

**TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILL AT THE
TENTH GRADE OF SMAN 1 GUNTUR DEMAK IN POST PANDEMIC**

ERA

THESIS

Submitted as a Partial Requirements for the Undergraduate Degree in English

Language Education



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DEDICATION

This thesis is dedicated to:

Myself

My beloved parents

My beloved sisters

My almamater UIN Raden Mas Said Surakarta

MOTTO

“Tuhamu tidak meninggalkan engkau dan tidak (pula) membencimu”

(QS. Adh-Dhuha:3)

“Perkaranya bukanlah bagaimana engkau mengaku mencintai Allah, tapi apakah
engkau dicintai Allah”

-Ibnu Qoyyum Rahimahumullah-

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I hereby sincerely state that the thesis titled **“Teacher’s Strategies in Teaching Speaking Skill at Tenth Grade of SMAN 1 Guntur Demak in Post Pandemic”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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Surakarta, November 11th 2022

The researcher

A handwritten signature in black ink, appearing to read 'Shafa Riskha Alfaini', written in a cursive style.

Shafa Riskha Alfaini

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ABSTRACT

Shafa Riskha Alfaini, 2022. *“Teacher’s Strategies in Teaching Speaking Skill at Tenth Grade of SMAN 1 Guntur Demak In Post Pandemic Era”* Thesis. English Language Education. Cultures and Languages Faculty, The State Islamic University Raden Mas Said of Surakarta.

Advisor : Ika Sulistyarini, M.Pd

Students' speaking ability in post-pandemic learning has decreased, this decrease is evident in limited vocabulary, pronunciation accuracy, self-confidence, and it's caused by many factors. Teacher's strategies is needed to deal with this problem. in this study, the researcher analyzed the strategies that the teacher used, especially English teachers on tenth grade at SMAN 1 Guntur Demak. The aims of this study were (1) to find out the strategies used by tenth grade English teachers in teaching speaking skills in the post-pandemic era at SMAN 1 Guntur Demak. (2) to find out the factors that influence teacher strategies in teaching speaking skills to tenth grade students at SMAN 1 Guntur Demak in the post-pandemic era.

In this study, researchers used a descriptive qualitative method. Researcher collected data by observation, in-depth interviews, and documentation. Interview data were obtained from tenth grade English teacher at SMAN 1 Guntur Demak. Researcher use data analysis techniques According to Sugiyono (2015: 337) states that to analyze data, researchers need to go through several steps, namely (1) data reduction, (2) data presentation, (3) conclusion and verification. Then, to show reliability of the data, this study uses triangulation methodology.

The results of the study show that tenth grade teacher have three strategies for teaching speaking skills in the post-pandemic era. (1) Discussion (2) Role Playing and (3) Drilling. is an innovative learning in the post-pandemic era. The results further show that the factors influencing the teacher's strategy in teaching speaking are due to (1) Considerations related to the goals to be achieve (2) Considerations related to learning materials (3) consideration from the student's point of view (4) Other consideration.

Key word: Teachers Strategies, Speaking Skill, Post Pandemic

CHAPTER I

INTRODUCTION

A. Background of The Study

Minister of Education and Culture on March 24, 2020 protect students and education staff from the dangers of the corona virus. It is also supported by Government Regulation (PP) Number 21 of 2020 concerning PSBB in the context of accelerating the handling of the corona virus disease (Covid-19) on March 31, 2020 by the President with the aim of limiting public spaces and suppressing activities outside the home, further hampering face-to-face meetings between teacher and student.

This condition certainly has an impact on the teaching patterns and strategies used by the teacher. The absence of face-to-face meetings is a challenge for teachers, especially for English teachers, the use of e-learning in learning English will certainly change the strategies that have been previously set. Finally, teachers must adapt to new systems and new strategies to optimize the e-learning teaching model. According to the Indonesian Ministry of Research, Technology and Higher Education (Risetdikti, 2016), e-learning is an organized educational process that bridges the gap between students and educators and is mediated using technology, and minimal face-to-face meetings, it offers a cross over space and time so students get the flexibility to study at different times and places, and to use a variety of learning resources.

Online learning is the right solution when the corona virus case soars the decision that has been taken by the government to change the face-to-face

learning system to online learning is the only solution, so that teaching and learning activities can run smoothly and still be carried out without risk. However, the application of an online-based learning system does not necessarily become an absolute solution, in fact there are still many problems that arise due to online learning. This problem is experienced by students, parents, and teachers. These problems include the lack of knowledge about information technology by students and parents, learning becomes boring and learning assessments that should be carried out directly cannot occur. Learning becomes less effective because of these obstacles. Boredom that arises from the application of online learning becomes an obstacle that affects students' learning motivation, Likewise Al-Qawiy (2004: 1) says that learning saturation is a mental condition of a person when he experiences boredom and fatigue which results in a feeling of sluggishness and lack of enthusiasm for learning. carry out learning activities.

Therefore, after the covid pandemic subsided in early 2021 to answer the problem of online learning during the covid 19 pandemic, the Minister of Education and Culture, Nadiem Makarim issued a new policy by allowing face-to-face learning processes in the new normal era (Shaleh & Anhusadar, 2021; Sit & Assingkily, 2021) known as limited face-to-face (TMT). Learning in this new normal era has a tremendous impact on the world of education. In carrying out teaching and learning activities in the new normal, the government regulates the implementation of learning activities in the new normal era by following health protocols. The term new normal is an

adaptation of new activities. New normal is a new life where people continue to carry out various activities as usual but still apply the health protocols that have been set by the government so that the spread of the Covid 19 virus can be overcome, so the implementation of learning can be carried out in the new normal era (Aly et al., 2020)

From the limited face-to-face learning in the new normal era, it can be seen that the world of education during the COVID-19 pandemic experienced a period of loss learning which according to The Glossary of Education Reform is defined as a loss or limitation of knowledge and ability which refers to academic progress, generally occurring due to a prolonged gap. or discontinuity in education. Based on research from the Ministry of Education and Culture, Research and Technology, during the Covid-19 pandemic, students experienced learning lost which was equivalent to six months and five months of learning respectively to learn literacy and numeracy. After one year of the Covid-19 pandemic, whether students realize it or not, there is a decline in learning abilities and knowledge, either specifically or in general (Andersen et al., 2022; Lase et al., 2022; Whitley et al., 2021).

Changes that occur in the education system caused by the Covid-19 virus affect the strategies used by English teachers, especially in teaching speaking skills. Speaking is a tangible manifestation in the application of language learning. This is interpreted by Brown in Burns & Joyce (1997) "Speaking is an interactive process of creating meaning which has implications for the production and reception and processing of information". Learning speaking

skills after the pandemic and the lost learning period is certainly not easy for both teachers and students. English teachers need the right strategy so that learning aspects of speaking, writing, reading and listening run effectively, efficiently and on target. Learning strategies are special methods or approaches applied by teachers both in organizing students, materials, methods, media, equipment, and time so that the learning process can be carried out properly (Ragin, G et al., 2020; Santosa, DS S et al., 2020). The learning strategy is also a pattern or sequence that the teacher does consciously and systematically so that the learning process runs effectively (Jovanović et al., 2017; Rosari, I, 2019). Implementing continuous learning strategies can help the learning process run effectively (Cleveland et al., 2017; Hasan, MS R & Chumaidah, N, 2020). Dick & Carrey (1985) stated that a learning strategy is a set of learning materials and procedures that are applied jointly by teachers and students to achieve common goals. Gulo (2008), mentions several components of the learning strategy, including teaching objectives, teachers, students, subject matter, teaching methods, teaching media, and administrative and financial factors.

Optimization of strategies that must be mastered by teachers in the post-pandemic learning education system has an impact on improving students' speaking skills. Speaking is an important part in the process of learning basic English. According to (Al-Jarf, 2012), speaking is an oral ability to achieve pragmatic goals through interactive discourse with other speakers in the same language. Speaking as a form of communication to interact with others

verbally. In speaking, people are expected to be able to communicate ideas, feelings, and opinions. The goal is that participants can create a comfortable social atmosphere to interact and communicate well. In line with this statement, Hakim (2015) stated that in general students in Indonesia are reluctant to speak English because of the lack of vocabulary and phrases to express their ideas in English. Therefore, it takes someone who is an expert in transferring his knowledge to students as a teacher as an educator. The ability to speak is a factor that greatly affects the quality of a person's proficiency in conveying information orally. The quality of a person's speech can be seen from the language, content, and fluency. All aspects of language can show the quality of one's language mastery if used optimally. This speaking skill cannot develop if it is not trained continuously, especially to students, the teacher must be able to create a communication space between students and students or students and teachers in order to increase the possibility of increasing students' speaking skills.

In post-covid-19 learning, improving students' speaking skills is a big challenge for teachers. Teachers should be able to increase students' confidence, vocabulary, and pronunciation in face-to-face learning after 2 years of online learning. This is also a challenge for the English teacher at SMAN 1 Guntur Demak. Especially the English teacher of tenth grades, students are new students at the school who have experienced online learning for quite a long time and are likely to experience lost learning and teacher must be able to overcome student problems by implementing new strategies

in post-pandemic learning. Where the strategies used in previous student learning (SMP) are certainly different from those applied by SMAN 1 Guntur teacher. Especially after the implementation of online classes for the last 2 years, student interest in learning has tended to decline and the rise of lost learning has become quite a formidable challenge but what is surprising, at the beginning of the implementation of learning after the covid pandemic, July 20 2022, one of student at eleventh grade of SMAN 1 Guntur won 2nd place in the speech contest organized by POLINES Semarang Expo. this news can be seen on the official Instagram account smansagun_official. This is an indication that the implementation of English learning strategies at SMAN 1 Guntur does not experience major problems during the distance learning period (online learning) and it is very possible that the strategies implemented by the teacher can be an inspiration and benefit to many other schools in the vicinity. This is the reason the researcher chose SMAN 1 Guntur which is located on Jalan Guntur, Mondokerto Village, Guntur District, Demak Regency, Central Java as the object of research.

Leo (2013) states that teachers are educators as well as professional scientists whose main tasks are changing, developing, and disseminating science, technology, and art through education, research, and community service; well educated and demonstrate high performance. Therefore, the role of the teacher is very important for the development of students in undergoing the post-pandemic learning period. In addition to the role of speaking as an

indication of students' English skills, the teacher's teaching strategy in speaking aspect is very important to note.

In learning English after the COVID-19 pandemic, according to the researcher observations, on September 19, 2022, at SMAN 1 Guntur Demak, several skills were taught. Starting from the input, namely listening, and reading, then the output is speaking and writing. The researcher focuses on the teacher's strategy. In speaking, the way and the learning process at SMAN 1 Guntur is by repeating the vocabulary exercises given by the teacher and justifying the pronunciation. This method is deemed necessary, considering that students have experienced a period of lost learning, where students are very minimal in practicing speaking skills, so that it has an impact on mastery of vocabulary and pronunciation. Usually, the teacher instructs the students to come to the front of the class or persuade students to stand up and say the sentences given by the teacher in front of their friends, this serves to train students' confidence in public speaking. Meanwhile, in this school, male and female students have different tendencies, female students have a better interest in learning than male students.

According to Mr. A.N.T, S.Pd, many students at this school are excited when English lessons take place and some of them take part in extra English activities organized by the school. However, there are still few students who are able to speak in public. Brown (2000: 143) states that there are several factors that affect students' speaking ability such as; anxiety, nervousness, and lack of confidence. So, the English teacher of SMAN 1 Guntur Demak must

have a strategy to improve all the factors that affect students' speaking ability. Although there are students who excel, there are still many students of SMAN 1 Guntur who are often embarrassed to speak English because they have low speaking skills and speaking courage. In addition, tenth grades students have different English experience and training from the previous school. To build students' confidence in speaking the teacher must make the classroom atmosphere more pleasant to build students' motivation to speak. Using interesting strategies in teaching speaking will stimulate students' enthusiasm in the learning process, especially after experiencing online learning for the past two years. In this study, the subjects studied were English teacher who teach in tenth grades. Mr. A.N.T, S.Pd uses an roleplay and discussion teaching strategy, students are very interested in this method because students are entertained by seeing their theme come forward in front of the class. So, this research is important to find out the teacher's strategy in teaching speaking used by English teachers in schools after the covid 19 pandemic. So that other teachers can take this research as a reference for teaching speaking after the pandemic.

Based on the reasons above, the researcher believes that this research can be useful for students and teacher So, researchers are interested in observing and finding out what strategies are used by teacher in teaching English. Especially after the COVID-19 pandemic. Therefore, the researcher became curious and tried to examine this research entitled "TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILL AT THE TENTH

GRADE OF SMAN 1 GUNTUR DEMAK IN POST PANDEMIC ERA”

because the author wants to analyze what strategies are used by teachers in teaching speaking to students in post-pandemic era. In addition, the author also wants to know the factors influence by English teacher in implementing post-pandemic teaching speaking strategies.

B. Identification of The Problems

Based on the background of the study above, the researcher identified some problems as follow:

1. Some students are active in speaking
2. Most students need guidance to start a conversation
3. Students do not have sufficient vocabulary during online learning
4. The interests of male and female students are different
5. Students adapting after experiencing a period of lost learning
6. The students' vocabulary mastery is low.
7. Teacher needs more efforts to make students more confident in speaking English.
8. Students have different backgrounds.

C. Limitation of The Problem

To limit the scope of the research in analyzing the problem, the finding of the research should be limited. In this research, it focuses on investigating the teacher's strategies in teaching speaking and the factors that influence teacher's strategy to teach speaking at tenth grade of SMAN1 Guntur, Demak. In post pandemic era.

D. Formulation of The Problems

Based on the background of this study, the research questions of this study are formulated as follows:

1. What strategies do teacher use to teach speaking skill at tenth grade of SMAN 1 Guntur in post pandemic era?
2. What are the factors influence the teacher's strategy in teaching speaking skill at tenth grade of SMAN 1 Guntur in post pandemic era?

E. Objectives of Study

According to the research question above, here are the relevant objectives of study formulated as follows:

1. To know the strategies used by teacher to teach speaking skill of the tenth grade at SMAN 1 Guntur in post pandemic era.
2. To know the factors influence the teacher's strategy in teaching speaking skill of the tenth grade at SMAN 1 Guntur in post pandemic era.

F. Benefits of The Study

The results of this research are expected to give benefits to the teaching and learning process in the future both theoretically and practically in teaching speaking.

1. Theoretically Benefit

This research will hopefully give some contributions to the researcher and the reader. It is expected to give an overview of how the strategies that teacher use in teaching learning process after pandemic. The researcher hopes that this study can be beneficial for knowing The

difficulties faced by tenth graders of SMAN 1 Guntur towards the strategies that teacher use in post pandemic era. The researchers hope that this research can be useful as a reference for further research related to teacher strategies in teaching speaking.

2. Practically Benefit

a. The students

This study will help students find out the strategies to develop speaking skills in English so that problems such as the inability of students to start a conversation in English are no longer found.

b. The teachers

The result of this research to teachers is, knows how the strategies to teach English especially to improve students' speaking skills in the post pandemic era. Which greatly affected the teachers' teaching strategy. By knowing the right strategies, teachers can increase the effectiveness of teaching speaking.

c. Other researchers

This research can be used as a reference for the other researchers who want to conduct a research about teachers strategies in teaching speaking and factors that influence teachers' strategies in teaching speaking.

G. Definition of Key Terms

By knowing the key terms, it makes this research easier to be understood by the researcher and readers. Many key terms are related to this research such as teaching strategy and speaking.

1. Teaching Strategy

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). (Brown 2001:210) stated that no teaching strategy is better than others in all circumstances, so you have to be able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to be most effective .

2. Speaking

Speaking in this study refers to a skill to express arguments, ideas, and daily conversations through English as an oral communication (Brown, 2001). Speaking is a productive skill that can be directly observed, those observed are invariably colored by accuracy and effectiveness of a test-takers speaking skill which inevitably compromises the reliability and validity of an oral production test (Brown, 2003: 140).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching Speaking Skill

Speaking in this study refers to the skills of expressing arguments, ideas, and everyday conversations through spoken English communication (Brown, 2001). Based on this theory, it can be interpreted that a person's ability to master English is seen from the way they speak, the opinions expressed, the terms used, and fluency in speaking, as well as how it is applied in everyday life. Speaking is the simplest description of whether a person is fluent in English. Therefore, the success of an English teacher is assessed when students can speak fluently, understand the information conveyed in English, and provide information using English. Nunan in Thomas (2011:18) describes what teaching involves. He stated to teach speaking means to teach language learners to: “Produce the English speech sounds and sound patterns; use word and sentence stress intonation patterns and the rhythm of the second languages; Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; Organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses which is called as fluency.”

It can be concluded that language teaching includes various basic aspects, from the sound produced by students to the vocabulary of students, as well as the use of language according to the context of the student's environment. The form of success of a language teacher is seen based on the fluency of students in speaking.

To optimize speaking learning for students, teachers also need to provide training that encourages students to continue speaking English. According to (Harmer, 2000) there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are: (1) Rehearsal, getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking abilities except in the class. (2) Feedback, speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. (3) Engagement, Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity

properly and can give sympathetic and useful feedback, they were get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves.

a. Definition of Speaking Skill

According to (Bailey, 2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. According to Flutcher (2003:23), “speaking is the verbal use of language to communicate with others” Moreover, Mackey in Bygate (1987:5) summarized speaking, the oral expression, as follows: “Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. In other words, Brown (2001:267) stated that “the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.”

From some of the opinions above, speaking is an art in providing information, which information can be captured and processed by the recipient of the information. Brown (2004:141) cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows :

- 1) Imitative: the ability to simply imitate a word or phrase or possibly a sentence. in this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.
- 2) Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is at least as best.
- 3) Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple requests, and comments.
- 4) Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.
- 5) Extensive: extensive oral production includes speeches, oral presentations, and story telling. In this stage, the students should be able to produce their own language with their own id .

b. The Purpose of Speaking Skill

To a general purpose, speaker typically has a range of specific goals for their speech. They may want to get a few laughs, to build upon a classmate's speech, to reach a selected group of listeners, to show

themselves to be competent to potential people, or etc. A successful speech requires a clear sense of general and specific purpose to guide how to selection and presentation of ideas and words.

Basically, there are three important aims of speaking (Tarigan, 2008: 30-36) namely :

1) To Inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). Simply put, this goal is to give and get knowledge which is general in nature, there is no specific purpose from the information conveyed. uses facts, data, logic, evidence and other solid information and structured presentations to help the listeners understand and remember the information presented. Three types of informative speaking are: (1) Description speeches: That describe objects or events. (2) Exploration speeches: That clarify ideas. (3) Demonstration speeches: That teach a process.

2) To Entertain

To entertain means that the speaker wants to make the hearer feelshappier with the materials which are selected primarilly based on their entertainment value (Tarigan, 2008:32). When telling a joke, narrate a humorous story, or relate a funny experience, that's way communicating to entertain. Entertainment speaking is focused

on the theme and occasion of the speech . It does not just involve humor but also drama. For instance, talking about a personal experience of struggle and achievement and being able to move and inspire the audience is considered entertaining speech.

3) To Persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). Communicate to convince and move people to action. When give commands, request someone to do something, or influence someone to think in a specific way, it's a speaking to persuade. Convincing someone to buy a particular product, negotiating the price of merchandise, arguing about the effectiveness of a plan.

c. Principles of Teaching Speaking

There are five principles of teaching speaking proposed by Nunan, 2003 namely: (1) Consider the context of learning a second and foreign language. The context of the second language is language communication in society or mother tongue. Meanwhile, in the context of a foreign language, the target language is not the language of communication in society. (2) Provide opportunities for students to develop fluency and accuracy. Fluency is how students use language quickly and easily confident with a little in other words master the content. while accuracy is the extent to which the meaning to be conveyed with the meaning obtained by the listener. provide

opportunities for students to speak using group and pair work. This activity is used to increase students' speaking practice time. (3) Consider negotiating meaning. This is to clarify and confirm whether students understand each other or not. It can be done by asking clarification, repetition, or explanation during a conversation to get understanding. (4) Designing classroom activities that involve guidance and practice in both transactional and interactional speaking. Talking transactional involves communication to get things done, including the exchange of goods and services. Interactional speaking is communication with someone special purpose. This includes establishing and interpreting social relationships.

d. Elements of Speaking

Very important for people who learn language to master the elements of speaking because they can acquire the ability to communicate. According to Hughe (2003), there are five components of speaking, namely: grammar, vocabulary, pronunciation, fluency, and comprehension

1) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Students need to arrange the correct sentences in the conversation. Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that

allow us to combine words in our language into larger units. That students' ability to manipulate the structure and to distinguish the correct grammatical form in conformity. The purpose of grammar is to learn the correct way to acquire expertise in a language in both spoken and written form. Examples of the use of grammar in teachers and friends of course must be different. Both in terms of delivery of intonation and choice of words used.

2) Vocabulary

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies will be easier to express our ideas, feelings and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). With regard to having insufficient vocabulary, a person cannot communicate effectively or express their ideas, both in spoken and written form. The limited vocabulary mastered by students becomes an obstacle in learning English. Without vocabulary nothing can be conveyed. So based on this explanation, the researcher concluded that without sufficient vocabulary mastery, English learners will not be optimal both in oral and written use.

3) Pronunciation

Pronunciation is a way for students to produce clearer language when they speak. It is related to the phonological process which refers to the grammatical component consisting of the elements and principles that determine how sounds vary and patterns in language. There are two pronunciation features; suprasegmental phones and features. From the statement above, Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001: 6).

The researcher concludes that pronunciation is learning knowledge about how words in a particular language are produced clearly when people speak. In speaking, pronunciation plays an important role to make the communication process easy to understand. because if the pronunciation is wrong it can lead to misunderstandings in communication. example: the mention of the words Good and God, and so on.

4) Fluency

Fluency is the ability to read, speak, or write easily, fluently and expressively. In other words, the speaker can read, understand, and respond in language clearly and concisely while connecting meaning and context. Fluency can be defined as the ability to speak

fluently and accurately. Fluency in speaking is the goal of many language learners. Signs of fluency including a fairly fast speaking speed and only slight pauses and "uhmm" or "eee". These signs indicate that the speaker is not spending a lot of time looking for language vocabulary needed to express the message.

5) Comprehension

Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Comprehension is an ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. In speaking can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information; in addition, its function is to make the listeners easily catch the information from the speaker.

e. Types of Speaking Performance

Brown (2001: 266-268) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom.

They are:

- 1) Imitative, imitative speaking is a kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling;
- 2) intensive, Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity;
- 3) Responsive, Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one;
- 4) Transactional, In this case transactional is simply done in the dialogue. It is at conveying or exchanging specific information, an extended form of responsive language;
- 5) Interpersonal, like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc.

This often makes the learners find it difficult to understand the language, or even misunderstood;

6) Extensive, Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Each category above can be implemented based on the students' level and ability. Imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

2. Teaching Strategies

a. Definition of Teaching strategy

Teaching Strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class ie, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the

responses by extra activities and so on. The learning strategy is a special method or approach that is applied by the teacher both in organizing students, materials, methods, media, equipment, and time so that the learning process can be carried out well (Ragin, G et al., 2020; Santosa, DS S et al., 2020)

According to Atmosudirjo, strategy is a plan, steps, and series to achieve a goal, so in learning the teacher must make a plan, the steps in achieving the goal. The strategy must be implemented and translated into certain policies, procedures and regulations that will become guidelines for making plans and making decisions. tools and evaluations) in order to influence students to achieve the goals that have been set. Teaching strategy is a grand design of teaching models and methods. The model is a term for a description of the learning framework from beginning to end, which is a guide for teachers or educators in preparing the learning process. Learning models can include CBSA (active student learning), CLT (contextual teaching learning), PBL (problem based learning), PAIKEM (productive - active - interactive - fun), STM (science and technology society).

While the method is the way the teacher uses to achieve the plan or teaching objectives. The kinds of method are include Inguary (how to make students able to solve problems), Discovery learning (study case), PBL (problem based learning), Mind mapping, role playing etc. Then the strategy is how the applied technique can be included in the lesson.

Choosing the procedures for training in relation to the trained subject is the teaching strategy. It is well known that the teaching strategy is the key tool in the instructional design (Ştefan, 2003; Reiser & Dempsey, 2011; & Regeluth, 2013). The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Cerghit, 2006).

Therefore the learning strategy is a network or a series of decisions that the teacher has set to correlate the material that the teacher wants to convey with the situation and condition of the students. In the delivery of teaching tactics should be systemic and systematic. Systemic means that each component of teaching and learning is related to each other so that it is organized in an integrated manner in achieving goals. While systematic means the steps that the teacher takes in the sequential learning process in a neat and logical manner so that it supports the achievement of goals. The one who instructs must find a rational and appropriate formula to combine methods, procedures, techniques, means and forms of organization that lead to an optimal use of the potential of the trained subjects (Neacşu, 1990:219-220).

The researcher concludes that the teaching strategy is the teacher's way of achieving learning objectives which combines students, learning materials, learning methods, learning media, and equipment needed in

the learning system. learning strategy is a tool used to improve students' abilities so that learning objectives can be achieved.

b. Types of Teaching Strategies

According to (Sanjaya, 2006), explained the kind of teaching strategies as follow :

1) Expository

Expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally from the teacher to students with the aim that students can over the learning material optimally. The expository learning strategy according to Roy Allen is also called a direct instruction strategy, because the subject matter is directly given by the teacher, and the teacher processes the message completely and then students are required to be able to over the material. It can be concluded that, in the expository strategy, the teacher functions as a conduit of information. In using this strategy there are several things that must be considered by the teacher, including the following: Goal oriented, communication principle, The principle of readiness, Sustainability principle.

Through these principles, learning activities using expository strategies are able to encourage students to seek and find or add insight independently.

2) Inquiry

The inquiry learning strategy emphasizes the process of seeking and finding. Learning subject is not given directly to the students. The role of students in this strategy is to search and find the subject matter by themselves, while the teacher acts as a facilitator and guide for students in this teaching and learning process. The inquiry learning strategy is a series of learning that emphasizes critical thinking processes and analysts the search and determine their own answers from a question given. Inquiry begins with observation activities in an effort to understand a concept. Haidir and Salim (2012:115) defined the inquiry as a process of teacher and student interaction at a very high level, between teacher, student, subject matter, and the environment is very needed.

There are several things that must be considered, including the following: Oriented to intellectual development; interaction principle; The principle of asking; The principle of learning to think; The principle of openness.

3) Problem Based Learning Strategy

Learning process in Problem-based learning was being prioritized, the teacher rules is to create several problem cases then given to students and then students are required to be able to reveal the core problems and their solutions. This strategy helps optimize students' thinking patterns. The teacher acts as a

presenter of problems, holding dialogue, helping to find problems and as a lighter discussion. This strategy can only be implemented if the teacher can create an active classroom environment and guide the exchange of ideas.

The learning steps using problem based learning are as follows: The teacher explains the competencies to be achieved and mentions the facilities or supporting tools needed; The teacher motivates students to be involved in problem solving activities that have been selected; The teacher helps students define and organize learning tasks related to the problem (setting topics, assignments, schedules.) ; The teacher encourages students to collect appropriate information, experiments to get explanations and problem solving, data collection, hypotheses and problem solving; The teacher helps students in planning to prepare appropriate works such as reports and helps them share assignments with their friends; The teacher helps students to reflect or evaluate their experiments and the processes they use; Conclusion / Closing.

4) Cooperative learning strategy

Cooperative learning is a general term for a set of teaching strategies designed to educate group cooperation and interaction between students. Cooperative learning objectives include at least three learning objectives, namely academic

learning outcomes, acceptance of diversity, and development of social skills.

This method helps students to more easily process the information obtained, because the process will be supported by interactions that occur in Cooperative Learning. Learning with the Cooperative Learning method is based on Cognitive theory because according to this theory interaction can support learning. Cooperative learning methods have positive benefits when applied in the classroom.

Some of the advantages include: teaching students to trust the teacher, the ability to think, search information from other sources and learn from other students; encourage students to express their ideas verbally and compare with their friends' ideas; and helping students learn to respect smart students and weak students, also accepting these differences.

There are several important elements in the Cooperative Learning Strategy, namely: There are participants ; There are rules in the group; Learning efforts; Goals to be achieved in the learning group.

5) Contextual teaching learning strategy

Contextual learning (Contextual Teaching Learning) is a learning strategy that emphasizes the relationship between learning materials and the real world, so that students are able to

connect and apply the competencies of learning outcomes in everyday life. In this learning, the teacher's task is to provide learning facilities for students by providing various facilities and adequate learning resources. The characteristics of Contextual Learning Strategies are divided into 5 types, including: (a) Learning is a process of activating existing knowledge (activating knowledge). (b) Learning to acquire and add new knowledge (acquire knowledge). (c) Understanding knowledge (understanding knowledge). (d) Putting this knowledge and experience into practice (applying knowledge). (e) Doing Reflection (Reflection Knowledge)

The steps that must be applied in Contextual Teaching Learning are as follows: (a) Develop the thought that children will learn more meaningfully by working alone, and constructing their own new knowledge and skills. (b) Carry out as far as possible inquiry activities for all topics. (c) Develop students' curiosity by asking questions. (d) Create a learning community. (e) Present the model as an example of learning. (f) Reflect at the end of the meeting. (g) Do the actual assessment in various ways.

6) Effective learning strategy

The purpose of affective learning strategy is to achieve student's affective attitudes and skills related to the volume that is

difficult to carve because it involves a person's awareness that grows inside. The ability of affective attitudes related to interests and able to responsibility, cooperation, discipline, commitment, confidence, honesty, respect for the opinions of others and the ability to controlling.

The formation of an attitude through by a process that sometimes quite long. This process is usually done through habituation and modeling.

a). Habituation patterns

In the learning process in schools, whether consciously or not, teachers can instill certain attitudes in students through the habituation process.

b). Modeling (Modeling)

Attitude learning can also be done through a modeling process, namely the formation of attitudes through an assimilation process or a pilot process. One of the characteristics of students who are developing is the desire to imitate (imitation). In practice, there are several types or models of affective learning strategies, including: (1) The Consideration Model (the Conderation Model) (2) Cognitive Development Model (3) Value classification technique level (4) Rational formation models (5) Non-directive Model.

7) . Strategies to improve thinking skills

The method of improving thinking skills is a learning model that is on the development of students' thinking through studying the facts or experiences of children as material for solving the problems posed. The Thinking Ability Improvement learning strategy (SPPKB) is a learning model that is based on developing students' thinking skills by analyzing facts, or student experiences as material for solving problems that are obtained. With this method, students not only dominate the subject matter but can also develop ideas through verbal language skills. According to Sizer, using thinking skills at a higher level in the right context, teaches students the habit of deep thinking, living life with an intelligent, balanced and accountable approach.

c. Principles of Teaching Strategy

Devlin and Samarawickrema (2010:113-114) proposes ten principles of effective teaching strategies including:

- 1) Teaching and curriculum design is focused on the future of students, development of students' generic skills such as critical thinking group work, and communication skills.
- 2) Students have a full understanding of the basic concepts
- 3) The teaching given by the teacher must be relevant to real life
- 4) The need for strengthening students' beliefs to overcome misconceptions

- 5) There is learning that includes students actively, such as: invite students to discuss
- 6) There is an emotional closeness with students
- 7) Teachers must motivate students by showing their interest in the material presented, as well as providing interesting, fun and active classes
- 8) Curriculum design must ensure that it has goals, concepts, learning activities that are consistent and related to the needs of students in the future
- 9) Each lesson should be thoroughly planned but flexible
- 10) Assessment must be consistent with the desired learning outcomes.

3. Strategy in Teaching Speaking

Speaking is the skill of producing a stream of articulation sound systems to convey wishes, needs, feelings, and desires to others. Speaking skills begin with the speaker's minimal understanding of forming a sentence. The strategy of learning to talk to students refers to how the stimulus and response moves are conveyed by students. Techniques in speaking learning strategies include:

- 1) Guided speaking includes phrases and sentences, dialogues, and poetry readings carried out by students.
- 2) Semi-guided speaking includes story reproduction, chain stories, compiling sentences in a conversation, reporting the contents of reading

orally. In learning in the classroom the teacher can create conditions where students are given the task of telling their experiences, or practice starting a conversation on a particular theme.

3) Free speech includes discussion, drama, interviews, speeches, and role playing. In practice in the classroom, create an atmosphere where students learn to construct vocabulary that they have freely.

According to Suchdeva (2011:14), there is a huge need for a paradigm shift in teaching and learning speaking skills through focus deviations from oral orientation, training teachers, and develop an appropriate curriculum. Curriculum development has an impact on the teacher's strategy in developing students' speaking skills. According to Kumari (2014:16), a variety of activity and task-based functions can be used to develop the speaking skills given below: (1) Dialogue, Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information, etc. (2) Role Play, Roleplay is a popular technique and is often used in class to practice speaking skills. There are three types of role play, i.e. with instructions, fully guided, and free type, (3) Opinions/Ideas, When we ask for opinions on controversial topics or situations, a lot of discussion can be generated. The learners may be divided into groups who discuss and come out with their opinions. Here, students have a lot of language to communicate their ideas. (4) Dreams or Ambitions, every student must have their dreams and ambitions. This can be used as a good

interaction. This activity ended openly which caused many students to speak. (5) Rhymes and Tongue Twisters, This is a way of playing to acculturate English. We can teach students through poetry reading in a fun way. This can add value to speaking skills. (6) Songs, The learners enjoy songs and it can be used for developing EFL speaking skills. There are key activities in which songs are used to promote speaking skills. Lindstromber (2004:49), proposes some activities using songs in English, and Philips (2003) states that many English pop songs are well known even by the youngest learners, especially theme songs of films or television series.

A number of different speaking teaching strategies are used in the classroom for many situations. Among other things, the strategies for teaching speaking are cooperative activities, role playing, creative tasks, and drilling. Cooperative activities can encourage negotiation of language items (Newton and Nations, 2009). Role play is an activity in which students are asked to pretend they are in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks as Solcova (2011) asserts that students develop their best fluency, if engaged in tasks where all their concentration is focused on producing something, rather than the language itself. Drilling, as it is said (Thornbury, 2005), is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole speech. Serves to make students pay attention to new material

and emphasizes words, phrases, or sayings in students' minds, moves new items from working memory to long-term memory, provides a means to gain articulatory control over language (Thornbury, 2005). planning activities for teaching speaking requires several principles to consider, namely:

- a. Speaking activities need to maximize language production to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005).
- b. Second, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive elements where students work together to achieve a certain purpose (Thornbury, 2005).
- c. Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Brown, 2001).

Based on the theory above, it can be concluded that the application of learning strategies must pay attention to details related to what students need in the learning process so that the strategies that teachers use work effectively to maximize the learning process. For this reason, teachers must be able to know what students need in the process of achieving learning goals.

According to Ur (2000:121) it is stated that there are some manners that the teacher has to solve some problems in the speaking class. Strategy is described in the following terms:

a. Use group work

Using group work will increase the number of students to speak in a limited time and also reduce the barriers of students who do not want to speak in front of a full class. For example, group students into small sections consisting of 3-5 people with varying levels of speaking skills. then give the topic of discussion in accordance with the learning objectives to be achieved. Ask students to speak in English during the discussion. And ask students to present the results of the discussion in front of the class.

b. Base the activity on easy language

The language should be easily produced by the participants, it is better to review the important vocabulary before the activity set. The level of language required for the discussion should be easy for the participants to remember and produce, so that they can speak fluently with minimal hesitation.

c. Give instructions or training in discussion skills

Each student must contribute to the discussion; each group has a chairperson to organize the discussion and be responsible for the teacher. For example, the teacher tells students to make sure that

everyone in the group contributes to the discussion; appoint a leader for each group who will arrange participation.

d. Keep students to speak the target language

The best way to keep students in speaking the target language is to try to be a model for them by using the target language, for example before giving assignments the teacher can also remind them to always use the language. The teacher reminds the participants to use the target language. The important thing is about monitoring the activities of the students. For example, the teacher can use role play and dialogue in the teaching and learning process using the target language.

From the theoretical explanation above, it can be concluded that the strategy in teaching speaking has four functions, namely using group work, basing activities in easy language, providing some interaction or training in skills discussion, and keeping students speaking according to the target language.

4. Factors that Influence the Teachers' Strategies in Teaching Speaking

Learning is the process of delivering information or adding new abilities to students. Therefore, the teacher must also know what strategies are appropriate to be applied so that the process of delivering information and increasing the ability can be achieved. The learning objectives to be achieved will determine what strategy will be used. A teacher must really

understand the learning objectives before choosing a learning strategy Murdiyono, (2012: 31).

In other words, teachers must be able to choose adequate learning strategies to enable the achievement of learning objectives in accordance with predetermined competency standards. There are many factors that must be considered in choosing a learning strategy. According to Gafur (2012: 97-100) mentions three main things that need to be considered in selecting or determining learning strategies, namely learning factors, learning environment, and the size of the study group. (1) These learning factors include: Stimulus or method of delivery subjects; Response answers or reactions made by students to the stimulus.; Feedback given to students for indicates whether the response is correct or not. Therefore, the teacher is required to analyze about learning factors, namely how to use the appropriate stimulus to the situation and conditions students, so that teachers can get responses from students, then students are notified about whether the response is correct or not as feedback, so that teaching and learning activities that are carried out by the teacher can run well and effectively. (2) Learning environment factors, From the aspect of the learning environment that needs to be considered in choosing a learning strategy to determine the learning environment. The layout, the setting here includes classrooms, laboratory rooms, independent study in learning resource centers, internships, or practical work. (3) The size of the study group, The number of students in the class is also very influential on the

selection teaching and learning strategies that will be used by the teacher in teaching, if the class is small, it is easier for the teacher to master the class compared to a class with a large number of students. Furthermore, what needs to be considered in the selection of learning strategies is that if certain materials are more successfully studied in groups, then the right strategy is to use groups. On the other hand, if a material is better studied individually, then the individual learning strategy will be appropriate.

According to Sanjaya (2012: 31-33) there are several considerations that must be considered, before determining the learning strategy. These considerations are as follows:

a. Considerations related to the goals to be achieved.

To choose an appropriate learning strategy, it is necessary to pay attention to the learning objectives to be achieved. The questions that can be asked related to considerations related to the objectives to be achieved are as follows: What are the learning objectives to be achieved regarding cognitive, affective, and psychomotor aspects? ; How is the complexity of the learning objectives to be achieved, is it high or low level? ; Does achieving these goals require academic skills?

b. Considerations related to learning materials or materials.

Materials or materials developed in learning can be in the form of facts, concepts, laws, and theories. To determine the appropriate learning strategy related to the learning material to be delivered, the following questions can be asked: is the subject matter in the form of

certain facts, concepts, laws or theories? ; Does studying the learning material require certain requirements or not? ; Are source books available to study the material?

c. Consideration from the student's point of view.

Characteristics of students also determine the learning strategy to be chosen. Students have different abilities according to their respective characteristics and backgrounds. The questions that can be asked for consideration in choosing a learning strategy are as follows: Is the learning strategy in accordance with the maturity level of students? ; Is the learning strategy in accordance with the interests, talents, and conditions of students? ; Is the learning strategy appropriate to the student's learning style?

d. Other Considerations.

In addition to the three considerations that have been mentioned, there are other considerations that need to be taken into account. Is it enough to achieve the goal with only one strategy? ; Is the applied strategy considered the only strategy that can be used? ; Does the strategy have the value of effectiveness and efficiency?

A number of questions above are considered for a teacher to choose a more appropriate and appropriate learning strategy. This is in order to achieve goals with regard to the cognitive aspect of course will be different from the goals of the affective aspect.

It can be concluded that before selecting an effective and efficient learning strategy, it is determined by many factors. Factors that must be considered in the selection of learning strategies include learning objectives, learning materials or materials, student characteristics, learning environment and infrastructure that support the process of learning activities.

5. Loss Learnig

This online learning system, which is carried out regularly, can trigger the threat of post-pandemic learning loss (Sovayunanto, 2022). According to (Simanjuntak, Fahriza, & Mardhi-yanti, 2022) learning loss is the loss of knowledge and skills of students in general and specifically that occurs due to setbacks in the learning process due to certain factors. So that this causes students to lose various opportunities and their learning time optimally. Therefore, learning loss must be addressed immediately so that it does not become a national danger, especially for the world of education. Learning loss can occur in any subject, as well as in English, especially speaking. Learning loss is the impact of a change that occurs suddenly, usually people affected by learning loss are people who are not ready for change (Ulfah, 2022). This learning loss can be called an effect due to problems that occur in learning activities. UNESCO in (Arifudin, 2022) states that it warns that short school interruptions in children can have long-term negative impacts on their learning. In line with this, almost the same opinion was put forward by the Ministry of Education, Culture,

Research and Technology that learning loss is defined as loss of learning opportunities due to the lack of interaction between teachers and students during the learning process resulting in a decrease in students' mastery of competence (Syamsiyah, 2020). This is in line with research conducted (Kaffenberger, 2021) which states that he predicts that a three-month school closure can result in a loss of learning for children such as one year due to missed lessons when schools reopen.

According to (Sulaeman, 2022) the factors causing this learning loss include the following: 1) Transition of PJJ (Distance/Online Learning) learning to PTMT (Limited Face-to-Face/Offline Learning) without proper transitional treatment Poor infrastructure and facilities adequate in PJJ or PTMT learning, 2) Student motivation tends to decrease due to too long PJJ, 3) The duration of PTM which is relatively short/limited has not been fully optimized in class, and 4) Lack of teacher knowledge in applying the latest learning models to deal with PJJ or PTMT (especially the blended learning learning model).

In overcoming the existence of loss learning teachers must be able to create interesting and efficient learning strategies to increase student interest and motivation. the use of a new strategy must be adopted and strictly implemented to compensate for the overall learning loss. especially in learning speaking. English teachers must be able to create strategies that suit the needs of students and be able to improve students' abilities. Teachers are required to actively seek the right strategy. Dedicated

teachers with a high level of self-efficacy, cultural competence and are able to identify students well, because similarities in ethnicity, language, education, and poverty can create a pleasant learning environment (Arifudin, 2020).

B. Previous Study

Previously, in order to avoid unnecessary replication, the author reviewed several studies that have a correlation with this study. Researchers can compare the results of each experience in implementing the teacher's strategy in teaching speaking, and also the researcher can conclude to what extent the strategies help teachers in implementing teaching speaking in the classroom.

There are several studies that are relevant to this research, including the first, namely Arodjiah (2020), Raden Mas Said Stated Islamic University, entitled "The Strategies Used by English Teachers in Teaching Speakig (A Descriptive Study At SMP Negeri 23 Surakarta in Academic Year 2020/2021)." The aims of this research are (1) to identify howstrategies used by English teachers in teaching speaking; and (2) to know problems faced by English teachers in implementing strategies to teach speaking. The design of this research is descriptive qualitative research. It The subjects of this study were English teachers who taught grades seven and eight SMP Negeri 23 Surakarta. There are 3 English teachers. data in the study were collected by questionnaire and supported by interviews. The results of this study indicate that English teachers apply various plan, method, approach or set of activities designed to achieve educational or teaching purposes, as stated by the theory

of Syaiful Bahri Djamarah (2010) who explained the basic strategies in teaching and learning speaking, they are: identifying and establishing the expected specifications and qualifications changes in student behavior and personality, choosing a learning approach system, selecting and determining procedures, teaching methods and techniques, and setting norms and minimum limits of success or criteria and standards success. The problems faced by English teachers are speaking problems as Penny Ur's (2000) states they are: inhibition, nothing to say, low or uneven participation, and use of the mother tongue. The similarities between the focus and the research to be carried out are the use of qualitative methods, in addition to knowing the teacher's strategy in teaching speaking, and the theoretical similarities used in answering the first problem formulation, the difference is that previous research was in the form of pre-pandemic research, whereas in this study it is post-pandemic research. pandemic. Then the research focused on the strategies used by teachers in post-pandemic learning

The second research is a thesis by Haliza (2020) , University of Mataram entitled “An Analysis of Teacher Strategies In Teaching English Speaking At SMAN 1 Batukliang in The Academic Year 2020/2021” The purpose of this study was to determine the strategy of the English teacher in teaching speaking skills at SMAN 1 Batukliang and to describe the implementation of the teacher's strategy in teaching speaking skills at SMAN 1 Batukliang. class XI. The research instrument is observation and interview. The results of the study found that the two strategies used by the teacher were NHT (Numbered

Head Together) and TPS (Think Pair and Share). The NHT strategy helps students to be more confident in participating because of group encouragement, and is beneficial for them to understand difficult concepts of learning material. TPS strategy can make students actively involved in speaking activities. The similarity of this research is the focus of research which makes teaching strategies the object of research and makes classroom teachers the subject of research. The difference in future research is the application of teacher strategies in the post-pandemic era, which creates new problems for the implementation of teacher strategy.

The third one is a journal written by Putra (2021), English Education Study Program of Indonesia University of Education. With the title "Teacher Strategy in Teaching Speaking to Student's at Secondary Level". This study is about portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interviews were conducted to identify the strategies of teaching speaking, and the questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the henceforth, students' response towards the strategies, in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was

emphasized. The similarity in this study is where the researcher focuses on exploring the strategies that teachers use to teach English to students. In addition, the research method used is the same, the difference is in the latest research, the learning system takes post pandemic era, where the obstacles experienced by teachers are certainly different.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to According to Bogdan and Taylor cited by Lexy J Moleong (2010), defining qualitative methods as research procedures that produce descriptive data in the form of written or spoken words of people and observed behavior. The data generated are in the form of words, pictures and human behavior. In qualitative research methodologies, there are various methods of collecting data/sources that are commonly used.

From the explanation above, it can be interpreted that research is an activity carried out in depth in order to find new facts. In this study the researcher use qualitative research, the researcher will describe what strategies do teacher use to teach speaking at tenth grade of national high school 1 Guntur in post pandemic era and also what are the factors influence the teacher's strategy in teaching speaking at tenth grade of national high school 1 Guntur in post pandemic era. Researchers need a long description to describe the results of the study, therefore researchers use qualitative descriptive research types.

B. Research Settings

1. Place of the Research

The researcher conducted at Senior High School 1 Guntur, Demak. Especially in the tenth grade students in the academic year

2022/2023. Which is located at Guntur street, Mondokerto village, Guntur sub district, District of Demak , Central Java.

2. Time of the Research

Researcher created proposal at April until June 2022 . After that, The research conducted on academic year 2022/2023 .

table 3. 1Time of Research

Activity	Month							
	August		September		October		November	
Weeks	W1 & W2	W3 & W4	W1 & W2	W3 & W4	W1 & W2	W3 & W4	W1 & W2	W3 & W4
Pre-research								
Waiting Proposal								
Theory								
Consultation & Guidance								
Proposal Seminar								
Research on Files								

Collecting & Analyzing data								
Finish Writing Chapter VI & V								
Consultatio & Guidance								
Report The reasearch / Munaqosah								

C. Research Subject and Informant

The subject of this research is the tenth grade English teachers at SMAN 1 Guntur Demak.

- a. The subject of this research is strategies used by Mr. Ahmad Nur Taufik S.Pd (T1), as an English teacher, in teaching speaking skill of thenth grade studennts at SMAN 1 Guntur Demak.
- b. The researcher takes English teacher (Mr A.N.T, S.Pd) of SMAN 1 Guntur Demak. The English teacher teach at tenth grades of SMAN 1 Guntur Demak.

D. Data and Source of The Data

The data in this study includes primary data and secondary data. Primary data in the form of observations and interviews conducted by researchers to obtain information related to the strategies that teachers use in the speaking learning process in the tenth grade of SMAN 1 Guntur in the post-pandemic era. Secondary data is the result of teacher and school documentation. Can be in the form of transcripts of interviews, syllabus, and learning plans.

Then, the data source came from the tenth grade English teacher at SMAN 1 Guntur Demak. The source of data in this study is the subject from which the data can be obtained and collected for research purposes (Arikunto, 2010: 129). In this study, the researcher used an interview guide to obtain the data from research subjects. Then the data sources were categorized as two things below:

Informant

Informant is the person that gives information (Hornby, 1995: 150). In this study, the informant referred to English teacher SMAN 1 Guntur Demak who acted as the research subjects and gave 'key information' to the data.

Documentation

According to Sugiyono (2010), documentation can be in the form of written text or picture that can be used to obtain information. In this study, the researcher used the interview transcript from Voice Recorder and camera picture as the documentation to the data source.

E. Research Instruments

The instrument of this research is the researcher himself as the key instrument. The data obtained by voice recorder, video, camera, teacher's interviews and documents, and syllabus.

F. Technique of Collecting the Data

The technique of collecting data which is used in this research were in form of Observation, Interview and Documetation.

1. Observation

According to Hancock and Elizabeth (2009), observation is the technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate. Observation is an activity of observing an object directly and in detail to obtain correct information regarding the object. In this research, the researcher uses participant observation. The researcher observe passively without doing any involvement in the classroom teaching and learning process. To obtain data, researchers use phone camera and notes when making observations. This observation was carried out 2 times during the pandemic and post-pandemic to find out what strategies teachers use to teach speaking in the tenth grade of SMAN 1 Guntur in the post-pandemic era and also what factors influence teacher strategies in teaching speaking in the tenth grade of SMAN 1 Guntur.

in the post-pandemic era. The researcher also noted the students' speaking ability during the observation.

2. Interview

Taylor, Bogdan, and Devault (2016:114) said that the interview is a form of social interaction. It involves a face-to-face encounter between two and sometimes more persons, each of whom is sizing up the other and constructing the meanings of the other's words, expressions, and gestures. Using interviews, it can increase social interaction with others and it is easier to collect data.

In this study, researchers took interview sources from the teacher to complete and credible data to find out their responses to the teacher's strategies in speaking skills. The researcher conducted an interview with the second grade English teacher of SMAN 1 Guntur Demak. The researcher prepared several questions for the interview which were answered by Mr. A.N.T, S.Pd. Interview was conducted to find what strategies do teachers use to teach speaking skill at tenth SMAN 1 Guntur in post pandemic era and also what are the factors influence the teacher's strategy in teaching speaking skill at tenth grade of SMAN 1 Guntur in post pandemic era.

The first interview was conducted on January 20, 2022 (pre-study). In another time the researcher conducted another interview with Mr. A.N.T, S.Pd, to complete some of the questions needed by researchers

on October, 7, 2022. In this interview, the researcher asked the English teacher several questions guided by the blueprint, such as :

Table 3. 2 Question

No	Questions
1	What is the first thing to do to teach Speaking in post Covid-19 pandemic and how did you apply it?
2.	Do you teach speaking according to syllabus and lesson plans?
3.	What is the level of achievement that must be achieved in learning to speak?
4.	What is the learning approach do you use to implement learning strategies in post pandemic era?
5.	What strategy procedures do you use?
6.	What methods do you use in implementing speaking learning strategies in the post pandemic era and why?
7.	What are the techniques in your strategy to teach speaking in the post pandemic era?
8.	After you apply the teachings speaking strategies is students can achieve the learning target?

9.	What kind of evaluations do you do when students didn't hit the target?
10.	what is the obstacles that are experienced when applying speaking teaching strategies in post pandemic?
11.	What obstacle do your students face when speaking English in post pandemic?
12.	What is factors that influence the teacher's strategy in teaching speaking skill?
13.	What are the learning objective to be achieved regarding cognitive, affective, and psychomotor aspects in teaching speaking skill at tenth grade students of SMAN 1 Guntur Demak?
14.	What material did the teacher give for the first time in teaching English tenth grade students after the covid pandemic?
15.	How do students respond when you speak English to students?
16.	'How can these factors affect the teacher's teaching strategy?

3. Documentation

Documentation or commonly referred to as document studies is a data collection technique that is not directly at to research subjects in order to obtain related information object of research. Bungin (2007:121), According to Sugiyono (2005:83) document study is a

complement to the use of the observation method and interviews in qualitative research. Even the credibility of the results of qualitative research will increase high if it involves/uses document studies in qualitative research methods. From the various definitions above, it can be concluded that the document is a source of data that used to complete research, either in the form of written sources, films, pictures (photos), and works monumental, which can provide information for the research process. the use of document studies increases the credibility of qualitative research. the data taken can be sourced from personal documents and official documents, or official and unofficial sources.

In this case the researcher used the teacher's lesson plan and syllabus as a source of research data. Where researchers can see the design of strategies that will be and have been used by teacher in teaching English. the researcher compared the results of observations in tenth grade of SMAN 1 Guntur Demak and interviews that had been conducted with tenth grade's teacher at SMAN 1 Guntur Demak and then matched the lesson plan and syllabus of the teacher concerned. Documentation is needed to find out whether the findings from observations and teacher interviews are in accordance with the learning plan that has been set in the lesson plans and syllabus.

G. The Trustworthiness of the Data

Trustworthiness of data is the degree to measure accurately and represent what it is supposed to. In analyzing data, the researcher also needs to analyze the validity of the data source to get valid data to show the trustworthiness of the data. The researcher used data triangulation. According to Patton (in Sutopo, 2002:78), there are four types of triangulations. They are source or data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.

1. Data triangulation, is the use of multiple data sources, including time, place and participants in a study. Findings can be corroborated and weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. explore the truth of certain information through various methods and sources of data acquisition. For example, in addition to interviews and observations, researchers can use participant observation, written documents, archives, historical documents, official records, personal notes or writings and pictures or photos of triangulation of data. Researchers use more than one method to obtain data as long as the data is obtained.
2. Investigator triangulation, which refers to the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. in the field to gather and interpret data.

3. Theoretical triangulation, refers to the use of more than one theoretical position, the use of multiple theories or hypotheses when examining a situation or phenomenon in interpreting data
4. Methodological triangulation, which refers to the use of more than one option, his is done by comparing information or data in different ways. As is well known, in qualitative research researchers use interviews, observations, and surveys.

In this study, researchers used a triangulation methodology. Researchers combined three data collection techniques, namely interviews, observation, and documentation to obtain deepening of the data. Interviews were conducted with tenth grade English teachers at SMAN 1 Guntur Demak, in order to find out what strategies the teacher used to teach speaking. the interview was conducted in person on October 7, 2022, together with observation. Observations were made to observe the learning activities carried out by tenth grade teachers at SMAN 1 Guntur Demak after the Covid pandemic. then these two techniques were strengthened by documentation, in which the researcher compared the findings from observations and interviews with the learning plan (RPP) and the teacher's syllabus.

H. Technique of Analyzing the Data

Bogdan state that analyzing the data is a process to search and arrange data that obtained from the result of interviews, field notes, etc

systematically. So that can be understood and the result can be informed to other. Analyzing data, its mean that method analyze of the data has been collected by researcher. It can be easing the reader to understand the essential meaning and important parts of the data. According to Miles and Huberman, analytical activities consist of three activity lines: that occur simultaneously, namely data reduction, data presentation, and drawing conclusions/verification. Occur simultaneously means reduction data, data presentation, and drawing conclusions/verification as something which are intertwined is a cyclical process and interaction when before, during, and after data collection in parallel building a general insight called “analysis” (Ulber Silalahi, 2009:339). According to Sugiyono (2015:337) state that analyze the data, researcher need through some steps are data reduction, data display, conclusion, and verification.

1. Data Reduction

According to Sugiyono (2007:92) data reduction is summarizing, choosing the main things, focusing on the things that are important, looking for patterns and themes by removing what is not needed. Therefore, the data that has been reduced can provide a clear picture and can make it easier for researchers to further collect data, and look for what is needed. Reduction can be helped by using electronic equipment, such as computers by coding each part.

From this statement, the researcher concludes that data reduction is one of the elements of data analysis to create a more focused theme

that displays important data, and then the conclusion can be drawn and verified properly. Data reduction was carried out during the research activity. In this case, the researcher reduces information during research activities, from interviews and document studies. The researcher rewrote the data about what strategies do teacher use to teach speaking at tenth grade of SMAN 1 Guntur in post pandemic era and also what are the factors influence the teacher' s strategy in teaching speaking at tenth grade of SMAN 1 Guntur in post pandemic era. and focused on important data from the results of interviews and document studies.

2. Data Display

After doing data reduction, the next thing is to display the data. Miles and Huberman (1992) said that the most frequent from displaying the data for qualitative research in the past has been narrative text. The researcher typically needs to see a reduced set of data as a basis for thinking about its meanings.

Researchers must display the data obtained. In this study, the presentation of the data is in the form of an essay description or table. From the data view, we can understand what happened and what to do based on the data view. In this step, the researcher analyzes the strategies do teachers use to teach speaking at tenth grade of SMAN 1 Guntur in post pandemic era and also what are the factors influence the teacher's strategy in teaching speaking at tenth grade of SMAN 1

Guntur in post pandemic era. The data is based on interviews, observation and document studies.

The presentation of data is carried out in several stages, including T1 sample data or teachers.

For example, T1..... = Teacher 1

After displaying the data code, the researcher tried to analyze the suitability of the data and theory.

3. Conclusion and Verification

The next step in analyzing the data of qualitative research is the conclusion drawing and verifying. This step is an outcome of research that answered the research focus based on the result of analyzing data. (Mile and Huberman 1992:18).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding

1. The strategies used by English teacher in teaching speaking skill at SMAN 1 Guntur Demak in post pandemic era

Data for the purposes of this study were collected from observations on September 19 and interviews on October 7, 2022 at SMAN 1 Guntur Demak with a tenth grade English teacher using voice recording media on a cell phone. Interviews were conducted as a source of research data. This type of interview is an in-depth personal interviewer, so the researcher also asks personal questions related to the strategies used by the English teacher in teaching speaking. The results found by researcher in observation and in-depth interviews with tenth grade English teachers at SMAN 1 Guntur Demak found that teachers used 3 speaking learning strategies namely Discussion, Roleplaying, and Drilling. on the discussion and roleplaying of the strategy the researcher refers to theory Kumari (2014:16), a variety of activity and task-based functions can be used to develop the speaking skills, (1) Dialogue, Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information, etc. (2) Role playing refers to theory Role Play, Roleplay is a popular technique and is often used in class to practice speaking skills, and Drilling to theory Thornbury (2005), is a strategy to improve

pronunciation by imitating and repeating words, phrases, and even whole speech.

a. Discussion

Based on the results of researcher's observations on September 19, 2022 learning was carried out by focusing on students and teacher as facilitator. in the results of interviews conducted by the teacher explained that :

T : pendekatan pembelajaran lebih ke student center mba, karna mengingat anak ini sudah tertinggal banyak dan melalui masa pandemi yang lama maka pendekatan student center akan membantu mereka untuk kembali aktif, ini melatih siswa biar praktek. Karna kan sudah lama anak ini pandemi, proses pembelajarannya online dan kurang berlatih, apalagi speaking

Therefore the observation show that the teacher describes the material offering help in tenth grade the teacher writes several random sentences regarding examples of sentences offering help, refusing help, and receiving help, then the teacher divides into three groups to classify these sentences into which category, the teacher asks the children to discuss together. In the interview session the researcher asked about the techniques the teacher used in learning speaking then the teacher explained

T: "Saya biasanya mengajak anak untuk membuat kelompok membuat dialog dari materi tertentu. Saya rasa ini akan membantu anak dalam

pembelajaran pasca pandemi. Melatih sosialisasi serta sharing ide dan pengetahuan saya rasa mampu meningkatkan kemampuan siswa”

T : “Dengan diskusi bersama, maka penguasaan materi akan lebih merata, dalam kerja kelompok ada job desk nya mereka juga dituntut paham agar bisa menyelesaikan job desk tersebut”

learning is carried out based on the learning design and syllabus that have been determined by the teacher in the teacher's interview.

T: “ya, tentu saja saya menggunakan silabus dan RPP, namun dalam penerapan pembelajaran saya lebih mencari kenyamanan siswa, bagaimana caranya agar siswa nyaman dan senang dulu dengan bahasa inggris, karna ya itu tadi mba, pandemi. Jadi kita harus cari minat anak dulu.”

From the results of the interview, the researcher concluded that the English teacher prepared several materials and resources, T1 prepared lesson plans and syllabus to support post-pandemic teaching. T1 emphasizes on children's vocabulary. T1 is beginning of the introductory teaching meeting. according to the learning material. T1 used lesson plans but the implementation depends on the convenience of the students, teacher 1 focuses on the convenience of the third student learning English, but emphasize the material. The researcher concluded that the English teacher agreed that lesson should match the material presented with the lesson plans and syllabus.

Based on the results of interviews and research observations, the researcher then observed the teacher's lesson plan and syllabus according to the results of the teacher's observations and interviews. In the application of learning materials and learning designs are in accordance with the existing plans and syllabus. In the RPP the teacher designs learning that invites children to have joint discussions related to the material presented, the learning steps and the scope of the material are in accordance with the observations of researchers and the teacher's explanations in interviews in this case are relevant and in accordance with the syllabus and lesson plans.

b. Role Playing.

From the observation of researcher on learning in tenth grade of SMAN 1 Guntur Demak on September 19 2022, after the teacher gave the material and asked the children to have a discussion together to determine the classification of sentences that the teacher had given, the children then asked to make a dialogue, using predetermined sentences before, then after making the dialogue the children were asked for each group to display or carry out a dialogue in front of the class, in this case the material was in the form of "offering for help" material. There were three groups that came to the front of the class, each had a different theme, group one offered help, group two accepting help, group three refused help. and other group members, who did not advance were asked to pay attention. The findings on the results of the researcher's observation were then aligned with interview conducted by the

researcher with the tenth grade teacher at SMAN 1 Guntur Demak, in this case the researcher asked what strategy the teacher used and asked the targets to be achieved in the lesson. the results of the interview with the tenth grade English teacher, the teacher said that:

T: *“untuk melatih speaking saya biasanya menggunakan strategy role play dialog dan meminta anak untuk maju di depan kelas secara bergantian, ini juga agar saya tau bagaimana kemampuan pronunciation anak.”*

T: *“Ya itu tadi metodenya strategi roleplay tadi ya, di masa pasca pandemi ini kan anak anak masih beradaptasi lagi sama pembelajaran tatap muka, dan bekal anak tidak cukup kuat sehingga metode roleplay dapat membantu anak untuk lebih berani latihan berbicara atau membacakan dialog bahasa inggris.”*

T: *“ya kalau target speaking ya tentu saja kemampuan dan keberanian mereka dalam berbicara,”*

Based on the results of interviews conducted with the tenth grade English teacher at SMAN 1 Guntur Demak, the teacher explained in detail the strategy used and how the strategy was implemented in the classroom. in this case the teacher conveys that the target of success to be achieved is the fluency of students' speaking. then the researcher analyzed the teacher's lesson plan and syllabus where roleplaying was not found in the teacher's learning design, which means the teacher implemented spontaneous roleplaying activities in the classroom. but for the targets that the teacher

wants to achieve in the lesson plans and syllabus according to what the teacher conveys in in-depth interviews.

c. Drilling

In the observations that have been made the researcher observes that, after dividing students into 3 groups, asking them to discuss the material that has been presented, then asking them to make a dialogue based on the material presented, and present it in front of the class, the teacher closes the learning session by compiling new vocabulary from the material that has been delivered then ask the child to read it repeatedly, and ask the child to memorize the vocabulary. In the next meeting before starting the lesson the teacher asks the child to come forward and convey the results of the memorized vocabulary. in the interview session the researcher asked the purpose of memorizing the vocabulary, and the tenth grade English teacher at SMAN 1 Guntur Demak stated that:

T: “Mengajar pasca pandemi covid siswa lebih saya tekankan pada vocabulary karna siswa cenderung mengalami ketertinggalan dalam penguasaan kosa kata. Untuk itu dalam penyusunan rpp saya tekankan pada vocabulary yang relevan dengan materi pelajaran.”

T: “ya saya jelaskan dulu materinya kemudian saya catat 10 kosa kata yang harus mereka hafalkan dan disetorkan minggu depannya atau pertemuan selanjutnya,”

T: “disituasi pasca pandemi begini kan mau tidak mau kita harus menyiapkan bekal extra dulu untuk anak, maka pada pembelajaran pasca pandemi ini saya targetkan mereka menguasai dan menghafal minimal 100 kosa kata dalam 3 bulan pembelajaran”

Based on the results of interviews conducted with tenth grade teacher at SMAN 1 Guntur Demak, researcher found that the use of drilling technique was used by the teacher to strengthen student vocabulary, the teacher revealed that post-pandemic learning caused students to lack vocabulary, so to achieve the target language or learning material the teacher targeted students to master 100 vocabulary words in 3 months of study. Efforts to strengthen students' vocabulary are contained in the syllabus and lesson plans, but how the techniques used to achieve these targets are not explained in detail and the targets to be achieved as conveyed by the teacher are not found in the lesson plans and syllabus.

From these data, the researcher concludes that English teacher at SMAN 1 Guntur Demak, uses discussion, roleplay and drilling strategies in teaching speaking skill. Teacher's targets children to be able to master 100 vocabularies in 3 months. and stimulating students's skills through discussion and role playing. The teacher implementing roleplay learning was prepared by asking the children to come to the front of the class after forms the children in a group. then ask the child to carry out the conversation that is in the book or material.

2. Factors that influence the teacher's strategy in teaching speaking skill of the tenth grade students at SMAN 1 Guntur Demak in post pandemic era

Data for this second study were also collected from observation on September 19, 2022 and in-depth interview on October 7th 2022 in SMAN 1 Guntur Demak conducted by researchers to find answers to research questions, interview were conducted with English teacher from tenth grade through a mobile phone voice recorder. This discussion was based on Sanjaya (2012: 31-33) there are several considerations that must be considered, before determining the learning strategy. These considerations are as follows: Considerations related to the objectives to be achieved, considerations related to learning materials or materials, considerations from the student's point of view and other considerations.

a. Consideration related to the objectives to be achieved

Based on observation by the researcher on September 19, 2022, the researcher looked at the interactions by the teacher and students, researcher observed how the teacher conveys the material, occasionally the teacher uses English, the teacher conveys learning slowly, and repeats the sentence given, in this case the researcher thinks that the teacher makes sure students pay attention to the sentence. The teacher divides students into three groups then asks students to discuss the material that has been presented, the teacher becomes a facilitator and accompanies students in the discussion. the teacher lets students discuss without disrupting the discussion process. After that the teacher asks the child to do a role

playing in front of the class, the teacher justifies the wrong pronunciation of the vocabulary, and asks the child to repeat the correct pronunciation. In this observation, the researcher concluded that the teacher focused on the vocabulary received by the students, the teacher made sure the students understood the correct pronunciation of the vocabulary.

In the interview session the researcher asked the goals the teacher wanted to achieve in the lesson, then the tenth grade English teacher said that:

T: *“Salah satu yang paling berdampak pada perubahan strategy guru adalah lost learning siswa, dimana selama pandemi siswa tidak mendapatkan asupan materi yang cukup sehingga pada masa pasca pandemi siswa cenderung kurang, bahkan males. Oleh karena itu saya memulai dengan pembekalan vocab.”*

T: *“Tentu dalam pembelajaran memerlukan kemampuan akademik, maka saya perbanyak kosakata anak agar mampu mencapai tujuan tersebut”*

From these data, it can be concluded that the English teacher in formulating strategies were influenced by the condition of students after the pandemic. which is certainly very different from the usual conditions, students have lost interest in learning due to online learning after the last 2 years. According to teacher 1 during the pandemic learning the students did not get enough material intake. and this is the main factor for teachers to adapt teaching strategies to students' conditions. As for the purpose of teaching speaking skills to students, according to teacher 1 in the

interview, he stated that speaking is an output in mastering English, so it must be paid attention to.

From the results of these interviews, the researcher understands that the teacher's difficulties in teaching material after the pandemic are felt, students feel that they do not have enough vocabulary so that the teacher helps with lessons that are explained repeatedly. The target to be achieved by the teacher in this case is mastery of student material. The observations and interviews carried out then compared with the documentation of the lesson plans and the teacher's syllabus, it was shown that the learning applied and the targets to be achieved were in accordance with what the teacher conveyed in the interviews and observation of researcher.

b. Considerations related to learning materials.

Based on the second theory regarding Considerations related to learning materials or materials. In the researcher's observation the material presented at the meeting on September 19 2022 was offering help material, the material focused on student speaking, which consisted of offering help, receiving help, and rejecting help, students in this lesson seemed to understand because the teacher's delivery was repeated, and after conducting discussions students become more understanding, some students seem not interested in learning but understand the learning, because in the discussions held almost all students express their opinions. then during the roleplaying session, students observe and enjoy learning.

learning does not feel boring because the teacher is not being pushy. Then the interview was conducted with the tenth grade English teacher at SMAN 1 Guntur Demak, in the interview the teacher stated that:

T: *“saya memulai dengan perkenalan dulu mba, materi offering help saya sengaja tes tanya jawab kosa kata biar tau bekal mereka sejauh apa selama pembelajaran online kemarin.”*

T: *“semua materi pembeljara kita sesuaikan degan silabus dan rpp”*

interview given by the researcher, the two English teachers explained that the teacher started the initial material with introductions, where the material could help the teacher determine the level of students' pronunciation abilities and the teacher inserted vocabulary questions and answers to find out the extent of their understanding of online learning. the material given to the students are guide from RPP and sylabus, and students get their onw books materials named lks.

c. Considerations from the student's point of view

Based on the researchers' observations on September 19, 2022 the researcher observed student responses to the learning process, in offering help learning, students responded well to the teacher's invitation, students did the activities that the teacher asked for and followed the learning flow, but when the teacher used English the student responses were different, there are those who understand, there are those who are silent or students do not respond, so that it requires a re-understanding using the mother tongue. In this observation, the strategy that the teacher uses is effective

enough to increase children's learning interest. some students even take language extracurriculars. In the results of interviews conducted by the teacher stated that the strategy was to achieve the learning target, the strategy was adjusted to the conditions and comfort of the students, the teacher said that the strategy used so far had been effective but whether the learning target had been achieved or could not be known at the end.

T: "Karena siswa terdiri dari background yang berbeda tentunya pemahamannya pun berbeda. Ada yang mengerti namun tidak merespon. Ada yang merespon dan di campur bahasa indonesia. Ada juga yang pasif dan memilih diam"

T: "Kalau minat siswa saat ini baru kita usahakan lewat pendekatan dan pembelajaran role play, tapi selama 3 bulan pembelajaran menggunakan role play dan diskusi saya rasa minat anak sudah mulai tampak. Anak-anak bahkan banyak yang mengikuti ekstrakurikuler bahasa inggris"

From these data, the researcher concluded that the consideration was based on the student's point of view. still seen and monitored by the teacher, but students' interest in learning English is already very visible from the large number of students who take part in extracurricular English club

d. Other Consideration

Based on the results of the researchers' observations there were several things that influenced the selection of the teacher's strategy including decreased interest in learning, in class learning students began to be active when formed in groups and started discussions and roleplaying, then the weak

vocabulary of students so the teacher had to repeat in their mother tongue, which in learning English for grade 10 is considered inappropriate, therefore to support the learning targets the teacher emphasizes student vocabulary. In the observation that male and female students have different responses, girls tend to be more active in responding to teachers than male students. The findings in the observation results are then compared with the results of interviews with teachers, as follows:

T: *“karna outpunya adalah siswa maka segala pembelajaran baik strategy, metode dan teknik yang digunakan guru dalam mengajar akan disesuaikan dengan kondisi dan kebutuhan siswa kala itu. Yang dihadapi siswa pasca pandemi adalah lost learning maka bagaimana cara guru menyelesaikan masalah itu serta mampu meningkatkan kemampuan speaking siswa.”*

T: *“Sejauh ini saya rasa efektif ya, anak jadi punya bekal vocab yang banyak dan minat anak meningkat terlebih role play dianggap menyenangkan untuk anak karna bisa melihat temannya tampil di depan. Untuk mengatasi pembelajaran pasca pandemi yang paling penting saya kira ya anak enjoy dulu dalam pembelajaran bahasa inggris.”*

In the results of interviews conducted by the teacher stated that the strategy to achieve learning targets, the strategy was adjusted to the conditions and comfort of students, the teacher said that the strategy used so far had been running effectively. From these data it can be concluded that whatever strategy used is based on the conditions and needs of the students.

B. Discussion

After the research results were explained clearly, the researcher explained them in more detail. In this sub-chapter, the formulation of the research problem is discussed: How are the strategies used by English teacher in teaching speaking after the pandemic and the factors that influence the teacher's strategies in teaching speaking after the covid pandemic. based on data analysis that has been done previously. The explanation is presented as follows:

1. Strategies do the English teacher use in teaching speaking skills of tenth graders at SMAN 1 Guntur Demak in post-pandemic era

The results of the study found that teacher applied several different learning strategies, T1 using discussion, role playing and drilling strategies. the teacher forms students in small groups consisting of 3-5 students the teacher forms students in groups then helps students to start discussions together, the teacher helps students determine job desks in groups, then the teacher asks students to discuss one material together. the use of this strategy fosters student socialization. Cooperative activities can encourage negotiation of language items (Newton and Nations, 2009). Roleplay strategy The teacher asks students to carry out role-play dialogues, with the aim of knowing the level of students' pronunciation and vocabulary mastery, in teaching the teacher asks children to form small groups, then give a presentation. According to Kumari (2014: 16) there are three types of role play, namely with instruction, full guided, and

free type, in practice the teacher uses type instruction role play, the teacher gives instructions about what students will do in front of the class, the teacher gives directions and an overview of how students will present the dialogue in front of the class. The application of the role play method is expected to help students understand the material presented. the role play method helps restore students' interest in English learning materials in the post-pandemic era. In learning, the teacher always inserts vocabulary that students must memorize, here the teacher applies a drilling strategy where each meeting must provide memorized vocabulary of approximately 5-10 words in one meeting. the application of the role play method helps students to actively practice speaking, in post-pandemic learning speaking practice must continue to be emphasized after 2 years of online learning. Drilling, as it is said (Thornbury, 2005), is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole speech.

The English teacher uses material that is in accordance with the lesson plan and syllabus, at the beginning of post-pandemic learning the material delivered by the teacher is introduction material. In this study, English teachers use strategies that support students's interest in learning English, especially speaking. Teachers are very aware of the inequality experienced by students after online learning. For this reason, the application of Discussion strategies, role playing, and drilling strategies are very innovative strategies in post-pandemic learning. The student-

centered approach helps students spark their interest in teaching and learning. These results are related to the theory that the Teaching Strategy is a general plan for lessons that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategy (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are teacher behavior that is embodied in the classroom, namely developing teaching strategies, providing appropriate stimulation for timely responses, practicing learned responses, increasing responses with additional and immediate activities.

2. Factors that affect the teaching strategy of tenth grades teacher of SMAN 1 Guntur Demak after the pandemic

After discussing the research findings about the strategies used by English teacher in teaching speaking, the researcher now explains the findings about the factors that influence teachers' strategies in teaching speaking skills to tenth grade students at SMAN 1 Guntur Demak. These findings were obtained by researcher from observations that have been made, supported by interviews on October 7, 2022. The first depends on the goals to be achieved, one of the goals to be achieved by the teacher is the ability of students to follow learning material after experiencing learning that is lost during the learning period on line. The final goal to be achieved by the English teacher is for students to be able to speak with the correct pronunciation and the correct word order. In speaking in post-pandemic learning, of course students experience problems when speaking

English according to the English teacher, because students do not have a lot of vocabulary and are shy to start conversations and are not confident when speaking in front of teachers and friends. Therefore, the target of English teachers in post-pandemic learning is to enrich students' vocabulary. Students are required to have 100 vocabulary words in 3 months of study. However, students have different interests, male students tend to be more passive in learning. low or unequal participation. Furthermore, the problem faced by English teachers is when students' participation or interest in online learning is uneven, because students who are active are always the same and students who are not active too. Unequal and thorough student participation causes only some students to be enthusiastic, some even feel down because they feel less confident and embarrassed or afraid of being wrong. The second consideration is student learning materials. Student learning materials affect the strategies used by teachers. In class T1 learning, learning material is delivered with strategy roleplay, cooperative activity and drilling. The third consideration is the consideration from the student's point of view. During post-pandemic learning, students experienced many difficulties, especially in learning English, the output of which was speaking ability. Students have different backgrounds and levels of understanding and provision. And the last consideration is the use of the curriculum merdeka in post-pandemic learning. Which causes teachers and students to adapt to new situations and apply new strategies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the formulation of the problem and the results of this study, the researcher draws the conclusion that: This study investigates how teaching strategies for class X teachers at SMAN 1 Guntur Demak in the post-pandemic era. This study discusses the strategies used by teachers in the process of learning English, the approaches taken by teachers in post-pandemic learning, and this study also discusses the factors that influence teacher strategies in teaching speaking skills in the post-pandemic era. Data analysis shows that teachers are aware of the importance of implementing English teaching and learning processes in the post-pandemic era. so that in making lesson plans and syllabus the teacher adapts to the circumstances and needs of students. From this study, researchers found three strategies used by teachers in the process of teaching speaking in the post-pandemic era. The strategies applied are discussion, role playing and drilling strategies. Teachers in post-pandemic learning use a student-focused approach and the teacher acts as a facilitator.

After conducting research and analyzing the strategies used by teachers in teaching and learning English in the post-pandemic era, researcher also found factors that influence teachers' strategies in teaching speaking skills. Researcher found that English teachers used more than one strategy to

achieve post-pandemic learning goals. teachers use strategies of cooperative activity, role playing and drilling. The use of this strategy is because the teacher wants to enrich vocabulary, increase student confidence and children's interest in English after the pandemic.

B. Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for English teacher, for the students, and the other researcher. They are as follows;

a. For the English Teacher

Teaching English is not easy, especially in English speaking. Teacher need to find appropriate strategies to teach students based on the problem especially during post pandemic era. Teacher should be patient to grow up the students' confidence and practice to speaking English. It is also need to the teacher to make the class atmosphere enjoyable. Teacher can play some games to make the students' enthusiasm in learning speaking. They also should implement the other method that is interesting and also use the other technique.

b. For the Students

Learning English speaking is not easy. Students who want to expert in English speaking should practice continuously to speak English in their home. They also should be confidence and not afraid to speak.

c. For the other researcher

The researcher suggests that this study can guide other researcher who wants to conduct a research with such concept of strategy in teaching speaking especially in post pandemic, they can improve the theme of their study with more extensive analysis and present a more recent phenomena in the academic world.

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Apendix 1 Reseach subject

RESEARCH SUBJECT

1. Ahmad Nur Taufiq S.Pd

Code	: T1
Gender	: Male
Age	: more than 52 y.o
Degree	: S1
Class	: 10 A-E
Teaching Eglish	: more than 25 y.0

Appendix 2 Interview Transkription

Name : ANT (T1)

Time : October 7th 2022

Me :Mau wawancara terkait strategi yang bapak terapkan ketika pandemi, njenengan mengajar kelas berapa sekarang?

Pak Topik : sekarang saya mengajar di kelas x dan xii, nggak enak nya sekarang untuk kelas xii cuman daring sedikit, jadi kelas x masih menggunakan lks

Me :ketika online apa njenengan juga mengajar kelas x?

Pak Topik :iya.

Me :jadi merasakan online sama pasca pandemi?

Pak Topik : jadi bedanya daring sama luring

Me : iya. Jadi semester lalu mengajar kelas x untuk semester ini juga kelas x?

Pak Topik : iya, cuman perbedaannya pada kelas x kemaren itu inggrisnya kelihatan kan bahasa inggris wajib karena penjurusan kana da ipa dan ips. Nah kalo ipa saya memegang 4 kelas fisika itu peminatan ,tapi kalo ips itu mutlak ke

Me :ketika pasca pandemi kan ini tiba-tiba tatap muka langsung, nah yang membedakan penjelasan ketika online dan pasca pandemi itu apa pak, untuk anak-anaknya?

Pak Topik : mendasar dulu ya, dari servisnya itu. karena alasan anak kita 2 tahun nggak ada pembelajaran, maka dari itu kelas x sekarang

benar-benar saya tekankan minimal 1 kali pertemuan 10 kali hafalan. Karena bagaimanapun juga kalo nggak bisa arti atau Vocabulary kita zonk, jadi paling dasar adalah secara hafalah Vocabulary

Me : kalo misalnya masalah-masalah yang bapak anak kelas x kan diluar dari kurikulum yang mereka gunakan juga berbeda dengan sma lain?, strategi guru smp lain juga lain. Nah itu yang mereka butuhkan itu sekiranya apa, maksudnya kendala-kendala yang paling kelihatan dimasa pandemi awal di kelas x initu apa selain vocabulary? ”

Pak Topik : Pronunciation pasti itu karena kan rata-rata anak itu yang paling penting ucap tnpa harus tau artinya atau tau yang namanya prinsipnya itu bagaimana, itu yang palig dasar itu.

Me :kemudian, kalo misalnya ini kan setelah pandemi yang pertama kali bapak ajarkan pasca pertemuan tatap muka itu pak?

Pak Topik :Vocabnya langsung dibenarkan itu paling dasar, karena kan yang namanya penafsiyatan langsung tak katakan yang salah tetap salah, dan Alhamdulillah ada dampaknya. Contoh tahun kemaren daring, pada waktu daring saya luring lomba speech contest di poltekes dapet juaran 2

Me : ooh, berarti pasca pandemic atau pas pandemic, setelah pandemic malah juara

Pak Topik : setelah pandemic, kelas x, xi nya langsung juara kita mix dari saya, bu wiwik sama bu susi

Me : ooh jadi bu susi juga

Pak Topik : heeh

Me : oke, njeh. Kemudian apakah yang bapak ajarkan itu dari silabus sama rppnya?

Pak topic : mix

Me : mix

Pak topik : karena kalau kita langsung ke rpp atau aturan mauinnya kita jujur nggak mampuan karena kan selama 2 tahun pandemic, secara otomatis kita bagaimana bisa membangitkan minat, suka dulu dalam bahasa inggris, karena mau bahasa iggris pasti kelompok selain matematika.

Me : nggeh

Pak topik : nah karena itu saya mix , setelah bisa minimal 2 bulan baru kita focus ke rpp maupun sylabus

Me : ooh ngoten, berarti lebih ke mengarahkan anak untuk suka bahasa inggris terlebih dahulu

Pak topik : deket dulu lah

Me : njeh, kemudian apa tingkatan yang ingin bapak capai, jadi semester awal pasca pandemic itu tingkatannya anak itu harus mampu mencapai apa?

Pak topik :kalo yang namanya kita bicara mengenai kurikulum merdeka atau kurikulum 2013?

Me : kurikulum merdeka dikombain sama psca pandemic ini bagaimana?

Pak topic : kombainnya ini begini, yang namanya kita progress kita inginnya anak bisa 1) berani untuk berbicara bahasa inggri 2) Penekanannya 3) harus bisa menguasai minimal 2 itu sekaligus mengatasmakan banding 100 kata

Me : ooh jadi harus punya katakanlah celengan menjadi 100 kata

Pak topic :betul , selama 3 bulan itu harus minimal, karena yang namanya untuk menghadapi uas nanti dibulan November ya minimal sudah mampu 100 vocab sudah menangkap itu apa

Me : itu berarti setiap kali pengajaran itu ada ini pak hafalan berapa, hafalan berapa gitu

Pak topic :kalo 10 maklimat 5 kalimat, yang penting anak itu mampu dan mau untuk menghafalkan

Me : oke njeh, kemudian apa ini learning approach Njenengan, apa ya eemm metode-metode yang njenengan terapkan dalam mengajar itu menggunakan pendekatan apa pak?

Pak topic : maksudnya metode itu, metode yang bagaimana maksudnya?

Me :maksudnya entah metode forum grup discution atau metode focus ke guru atau pripun?

Pak topic : discution

Me : discution

Pak topic : discution and kuis

Me :oh iya sama kuis

Pak topic :pancingnya kan kuis dulu

Me :njeh

Pak topic :poin dan penyampaian pendapat your test kita tunjuk kita pilih

Me :ohh jadi ketika anak terlihat aktif dapat nilai tambahan

Pak topic :nilai plus

Me :ooh njeh ,pancingannya pake nilai plus tadi, kemudian kenapa bapak menggunakan pancingan itu ke anak kira-kira ?

Pak topic : kalo alesannya saya 1) setiap saya Tanya kenapa nggak bisa jane ketangkep iki lah kallima Itu jadi momok, momok pandemic kan momok bahasanya nggak bisa makanya saya cek pancing supaya minat anak itu bagaimana, Alhamdulillah banyak yang ikut english club juga nah cuman kita masih mencari bibit laki-laki tapi tidak ada

Shafa :ooh laki-laki minim

Pak topic :hoooh banyak perempuan malahan banyak

Shafa :ini English clubnya ooh berarti ekstrakurikuler nggeh

Pak topic : betul

Shafa :berate kalo minat untuk ke ranah bahasa inggris dari kelasnya njenengan in syaallah banyak

Pak topic :Alhamdulillah

Shafa : cuman dari laki-lakinya malah belum ada

Pak topic : momok dari awal seperti itu, ndak dari luring maupun daring pun laki-laki minim

Shafa : ooh kemudian kalo misalnya dilihat dari kaca mata panjenengan dari beberapa kelas yang bapak ajar berapa kelas pak?

Pak topic : 8

Shafa : ooh 8 kelas

Pak topic : 8 kelas

Shafa : 8 kelas , kelas x

Pak topic : x semua

Shafa : oh x semua

Pak topic : x semua 8 kelas

Shafa : untuk kelas xi nya?

Pak topic : 4 kelas

Shafa : berate total njenengan ngajar

Pak topic : 12 kelas

Shafa : 12 kelas, nek dari 12 kelas itu baik dari kelas x maupun dari kelas xii itu njenengan kelas x itu kan yang berbeda ya, maksudnya yang enggak dipegag dari awal

Pak topic : betul

Shafa : sedangkan yang kelas xii kan dari kelas dari pandemic sampai sekarang pasca pandemipun juga bapak tau progresnya apa mereka, nah kira-kira kalau dari segi speakingnya si anak ini kelas

x sama dari kelas xii ini apakah mereka sudah terbinglang fluence
Untuk speaking

Pak topic : not yet

Shafa : jadi masih banyak ini

Pak topic :masiuh perlu untuk perubahan-perubahan lagi atau penekanan lagi
karena apa saya pegang kelas xii ya baru ini

Shafa :ooh berate sebelumnya eeh berate njenengan sama-sama
mempelajari anak kelas xii

Pak topic : iya, karakter anak yang mengalami tetapi yang namanya kelas xii
ada beberapa anak sih yang bisa dikatakan mampu ditambah lagi
vocab lumayan

Shafa : ooh berate dia punya bekal dulu

Pak topic :bekal dulu iya yang entah dari smp atau apa tapi pada waktu kelas
xii ya lumayan karena nilai nya bagus Contoh nilai murni ips saja
peminatan

Shafa : ooh yang dari kels xii

Pak topic : iya dari kelas xii pyur murni

Shafa :kalo untuk kelas x dari hasil kemaren uts e itu kira-kira menurut
bapak apakah rata-rata dari anak ini sudah punya bekal

Pak topic :basic

Shafa ;iya basic

Pak topic : fifty -fifty, ya karna kan kita positif tu ya sehingga basicnya
rendah

Shafa : oh iya , tapi untuk dominan ke anak perempuan ngeh

Pak topic : masih

Shafa : untuk anak laki-laki masih belum

Pak topic : belum ada

Shafa : kemudian kira-kira menurut bapak ada evaluasi nggak dari ini kan udah setengah semester

Pak topic : berjalan

Shafa : iya berjalan dari metode yang bapak terapkan kira-kira untuk setengah semester selanjutnya kira-kira ada evaluasi

Pak topic : itu pasti ada evaluasi kan kelas x itu kan ada 1 bulan 5 minggu lah itu projek untuk p5 p5 itu kayak apa ya kewirausahaan secara otomatis kita dicut kita mengulangi materi tahun itu itu kelemahan kita karena kan ditengah semester ada aja yang namanya prodak itu dibuat yang memuat apapun kemampuannya , suruh mengajar pkwu , kewirausahaan.

Shafa : jadi njenengan juga ini eee ke distrak Kewirausahaan nggeh

Pak topic : ya pasti akhirnya kita juga bingung juga kan apalagi asal kan 1 minggu 2 minggu oke minima 5 minggu itu ya bayangin aja kita minimal 3 itu dalam waktu 5 minggu, bagaimana kita bisa evaluasi ini aja udah kepoyong 5 minggu

Shafa : sebenarnya dari pengajar juga dari siswanya pada pembelajaran pasca pandemic sebenarnya banyak ingin dicapai

Pak topic : betul-betul sampai mencapai titik jenuh anak itu lebih enak pelajaran dari pada kewirausahaan apalagi dikewirausahaan itu ada proposal, salah ganti-salah ganti

Shafa :oh iya majuin proposal dulu

Pak topic :kalo dibahas inggris kan salah ulangi poin yang penting kita 1, pelafalannya nanti kebelakangnya kita mengikuti 2. pronunciation harus jelas baru fluensnya harus seperti itu kalo kita, ya nanti kalo kiat progresnya kita ngulang dari awal

Shafa :mau tidak mau njeh pak

Pak topic : mau tidak mau

Shafa :oh ini berate sudah berjalan berapa minggu untuk kewirausahaannya

Pak topic : selesai hari ini

Shafa : berate nanti akan dikejar lagi

Pak topic :langsung

Shafa :kemudain kalo terkait gramernya anak-anak pripun pak masih in ditekankan pada pasca pandei atau nanti saja

Pak topic : nanti saja setelah memasuki materi yang bacaan-acaan kayak naratif atau apa cuman dari wal saya memang nggak mau kalau anak tidak memiliki basic vocab berapun itu harus ada vocab entah berapapun itu yang disetor

Shafa :yang penting bekal dulu nggeh pak

Pak topic :ya keyeknya kalo dismk dan sma beda, kalo di smk kan gramer ditekankan, karena kan istri juga di smk tak taya nek gramer di skm pie? Ditekankan . di sma nggak sebatas pengetahuan tidak ditekankan untuk graer, gramer buat saya ya ini aja contoh past tense itu apa nggak usah detail-detai mumet-mumet nggak yang penting kalo ada kalimat sepeyi ini maka pola gramernya past tense nanti kalo ada pilihan nanti akan punya clue-clue tersendiri

Shafa : ooh njeh , sambil menunggu anak ini untuk siap jadi njenengan masukkan gramer dari penggalan-penggalankalimat njeh karena nati untuk focus ke gramernya menunggu anak kemudian yang terakhir bapak, terkait secara umum kesulitan selama pasca pandemic, mulai dari anak anak yang mengeluhkan pandemic kemudian kuriulum merdeka dan lain-lain itu apa saja sih pak kesulitan yang bapak rasakan selama 3 bulan pasca pandemic ini

Pak topic : hanya 1 anak malas untuk menguasai focab pasti wabil khusus laki-laki apalagi kalau laki-laki itu bukan cuman jaman-majan ini jaman dulu pun kalau soal focab pasti males

Shafa : ya menghafal

Pak topic :tapi kalo dibelakang cuap-cuap oke lah meskipun kalau perempuannya masih Alhamdulillah kalo separuh-separuh masih berani masih mau karena saya kan verb 1,2,3 + arti minimal 10 ,beratkan udah 40 kata taruklah 5 kan udah nggak papa yang

penting kita menumbuhkan rasa suka dulu pada bahas inggris dengan cara setoran focab

Shafa : ooh njeh berate kalo anak putri diminta setoran focab mau njeh dalam artian tetep merespon dengan baik kalo anak laki-laki cenderung dikelas aktif tapi untuk focab

Pak topic :kalo didepan mentalnya

Shafa :kalo rame-rame ohh berani

Pak topic : yay o genah itulah kelmahan kita dalam bahasa inggris khususnya kelas x dalam kurikulum merdeka rata-rata mengatasmakan pribadi pas pandemic sebenarnya pandemic bukan momok yang menjadi momok itu bagaimana pembelajaran kita saat dirumah

Shafa : ya itu sih pak njeh banyak ini , kan pasca pandemic pasti banyak yang ign dicapai

Pak topic : betul

Shafa : dan ketertinggalan juga

Pak topic : kan seperti yang saya sampekan kemaren itu pada saat pembelajaran leawat online atau daring itu focus semua dikasih materi hanya absen yang memiliki ringkasan ya buat beberapa orang aja yang penting di absen

Shafa : njeh

Pak topic : ya nonton youtube aja selesai

Shafa :oke kalo diajak speaking waktu online itu gimana pak mereka

Pak topic : ya merespon

Shafa : untuk tugasnya itu nilainya priapun

Pak topic :kalo laki-laki, laki-laki itu rata-rata masa bodoh siih masalahnya
kalo perempuan endak karna besok hari masih dikumpulkan tapi
kalo laki-laki besok terakhir dikumpulkan ada beberapa hari
kemudian baru mengumpulkan

Shafa :ooh

Pak topic : tapi rata-rata mengumpulkan molornya minimal 2 hari

Shafa :ooh pasti molor

Pak topic :untuk laki-laki kalo perempuan maksimal 4

Shafa : oohhh kalo perempuan maksimal 4 karena ini ya prosesnya lebih
ini

Pak topic : betul malunya minta ampun kalo sampe diudak-udak itu lo

Shafa : jadi rasa tanggung jawabnya lebih ini ya

Pak topic :betul lah itu kelemahan dan kekurangan kita mengajarbahasa
inggris di sma Guntur seperti itu

Shafa : njeh

Pak topic :kalo xii oke lah nggak masalahnya kana da plus minesnya

Shafa : nggeh kalo kelas x ya

Pak topic : x kan harusnya sama bisa dijadikan sebagai mines kita nol

Shafa :oohh

Pak topic : mines lagi

Shafa :ooh iya

Pak topic : makanya pada waktu ini artinya apa contoh aja apa jail

Shafa : ooh makanya itu njenengan fikus ke focabnya dulu

Pak topic :iya karna kalo dikasih contoh besok kelas xi xii tak suru 1-10
nggak ada waktulah saya kan maka dari itu setiap pertemuan tak
suruh focab lagi jangan sampek pada waktu itu kak pet zonk

Shafa : nggeh

Pak topic : apa lagi dalam jurusan apapun nanti dia kuliah 1 semester pasti
berhubungan bahasa inggris kan

Shafa :iya

Pak topic :ya itu tadi tak terasa seperti itu mosok tak buktikan tak telfon
bener pak, ya ini loh buktinya

Shafa : nggeh

Pak topic : jadi ya mau nggk mau ya mau maksud mengadakan ataupun
nggak tapi bener apa ya kurang ada arahan pada waktu itu mungkin

Shafa : ya mungkin

Pak topic :tak Tanya kamu kalo sudah selesai gimana, alah pak tugas-tugas
tok nggk pernah merhatiin kok langsung kita menerangkanpun
bagaimana wong tugas banyak

Shafa : iya

Pak topic : kalo saya pun dari sma kan kalo tugas itu paling banyak kan ada 1
season yang saya butuhkan untuk menerangkan tak rekam voice
note ataupun mungkin materi dari pendapat ppt tak share ini
mohon dipahami

Shafa : oke njeh

Pak topic :jadi ada alingan 12 ataupun yang kemudan 3 minggu tak bukak semua itu memanggil anak itu untuk mengerjakan soal yang dia tu jawabannya seper bisa untuk semuanya nah jadi harus 1 minggu ini sekali pertemuan tak buat materinya

Shafa : oohh njeh

Pak topic : trus iya, trus kalo mau silahkan japri pak kalo besok boleh pak jadi diluar jam pembelajaran andaikan jadi tidk merujuk ke

Shafa : kalo itu ada ini nggak pak indicator masi mengulang materi yang disampaikan mboten atau bisa diajari untuk langsung materi kelas x atau

Pak topic : ya karena di kelas ix itu kan gimana bacaan gimana ya

Shafa : ya

Pak topic :kita mereview trus kan biar memorinya recall

Pak topic : ya trus kan masuk lagi kenceng lagi tapi kalo udah jenuh ya seperti tadi alasannya pandemic kan terlalu kenceng terus kita mau gimana yang terjadi kan anak yang bener-bener ingin prestasi itu tak tarik ke intrukman jadi tak tekan nanti yang menekan tau mungkin yang merefleksikan jadi seperti itu tujuan kita seperti itu

Shafa : dari kelas 12 itu kira-kira yang minat untuk ke English clup untuk kelas x dulu pak ada nggak pak yang kelas x yang minat English sport itu kira-kira berapa pak

Pak topic :yang tau bu susi

Shafa : ooh yang pegang English club bu susi

Pak topic :iya saya yang membeak up saja kok kalo yang memberi kan infokan yang berkepentingan to

Shafa : nggeh matur suwun njeh pak

Pak topic : sama-sama

Shafa : nanti minta tolong nyuwun rpp sama silabus panjenengan

Pak topic :kelas x

Shafa : nggeh kelas x

Pak topic :nanti tak kirim ke WA opo ke

Pak topic : RPP e kita tu banyak semester 4 itu sama sebenarnya komplek enggak itu lo



LEMBAR PENGESAHAN
PERANGKAT ADMINISTRASI
GURU SILABUS

Mata Pelajaran : Bahasa Inggris
Kelas : X
Tahun Pelajaran : 2022/2023
Nama Guru : Akhmad Nur Taufiq ,S.Pd
NIP : -

Telah diperiksa dan disahkan selanjutnya dapat dipergunakan sebagaimana mestinya pada tanggal 27 Juni 2022.

Disahkan di : Demak
Pada Tanggal : 27 Juni 2022

Waka Kurikulum



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