

## **CHAPTER II**

### **LITERATURE RIVIEW**

This chapter presents the theoretical framework of the related literature that relevant to the topic that is about the definition of speaking, teaching challenge, teaching strategy, E-Learning and pandemic era. Also, this chapter consists of the previous studies.

#### **A. Speaking Skill**

##### **1. Definition of Speaking Skill**

In learning English, there are four skills such as listening, reading, writing and speaking who must be mastered by EFL students. All of them especially speaking is an important skill because people can express their ideas orally in communication with each other. An EFL student should needs to pay attention on the signs that should be fulfilled in order to make the others capture and understand what they express orally. There are some experts have purposed about definition of speaking. According to Brown (1994:1) speaking is process to collect of data information and in producing, processing, and accepting the data to be valid information and ready to deliver as good communication. Speaking skill is positioned in the first stage of education sector (Thornburry, 2005:1). Chivers and Shoolbred (2007:25) argue that the communication will be effective if the content needs to be clearly understood by other people, meaningful and interesting to the audience.

There are two elements for speaking skill, production skill and interaction skill. In production skill, speaking ability take place without the time and limit in interaction skill is a negotiation between learners. Both skills can help the learners to improve students' speaking ability with easier. Speaking skills must be acquired by both teachers and students. In this research, speaking skill is the learners' ability to speak, to make a dialogue and to practice in the real discussion for fluent English with a minimum of correct grammar and a range of useful vocabulary which help others to communicate with them by using online learning platforms.

## 2. Component of Speaking Skill

Speaking is one of productive skills that consist of two main categories; accuracy and fluency. Accuracy consist of grammar, vocabulary and pronunciation by some activities (Gower et al, 1995). According to Syakur (1987; 5) there are five components of speaking, such as grammar, vocabulary, pronunciation, comprehension and fluency.

### a) Grammar

Grammar is study of words, how students used in sentences. Grammar can be described as a principle of rule which can be used to make good-formed of grammatical utterance in that language (Purpura, 2004:6). Grammar also can be defined that a set of rules which let us to unite words in small language into large units (Greenbaum and Nelson, 2002:1). Grammar is important to make sure that the students' ability is correct in oral and written aspect.

### b) Vocabulary

Vocabulary is necessary for speaking it can be shown that one of the keys for success communicative is the rich of words. Learners have to know words, meaning of the words, and how they are spelt Vocabulary is the appropriate diction which is used in communication. Without having a sufficient vocabulary, people cannot communicate effectively or express his/her ideas in both oral and written forms. When we use vocabulary in spoken language every day, so we can become familiar (Turk, 2003:87).

### c) Pronunciation

Pronunciation is the way for students to produce clearer language once they speak. It is one amongst important components to be a good English speaker. Pronunciation includes all aspect of speech like phrasing, rhythm, intonation, articulation, gesture, eye contact and body language (Faser, 2001:6). Also include the segmental features; vowels and consonants and the intonation patterns.

d) Comprehension

Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. Comprehension also important component in speaking because in conversation with others we must make them understand in our conversation. In understanding information, it is purpose to create the listener easily to receive some information from the speaker (Cohen, 2005:51)

e) Fluency

Fluency can be defined as the ability to speak accurately and fluently. Fluently in speaking is the aim of many language learners. It is the role of good communication in other words is the purpose of the students learns to speak. They do not need to spend a lot of time to share the information. They can speak early and easily without many times to think as like “emh”, “ers”, and stop they speak. Harris and Hodges (1995;14) found that fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

### **3. The Important of Speaking Skill**

Speaking is one of the four language skills that must be provided by English teacher in teaching and English learning. Speaking skill is very important to be mastered, because by mastering speaking, learners reputed as master the language. Speaking is not only to produce sound of words or sentences but also to express our opinions, ideas, and everything that we want to say. According to Flucher, speaking is verbal use of language to communicate with others. And to increase the students' ability to communicate in the target language is the focus of its skill.

Burns and Joyce in Kurniasari writes that speaking has many different reasons in everyday life. Some of these reasons are to do with humans' desire to relate to each other, while others have to do with exchanging information or seeking a practical outcome. So that speaking should be primary objectives in language teaching. And all learners in

foreign language must be able to communicate one other in using the target language. Certainly, teacher should be able to stimulate the students' interest to speak up. Because if the students have this skill, it will be useful to further life, to get job or another reason.

#### **4. The Nature of Teaching Speaking**

According to Brown (2007), teaching is guiding and facilitating learning, allowing learner to learn, managing the condition for learning. then it can be stated that teaching speaking is guiding and facilitating learners to speak, allowing learning to learn speaking, and managing the conditions for learning speaking.

In teaching oral communications, teachers need to show the details of how to deliver and negotiate the ever elusive meaning of language. Brown (2001) suggests seven principles for designing speaking techniques.

- a) Using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

Teacher can easily slip into a pattern of providing content-based, interactive activities, that do not capitalize on grammatical pointers or pronunciation tips.

- b) Providing intrinsically motivating techniques.

Appeal to the best student's goals and interests, to their need for knowledge, for achieving competence and autonomy.

- c) Encouraging the use of authentic language in meaningful contexts.

Teacher goes around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction.

- d) Providing appropriate feedback and correction.

Students are totally dependent on the teacher for useful linguistic feedback. It is important that take advantage of their knowledge of English to inject some of corrective feedback that are appropriate for the moment.

- e) Capitalizing the natural link between speaking and listening.

Many interaction techniques that involve speaking will also of course include listening. Skills in producing language are often initiated through comprehension.

- f) Giving students opportunities to initiate oral communication.

A good deal of typical classroom interaction is specified by teacher initiation of language. The teacher asks questions and gives directions, and then the students will have conditioned. The ability to initiate conversations, to nominate topics, to ask questions, to control conversations and to change subjects are the part of oral communication strategies.

- g) Encouraging the development of speaking strategies.

The concept is one that few beginning language students are aware of. Students simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

## **B. Teaching Challenge**

### **1. Definition of Teaching Challenge**

In Cambridge dictionary, the word of “challenge” means “the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person’s ability. And in Oxford dictionary, *challenge* means *that a task or situation that tests someone’s abilities*. The word of challenge often defined as problems or dares that someone has to go through.

For English Foreign Language (EFL) learners, learning English is a challenging process. Because the EFL learners in Indonesia need some efforts in understanding, responding and communicating English. Therefore, as teacher English, must be aware their duties to teach their students. According to Brown (2007), in teaching is on the awareness of teachers to teach language not only on the level of linguistics rules and

definition, but they should encourage student to communicate spontaneously and meaningful, students should have appropriate language. Tadas in Indiatimes (2019) states that the greatest of the challenges faced by a teacher are:

- a. Knowing their students well.
- b. Understanding the different learning abilities and capacities of the students.
- c. Motivating and encouraging them when the students underperform and have to deal with parental and peer pressure.
- d. Building an effective communication channel between the Management-Parents-Students.

There are some challenges encountered by teachers in teaching and learning process by Nemenzo (2019), as follows:

1. Teachers are demanded to be creative and innovative in choosing and applying strategies.
2. Teachers are demanded to be patient in creating student's discipline.
3. Teachers are demanded to be master in utilizing technologies.
4. Teachers are demanded to manage classroom well.
5. Teachers are demanded to make a good relationship among students and parents.

Based on some experts, it is concluded that teaching challenge is a problem, difficulty and dare that have to demanded by teaching in delivering and managing the material to students in achieving education goals.

## **2. Teaching Speaking Challenge**

As a teacher in teaching and learning English process especially in speaking, she or he usually find some challenges. According to Alan (2004), there are some challenges faced by the teacher in teaching speaking activity, as follows:

- a. Student will not talk or say anything.

It is often solved by arranging the class room in group or lines. Giving positive feedback even have to relate and encourage shy students to speak more.

- b. When students work in pair or group, they only end up chatting in their own language.
- c. When all the students speak together, it gets too noisy, out of hand and lose control of the classroom. Another way to prevent students from speaking in their native language is to walk around the classroom to monitor motivation and provide support and assistance to students when they need it.

The teacher is expected to be able to manage classroom. Then, the teacher can make some acts that may make the students are not noisy and feel ashamed, for example: first working in groups can help the shy students interacting more leisurely, second simple language can help the students more understand about the materials. Third choose the interesting topics can make the students more interesting to the material, fourth try feedback the students to reveals the result after discussion and motivates each student to follow the rules, fifth monitoring the classroom is another way to prevent students speaking in their native language. The teacher can monitor the students naturally move over to the part of the classroom where the noise originates, soothe rude students and focus them back on the task without disturbing other students.

In speaking activity, the students should have more time to talk than the teacher. In fact, many teachers still get a substantial part of classroom activity and the students just listen and worried to talk. Many researchers observe that speaking is the most difficult skill for learners, who they can learn it as a second or foreign language because their low proficiency. Alonzo et al (2014), states factors causing factor causing speaking challenges as: students are worried about criticism conversation of making

mistakes or they still feel shy. In fact, students should participate orally to debate and exchange spontaneously in second language speaking.

Teachers must know their students who learn English as a foreign language have difficulties to use appropriate word and expression to speak. So, the barriers of vocabularies occur when someone is lack of vocabulary needed and does not know how to combine the vocabularies into a good sentence (Khan, 2005). The big problem of student in speaking is psychological problems, such as nervous, lack of themself-confident and afraid to speak (Xinghua, 2007). Emphasizing in speaking can bring negative effect toward students' performance. So that, most of students just keep silent during learning process. Students' participation in discussion causes other students to actively join in negotiation; therefore, students become surprised about their ability and intelligence (Celce-Murica, 2001).

According to Sadtono (1995) in Kurniasari, there are two problems in language learning; linguistic factors and non-linguistic factor.

**a) Linguistic factors**

Linguistic factors are factors related to language. They include all the difficulties found in the target language itself encountered by one who is studying the language. Linguistic problem has come categories they are:

a. Pronunciation

The main evident of speech is sound. First, the speaker must determine what to mention, be able to articulate the words, and build the physical sounds that carry meaning. Therefore, second language learners need knowledge of the language they wish to talk, an understanding of the phonetic structure of the language at the amount of the individual word, and understanding of intonation.

b. Grammar

Grammar is a description of the language form and pattern we use in communication. According to Ur, grammar is sometimes defined as the way words are put together to make correct



sentences. Harmer states that grammar is partly the study of what forms or structure are possible in language. Thus, a grammar may be a description of the rules that govern how a language's sentences are formed.

Harmer in Lukitasari confirms since a necessary knowledge of grammar is important for competence user of language, it's clearly for students. Obviously, as an example, they have to understand that verbs in third person singular have an 's' ending within the present simple (e.g. 'she sings', 'heats', 'it takes'). They also have to know that modal auxiliaries are followed by bare infinitives without 'to' in order that they will eventually avoid making mistakes like 'he must to go'.

c. Vocabulary

Vocabulary is one of significant component in language acquisition, we cannot communicate without mastering and sufficient number of vocabularies. Murcia and Mc Intosh in Lukitasari states that this component as a general rule, but they also divide five specific factors that make a word relatively easy or difficult to learn:

- 1) The intrinsic difficulty of the word to be learned.
- 2) The interaction between a gaggle of words to be learner at the identical time.
- 3) The interaction between groups of words to be learned in sequence.
- 4) The effect of repeated presentation of words to be learned.

**b) Non-Linguistic factors**

Non-linguistic factors are factor of non-language such as:

a. The Student Factor

In teaching and learning process, students play a crucial role. They come to class with various backgrounds, style, abilities, attitude, etc. They are different from others. According to Brown

and Segaran in Athena, student factors include, such as some points associated with age, opportunity, motivation, talent, attitude, persistence, and courage to speak ahead of an audience. The best time to be told English, self-motivation and high opportunities, can affect student learning outcomes.

Another factor is students who have an outgoing character and taking the chance to talk English with others is more likely success once they make communication and relationships during this case, they are should force myself to require this chance to talk English. In this opportunity, courage is kind of important and shame must be removed, because the taste can inhibit inner capacity learn to talk English.

According to Ur (1996), there are many factors that cause of problem in speaking, they are:

1. Inhibition. Students are worried about making mistakes, fearful of criticism or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some students to dominate, while others speak very little or not all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

b. The Teacher Factor

Teacher is a figure that has an important role in teaching and learning activities. Teacher is a mood, a controller, and a manager in the classroom. He or she takes an important position in effectiveness and efficiency of teaching and learning process. Teacher also demanded to create acceptable and enjoyable atmosphere in order to make teaching and learning process will run

well. An English teacher plays a very significant role in English instruction because he or she is one of the factors that determines whether the teaching will be successful or unsuccessful.

c. Motivation

The other important in learning English is motivation. It pushes the students positively. They will be lazy and having bad mood in the classroom if they do not have motivation. For creative construction to take place, motivation must be based on communication need for the second language. The need may be longer term or short. In skill learning, it may also cause by some factors related directly to the context of instruction, for example short-term behavioural objectives, which have little to do with communication.

d. Method

Method is the technique of teaching language based on a particular set of theory dealing with the nature of language, learning and teaching, that is applied in the classroom. According to Brown, method is a generalized planning in classroom specification for accomplishing linguistic objectives. It tends to be primarily concerned with the teacher and student roles and behaviours, and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials.

e. Material

The purpose in material development and classroom teaching is to develop a sequence of activities that leads the teachers and learners by a learning route that is at an appropriate level of difficulty, is engaging that provides both motivating and useful practice. Good materials do many things that a teacher would normally do as part of his or her teaching. It also hoped to provide the students with opportunities to use the target language to achieve communication purpose.

f. Facilities

Text book, teaching media laboratories, library and classroom are facilities of teaching and learning process. Meanwhile teacher, students, method, material and facilities are instrumental input which influences teaching and learning process. The goals of the teaching and learning process will be easy to be reached if the facilities in the school are available.

**C. Teaching Strategy**

**1. Definition of Teaching Strategy**

In the research of educational technology, the strategy is included within the real of learning design. Strategy is often interpreted by plan, method or technique, which may be a thanks to convey a topic relate to students to realize a particular education goals (Haidir and Salim, 2012:99). It means that strategy the way, approach, method or plan to do something. Strategy is required within the teaching and learning process. Educators must identify and examine all those related to the educational process that may be allotted. Educators have to know who are going to be their students, from what background they come from, how different levels of intelligence, how they are motivated so on.

According to Djamarah and Zain (1997:5) state there are four fundamental strategies in teaching learning activities, as follow:

- a) Identify and determine the specifications and qualifications of the behaviour and personality changes of learners as expected.
- b) Choosing a teaching and learning approach system supported people's aspirations.
- c) Choosing and determining the procedures, methods, and learning techniques that are considered the most suitable and effective so they will be used as a guide by the teachers in conducting their teaching activities.

- d) Establishing minimum limits of success or criteria and standards of success so it can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities which is able to be used as feedback to improve learning.

Teaching and learning could be a series of teacher's experiences to present and change student's behaviour, like thinking, feelings and student actions. So, the students are going to be helped to adapt in their environment. Brown (2000:7) writes that teaching is guiding and facilitating learning, setting the condition of learning, and enabling the learner to learn.

From the definition by some experts above, it is concluded that the teaching strategy is a plan, method, approach or technique utilized by the teacher to show students within the class activities. Designing teaching strategy before teaching in the classroom is necessary to deliver material easily. So that, the students can achieve learning goals.

## **2. Teaching Speaking Strategy**

According to Faucette (2001:272), speaking strategies can be seen as the ways in which an individual speaker manages to compensate for this gap between what he or she wishes to communicate and her immediately available linguistics resources. It can thus be assumed that they play a predominantly reactive role by helping learners to deal with problems with getting their messages across in the course of communication. However, in the case of communication classes, the available student environment is surrounding the mother tongue, therefore teaching and learning strategies must be different. 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 (Suchdeva, 2011:14).

According to Kumari (2014:16), a variety of activity and task-based function can be used to develop the speaking skills given below:

- a) Role Play

Roleplay is a popular technique and is often used in classes to practice speaking skills. There are three types of role play, for example: with instructions, fully guided, and free type.

b) Opinion/Ideas

When teacher asks 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.

c) Dialogue

Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, suggesting, asking and giving information, apologizing, etc.

d) Dreams or Ambitions

Every student must have their dreams and ambitions. This can be used as a good interaction by expressing them. This activity ended openly which caused many students to speak.

e) Rhymes and Tongue Twisters

This is a way of playing to acculturate English. Teacher can teach students through poetry reading in a fun way. This can add value to speaking skills.

f) 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. Some activities using songs in English. And many English pop songs are well known even by the youngest learners, especially theme songs of films or television series.

g) Prepared Talks

Students make a presentation on a topic of their own choice/teacher's choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'.

However, it possible students should speak from notes rather than from a script.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that relates to the topic and objective of the lesson. Besides, they must consider the situation, the condition of the students and also the materials that will be taught. For instance, the teachers can use opinion/idea activities when they teach in speaking skills class. The students are allowed to express their real opinions. The students a-re also expected to predict the content of an observing picture, or talk about their reactions after observing the picture in a certain situation. These activities can be used as the alternative to trigger how far students can speak, say and express their feeling in English.

#### **D. E-Learning**

##### **1. Definition of E-learning**

To increase the effectiveness and flexibility of learning, the information and communication technology is more develop rapidly in education, such as using e-learning system. Technology-based e-learning includes the use of the internet and other important technologies to produce materials for learning, teach learners, and also arrange courses in an organization (Fry; 2001). E-learning refers to the use of information and communication technologies to allow the access to online learning or teaching resources (Arkorful, 2014). By using e-learning, teaching and learning material can be gained anytime and anywhere, besides the material that can be enrich with various learning resources which teacher can renewed multimedia quickly.

According to Udan and Weggen (2000:21), e-learning is part of distance learning so online learning is part of e-learning. The term e-learning includes various applications and processes like computer-based learning, web-based learning, virtual classroom, etc. In this case, online learning is part of technology-based learning who needs the internet to access. More specifically Rosenberg (2001:22) mentions e-learning as the

utilization of internet technology for sharing learning material, so students can access anything. According Khan (2005:22), e-learning refers to distributing learning material to anyone, anywhere, and anytime with utilizing various technologies in an open learning environment, flexible and distributed. In addition, the terms of learning are flexible and open related to the freedom of students in terms of time, place, speed, content material, learning style, type of evaluation, collaborative or independent learning.

From some definition above, it can be concluded that e-learning is an online learning that can be done anytime and anywhere by using technology. So that teacher and learners can study anywhere and access anytime they want.

## **2. E-Learning Models**

In this 4.0 era, the teachers must to master the technology and internet in teaching. With blended learning, traditional face-to-face meetings are integrated by using e-learning. In conducting e-learning, some information and technology products can be utilized in supporting the online classroom. The characteristics of e-learning is creation of a flexible and shared learning environment. Based on the definition, e-learning can be categorized into four models, as follow:

### **a) Web-Based Learning**

Web-based learning is a remote learning system based on information and communication technology with the web interface (Munir, 2009:231). In the web-based learning, through a web-learners do online learning. They can communicate with each other with learners or colleagues through the facilities provided by the website content technology service.

### **b) Computer-Based Learning**

Computer-based learning can be known as a self-learning activity that can be done by learners using a computer system. Rusman (2009:49) advises that computer-based learning is a learning program used in the



learning process using computer software containing titles, goals, learning material, and learning evaluations.

c) Virtual Education

Virtual education refers to learning activity that occurs in a learning environment where teachers and learners study separately by distance and time (Kurbei, 2001:10). The teachers provide learning materials by using several methods, for example: LSM applications, multimedia materials, internet utilization or video conferencing. By using the same technology, learners receive the material and communication.

There are some supported applications to accomodated e-learning first is WhatsApp. WhatsApp is effective application in increasing success in learning, developing students' positive opinions in courses. WhatsApp is also an applicable tool for improving students' motivation to learn. WhatsApp is regarded as valid tool as a peer assessment.

The second supporting application for e-learning is Google Classroom. This application is free and designed to help students and teachers communicate and conduct online classroom. By using Google Classroom, the teachers can manage the classroom activity effectively and efficiently. However, some limitations of using Google Classroom should be taken into account, refers to the need for supporting smartphone and availability of mobile data in using this application (Alim et all, 2019).

Another social media network to be used in the teaching and learning process is YouTube. The implementation of YouTube video into to classroom displays a great contribution to flexibility in instruction. The use of YouTube in teaching plays a leading role to help students understand the material, presenting a substantial influence on student's understanding and help teacher to provide good materials for teaching (Almurashi, 2016).

ZOOM and Google Meet also the useful application instead face-to-face teaching and learning process. The decision in choosing the appropriate learning tools must be chosen expressly, based on the teachers' ability in accessing technology, student's condition, and other support system. So that

the application will help both students and teachers in managing the e-learning system in conducting teaching and learning process.

### **3. The Advantages of E-Learning**

The adoption of e-learning in education has several benefits and advantages. There are some advantages in adopting e-learning according to L. Tjokro (2009:187), namely:

- a) It is easier to absorb, meaning it is to utilize multimedia facilities in the form of an animation, image, text, sound, and video.
- b) It is more effective and efficient in the cost, meaning that it does not need an instructor, there is no need for a minimum of hearings, can be anywhere, and so on.
- c) It is more concise, meaning that it does not contain a lot of class formality, directly into subject, subjects that are suitable for needs.
- d) Available in 24 hours per day, meaning is mastery in the material depending on the spirit and also the absorption of students, can be monitored and can be tested with e-test.

Other studies also give the benefits or advantages of e-learning to students. For example, according to Sing (2001), e-learning system enable improved communication between or among students, between students and faculty or instructors. Hemsley (2002) have argues that full time and part time students can participate in their degree courses chosen from any place or location, offering folks that are relocated or travel, an easily accessible resource for learning and knowledge. The adoption and implementation of e-learning provides disabled people the possibility to further their education from any location.

### **4. The Disadvantages of E-Learning**

In spite of the advantages that e-learning has when adopted in education, also has some disadvantages. There are some disadvantages according to Almosa (2002) such as:

- a) E-learning is lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time =in order to reduce such effects.
- b) E-learning might be less effective that traditional method of learning. Because the learning process is much easier with the use of the face-to-face encounter with the instructors or teachers.
- c) E-learning might have a negative effect in improving student's communication skills. Because e-learning further enhances academic knowledge.
- d) E-learning might be more difficult to assess a test. Because e-learning is difficult to control and manage bad student activities such as cheating.
- e) E-learning makes it easier for users to commit piracy and plagiarism, which tent to be inadequate selection skills or ease of copy and paste.
- f) E-learning cannot cover all fields of learning that require practical knowledge, for example scientific fields. Research argues that e-learning is more appropriate in social and scientific sciences humanities rather than the fields such as medicine and pharmacy, where there is a need for it develop practical skills.

In utilizing e-learning surely users require more additional equipment, such as smartphone, computer, monitor etc. Nursalam (2008:140) also states that there are lack of using e-learning, such as: lack of interaction, ignore the academic and social aspects, tend to be training from education, able to know how to using ITC, lack of human resources, and may be frustrating if cannot access graphics, images, and videos.

## **E. COVID-19 Pandemic Era**

### **1. Definition of COVID-19 Pandemic Era**

Coronavirus disease 2019 (COVID-19) is kind of virus Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) which emerged in Wuhan, China and was discovered at the end of December 2019 (WHO, 2020). Until now it has been confirmed more than 100 countries have

infected with this virus. The human to human spreading of the virus occurs due to close contact with an infected person exposed to coughing, sneezing, respiratory droplets or aerosols. At first the transmission of this virus caused by animal as a source of food then it could not be determined whether it could be through between humans (Shereen et al., 2020). This virus is quickly spreading still mysterious and research still on going.

The word of “Pandemic” comes from the originates from the Greek *pan* meaning “all” and *demos* meaning “the people”, and the word is generally taken to refer to a widespread epidemic of contagious disease throughout the whole of a country or one or more continents at the same time (Honigsbaum, 2009). The internationally approved definition of pandemic as it appears in the Dictionary of Epidemiology is straightforward and well-known: “an epidemic occurs worldwide, or over a very wide area, crossing international boundaries and usually impacting a large number of people” (Harris, 2000). The classical definition, however includes nothing about population immunity, virology or disease severity. Modern definitions include “extensive epidemic”, which “epidemic over a very wide area and usually influencing a large proportion of the population”, and “distributed or occurred widely throughout a region, country, continent or globally” among others (Morens et al., 2009). There have been a number of significant pandemics recorded in human history, including smallpox, cholera, plague, dengue, AIDS, influenza, SARS, tuberculosis, and COVID-19. Each pandemic harmed human life and economic development.

From some definition above, it can conclude that COVID-19 pandemic era is an era which is the most part disease outbreaks of COVID-19 that become widespread as a result of the spread of human-to-human infection. Also, it has negative impacts on health, economy, education, society and security of nation and global communities.

## **2. The Effect of COVID-19 Pandemic Era**

Since March 11, 2020. The coronavirus (COVID 19) spread around the world. It is a pandemic disease that affects all of the fields, especially in education system. The researchers believe that coronavirus is spreading exponentially and many countries are locked in their education system, and enforcing their people strict quarantine to control the spread of this highly contagious disease (Medical News Today, 2020). During COVID-19 pandemic era, students and teacher are prohibit to study in the classroom. As a result, the best solution to fixed teaching and learning is applying distance learning or e-learning. It contains platforms, educational applications, and resources that purposed to help students, parents and teachers. However, due to lack of internet connectivity, information technology, educational materials, and digital technology skill distance learning is difficult for teachers, students and families in.

In adapting distance learning, it has new the challenges to effectively share what is taught in the face-to-face classroom to online continue to a problem. Anderson, et all (2011) argued that there is one of main challenges like “disconnect between the technique teachers were taught to teach”, and how the material content must be delivered in an effective online classroom. The almost non-existence of institutional expectations for teacher online courses is another challenge outlined (Andreson et all., 2011). It includes the expectations of teachers, students, parents, courses, and staff. Without clear expectations and guidelines for faculty members to follow, there is no way to assess the effectiveness of these online courses. According to Tadesse and Muluye (2020), there are some effects of pandemic era and may be become challenges, as follows:

- a) It makes high stress for teachers, students, parents. Because they struggle with difficulties in utilizing technology and lack of infrastructure availability.
- b) Unequal access to educational resources and technology. For teacher, it is lack of monitoring students in learning material. And

for students, not all students have good internet access, good technology, educational resources and live with their family.

- c) It impacts on assessment and evaluation, especially in knowledge skills.
- d) It affects the mental and physical health of children, students, parents and teachers during teaching and learning process, some tasks and career.

To overcome the challenges above, the teachers are demanded to be smart, innovative and creative as new strategies in making teaching and learning process conducive, especially on teaching English skills; speaking skills. By utilizing some platforms, they can organize and monitor their students easily.

## **F. Previous Studies**

In this study, the researcher takes review of related literature from others research to avoid unnecessary replication. So, the writer reviewed several studies that have correlated with this study. The researcher can make a comparison of the result of each challenge faced and strategy used by the teacher in the English e-learning class method, and also the researcher can conclude what extend the strategy helps the teacher on teaching speaking in e-learning class.

First, the research about challenges and strategies on teaching English skills during pandemic, especially speaking also been conducted in Pekalongan, Indonesia, entitled “Teacher’s Strategies in Survival Speaking Learning during Covid-19 Pandemi”. Puspitasari, Nofianto and Huda (2021) argued that the best solution of teaching and learning process is conducting e-learning. But, the pandemic forced students, particularly teachers on teaching speaking skills in many universities. This study showed that the effective method of teaching speaking is by using WhatsApp voice note, because when some lectures utilized ZOOM or Google Meet many students have problems with internet, turn off the camera and microphone,

lack of interaction even left meeting suddenly. And to overcome some problems, the lecturer made guidance of engagement students in survival speaking activities. So, the learning will be meaningful both students and lecturers. This research focused on the challenges and strategies in the process of teaching speaking during online learning.

The second study was conducted by Tari Putri Utami in his thesis in 2020 entitled “An Analysis of Teacher’s Strategy on English E-Learning Class during Pandemic Covid-19”. This thesis explored that online learning is effective ways in teaching and learning process during pandemic. The types of is qualitative and the methods of collecting data is descriptive qualitative. The instrument of collecting data by interview. The interview was prepared by the researcher. The result of this thesis is online learning can be overcome if the teacher is more creative in utilizing e-learning and choosing the best strategy. She also concluded that four English skills can be improved by sharing video or sharing the link of YouTube in WhatsApp group. This research focused on strategies used by English teacher during online learning.

Another research was done by Ersya Nur Arodjiah in her thesis in 2020 entitled “The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study At SMP NEGERI 23 SURAKARTA in Academic Year 2020/2021)”. This thesis showed that the problem faced and strategy used by English teacher in teaching speaking during pandemic. Also, she concluded that the strategies in teaching speaking were implementing various plans, methods, approaches or a series of activities designed to achieve educational or teaching goal based on the theory of Syaiful Bahri Djamarah. This research focused on the challenges and strategies on the teaching English speaking.

To contribute more detail information, the researcher focused on the challenges and the strategies by teacher in the process of teaching speaking using E-learning during online learning.