaching reading strategy, teaching writing strategy, teaching vocabulary or teaching listening strategy through online learning. In addition, as this study was done in junior high school, if another research could work within this issue, it is good for them to try in senior high school or university students.

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