

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the data concerning the problem statement in Chapter I. Therefore, this chapter is divided into two parts, research finding and discussion. There were two objectives in this research. The first was to describe the challenges faced by the English teachers in teaching speaking using E-learning, the second was to describe what are the strategies used by English teachers in teaching speaking using e-learning during pandemic era.

Data for this research was collected from questionnaire that has been given to the three research subjects via Google Forms, and also interview with three English teachers who taught all grades in SMAN 1 Kediri, both *Lintas Minat* and *Wajib* via Voice Recorder to support the data questionnaire. The result of questionnaire and interview was three English teachers implemented E-learning on teaching speaking during Covid-19 pandemic era. The implementation of E-learning has been supported by the stake holder. To avoid the spread out of Covid-19. They used some platforms that were familiar for both teachers and students, such as WhatsApp, Google Meet, Google Classroom and Google Drive. Like offline learning, they taught English based on the syllabus. However, this time is different, of course there were challenges faced and strategies used by English teacher on teaching speaking using E-learning.

A. Finding

1. Challenges on Teaching Speaking
 - a) Lack of Vocabulary Mastery

The researcher concluded the three English teachers agreed that the first challenges of linguistic language for the student to speak English was lack of vocabulary mastery. If students was lack of vocabulary mastery, it could hamper students to speak fluently. It also made them less motivation, even they just kept silent during online learning. It was happened because they think too long in translating their idea into English. It is related to the statements of questionnaire, as below:

- The student was lack vocabulary mastery to speak in meaningful contexts.

T1: Sometimes some students use Indonesian rather than English when I give an issue to discuss. Because they are lack of vocabulary.

T2: Students are lack of vocabulary.

T3: Some students just listen discussion because they think too much the English of vocabulary and grammar used.

- The student had difficult to listen English material.

T1: The students didn't know the pronunciation and vocabulary, so they have a difficulty to listen and understand the meaning.

T2: The student didn't understand the meaning of words of their listen, because they didn't know the right pronunciation.

T3: Have difficulty in understand the meaning, because they are lack of vocabulary and quickly forgetting what is heard.

b) Lack of Grammar Skill

The second challenges of linguistic language was lack of Grammar skill. Grammar is a description of the language and pattern we use in communication. The researcher concluded that the three English teachers agreed that most of the students had difficulties to apply grammar in speaking. Because of lack of grammar skill, some students felt fear to make mistakes. They were fear about mistake in grammar, because it could be uncomplicated the meaning. It could hamper the teacher to improve student's speaking fluently. It is related to the statements of questionnaire, as below:

- Lack of grammar skill can hamper to speak fluently.

T1: Many students just keep silent because some of them fear to make mistake about grammar.

T2: Most of them had fear making mistakes about grammar.

T3: Lack of vocabulary and grammar are also the main factor they can not speak fluently.

- Lack of grammar skill can hamper to speak in meaningful contexts.

T1: They are still confused about vocabulary and grammar.

T2: Students are lack of vocabulary and grammar.

T3: Becuase they think too much the English of vocabulary and grammar used.

- Lack of grammar skill can hamper to take sepaking opportunity.

T1: *When the students were given opportunity to ask or give an idea, they still keep silent. Because they are lack of vocabulary mastery and grammar skill.*

T2: *Because they always think for a long time about the proper grammar and vocabulary.*

It is also supported by interviewing the three respondents, it can be seen as below:

T1: *The most challenges I faced is Grammar. It is the reason of students fear making mistake.*

T2: *Most of students in SMAN 1 Kediri can speak fluently actually. But they still have a difficulty in grammar.*

T3: *Most students have difficulty using grammar. Because grammar is difficult to apply directly to speaking skills.*

c) Lack of Pronunciation Skill

The third challenges of linguistic language was lack of pronunciation skill. The researcher concluded that the three English teacher agreed that the students had difficulties in determining what to mention, articulate the words, and build the physical sounds that carry meaning. The students often be passive students because they did not understand the native speaker's expressions. That means that they had difficulties in listening. Besides, the students also often made mistake in pronouncing the word during online learning. It is supported by statements of questionnaire, as below:

T1: *The students didn't know the pronunciation and vocabulary, so they have a difficulty to listen and understand the meaning.*

T2: *The student didn't understand the meaning of words of their listen, because they didn't know the right pronunciation.*

T3: *Many students have difficulty listening, because they are required to know the correct pronunciation.*

d) Inhibition

The inhibition in teaching speaking, such as: the students were worried about making mistakes, fearful of criticism or simply shy. Inhibition could hamper students to improve their speaking like native

speaker. This challenge was happened when the the three English teachers apply some principles for teaching speaking, they were:

- The teacher must focuses on fluency and accuracy.

During learning English, the students had difficulties in speaking fluently and accurantly because they were unconfident and fear to make mistakes. It was related to the statements in questionnaire, as below:

T1: *Many students have difficulties in speaking fluently. They just keep silent because some of them fear to make mistake when they have to speak directly.*

T2: *When the students speak directly through Google Meet, most of them had fear making mistakes about grammar*

T3: *Many students are shy and affraid to make mistake.*

- The teacher improves student's oral communication

During teaching and learning process, there is interaction between the teacher and students. The teacher often asks some questions to students in discussing the topic issue. It is because the teacher wants to give speaking opportunity to improve their speaking. Three English teachers agreed that some of students did not take the speaking opportunity during online learning, because some of them were shy and fear to make mistakes. It was related to the statements in questionnaire, as below:

T1: *Some students still keep silent when I give opportunity to ask more, because they are unconfident to be active students.*

T2: *When the students were given opportunity to ask or give an idea, they just join the class. They feel simple shy, fear making mistake.*

T3: *They are shy and affraid about mistakes. So, they always think for a long time about the proper grammar and vocabulary.*

- The teacher helps student to develop speaking strategies.

Speaking must be mastered by English Foreign Learner. Some of students are not know the strategies to improve their speaking skills. So, learning English in the school has to be maximal. It is because they just practice in the school. However, improve their speaking is not easy. The researcher concluded that the three English teachers agreed had difficulties to helps students develop their speaking strategies. It was related to the statements in questionnaire, as below:

T1: *Some students are shy to speak English during online learning.*

T2: *It is difficult to express their idea because students are fear to make mistakes.*

T3: *Many students are not confident in using expression of speaking skill because they are just simple shy.*

e) Nothing to Say

During online learning, some of students almost always kept silent. It means that students have no motive to express themselves. The researcher concluded that the three English teachers agreed that some students still kept silent. It can be caused by some factors, such as: lack of vocabulary mastery, lack of grammar skill, lack of pronunciation skill, simple shy, affraid about mistakes, and even lack of motivation. When the teacher explaining the material, discussing the topic, and the other friends were presenting their material, most of students just kept silent. They also did not take the speaking opportunity during online learning. It is related to statements of questionnaire, as below:

T1: *Some students still keep silent when I give opportunity to ask more about something that has been learned. Although, they are join the online learning.*

T2: *When the students were given opportunity to ask or give an idea, they still keep silent.*

T3: *Some students just keep silent and turn off the camera*

It is also supported by interviewing the three respondents. It can be seen as below:

T1: *Some of them just keep silent, don't speak directly and feel bored.*

T2: *Many students are bored and keep silent in the online classroom so they only join as participant.*

T3: *But if they use e-learning 100% like now, of course they will feel bored. So that, most of them just kept silent during learning.*

f) Low or Uneven Participate

The researcher concluded that during teaching and learning process by using E-learning, only a few participants could talk at a time because of large classes and the tendency of some students to dominate, while others speak very little or not at all. Every meeting, the teachers always gave the topic issue to discuss with their students. But almost in every meeting, the active students were the usual students who is confidence and able to speak English fluently. They could speak English directly and fastly through Google Meet or WhatsApp audio. It made the others students just join the online learning.

This challenge was happened when the three English teachers improved student's oral communication. They wrote that there was only a few active students in improving their oral communication during online learning. It is related to the statemens of questionnaire, as below:

T1: *Although they join the online learning, there was no more 7 students to be active students every meeting.*

T2: *And, the active students are the same students every meeting.*

T3: *Most of students just keep silent because they are late to speak rather than the active students in expressing their opinion.*

g) Mother Tongue

In discussing the topic during online learning, sometimes there was students still used mother tongue. The researcher concluded that the two English teachers argued that it was happened when they speak directly, because they were not used to speak English in their real life.

They used mix Indonesian and English, when they discusse the topic related to the authentic material that was given by the teacher. It is related to the statemens of questionnaire, as below:

T1: *Sometimes some students use Indonesian rather than English when I give an issue to discuss.*

T2: *Sometimes some students use Indonesian rather than English when I give an issue to discuss.*

h) Teacher's Feedback

Giving feedback to students was not easy. It was because some students felt embrassed, it even could reduce their motivation. The researcher concluded that the three English teachers agreed that they did not gave students yet perfect feedback because most of them did not motivate to speak English better. There was negative impression for some students. It is related to statements of questionnaire that can be seen below:

T1: *I cannot give the best feedback to students.*

T2: *Cannot give a perfect feedback to students because there is negative impression.*

T3: *Cannot give better feedback to all of students. Some students are not motivated to be better yet.*

i) E-learning Problems

➤ Turn Off the Camera

During the online learning, the most challenges in teaching speaking was students often turn off the camera. Most of the students turned off the camera since the beginning of joining the online class until the end of the online class. However, there were some active students in the class while turning off the camera. Turning off the camera made English teachers uncomfortable because students lack of focus. Moreover, they were also less control and less honest during online learning. It is related to statements of interview, as below:

T1: *Most of my students often turn off the camera during online learning. The main factor is just simple shy if they make mistake Because their lonely classmates often mocked each other. I don't like it. Because I am like to speak.*

T2: *Many students join the class only and turn off the camera. I am not sure they are really join or not.*

T3: *So they never turn on the camera during online learning. This required me to be more patient.*

➤ Lack of signal and unclear sound

Teaching speaking by using E-learning is not easy like offline learning. It is because the teachers and the students used applications that needs Internet-connection. It was not unusual, so there were some callenges in utilizing E-learning. The researcher concluded that the three English teachers agreed that lack of signal and unclear sound were the example of challenges in teaching speaking. It is related to statements of interviewing the three respondents, as below:

T1: *Lack of signal makes uncomplicated learning, because it made them go in and out of Google Meet and not focus on receiving lesson. When they spoke, their voices were not clear. This is make me to be more patient teacher in delivering knowledge to students.*

T2: *I have difficult to listen the voice or correct their audio and video assignments, because there is lack of signal and spend a lot of data.*

T3: *Many students complained about internet data, so they cannot participae in learning optimally. Sometimes their voice was not clear because lack of signal.*

2. Strategies on Teaching Speaking

a) Role Play

To overcome the challenges in teaching speaking during E-learning, the researcher concluded that the two English teacher dealt using role play. Roleplay is a popular strategy that often used in class to practice speaking skills. It can be adopted though using E-learning. English teacher gave instructions and examples before doing conversation based on the topic, such as expression asking and giving for opinion. They

could role play after the teacher mentioned their name. By T2 and T3, this strategies can overcome to improve speaking fluently and listening skill. It is related to the statement of questionnaire, as below:

T2: *Giving practice continually by giving some questions and answers, giving an example of video and then they retell or roleplay the dialog in their book.*

T3: *Giving video or text on the book first and then students roleplay as assignment project.*

It is also supported by interviewing the two respondents that can be seen as below:

T2: *To improve speaking skill, I also ask them to role play like the example of conversation in their book. It will develop their speaking strategies in some expressions.*

T3: *During teaching and learning process, I focus on listening and speaking. I also ask students to role play speaking on an audio or video recording as another assignment.*

b) Opinion/Idea

In helping students to improve speaking skill, the three English teachers used the strategy as activity online classroom. This strategy always used for them in every meeting. When the teacher asks for opinions on controversial topics or situations, a lot of discussion can be generated. In addition, giving an attractive video can increase the student's idea. So that, the students have a lot of language to communicate their ideas especially in meaningful contexts. It can help students to develop speaking strategies. It is related to statements of questionnaire, as below:

T1: *Giving materials and explanation first, and then I ask some questions to students about hot news topic and discuss it.*

T2: *I give some questions by mentioning the name of students to answer and discuss related to the issue based on.*

T3: *Often asks random questions such as presenting, responding or correcting from the percentage of his friends according to the mind mapping of the topic that I have previously given.*

It is also supported by interviewing the three respondents, that can be seen as below:

T1: *Discussing the topic by mentioning student's name can improve their speaking.*

T2: *Giving practice continually to make students used to speak English in discussing the topic through Google Meet.*

T3: *I ask some questions randomly to students. I also divided the percentage of assignments to keep students active and ready to receive lessons.*

c) Dialogue

The researcher concluded that one of English teacher applied dialogue in online learning. By using dialogue, the teacher and students could practice the functions of language such as introduction, and expression of asking and giving for opinion privately. The students prepared the transkrip first related to the topic. Then if they have done, they called the teacher based on the schedule. It is related to statement of questionnaire that can be seen as below:

T1: *Give a practice in dialogue. I ask them to make a simple transkrip first and then sent to me. If I have done correct it, they will call me by WhatsApp and do it.*

It is also supported by interviewing one respondent, that can be seen as below:

T1: *During online learning, I often give speaking assignment like dialogue by using WhatsApp video call. I just give dialogue assignment because limited of time and limited of smartphone's capacity.*

d) Monologue

Monologue was the one of strategies used by English teachers. This strategy can improve student's speaking fluently. The researcher concluded that the two English teachers were prefer used monologue activity as speaking assignment. It was because the students felt free and enjoy to speak. They just take an video or audio recorded related to the topic, then they submit to Google Drive or Google Classroom. It is related to statement of questionnaire as below:

T2: *Ask the students to practice speaking English by choosing the topic and make transkrip first. And then record their monologue and submit thorough Google Classroom.*

It is also supported by interviewing the two respondents, that can be seen as below:

T2: *I ask them to monologue like tell a story, make and read expression of suggestion.*

T3: *I also ask students to role play speaking and monologue on an audio or video recording as another assignment.*

e) Prepared Scripts

During online learning, the two English teachers agreed that the students should write speaking transkrip first like dialogue or monologue assignment. This strategy could motivate students to speak fluently although they spoke through video or audio recorded. It is related to statements of questionnaire, as below:

T1: *Give a practice in dialogue. I ask them to make a simple transkrip first and then sent to me. If I have done correct it, they will call me by WhatsApp and do it.*

T2: *Ask the students to practice speaking English by choosing the topic and make transkrip first.*

f) Quiz and Reward

Quiz and reward were the attractive strategy to improve student's speaking. The researcher concluded that the three English teachers agreed that giving quiz and reward in the last explanation could motivate students to be active. The teachers gave quiz through Google Meet related to the topic, so it could enhance student's understanding. Students also competed to answer fastly. It means that they took speaking opportunity actively. In the last, the teachers gave a plus as reward to the active students. It is related to statements of questionnaire, as below:

T1: *I give a plus as reward for active students in answering the quiz and discussing the topic.*

T2: *Often makes discussion and gives rewards to students to speak bravely like giving the highest score.*

T3: *I will give a plus for active students in answer quizzes in the last activities.*

g) Using Video

The researcher concluded that the three English teachers agreed that used video could increase students motivation to attending the online class. By using video, the students could improve their listening comprehension, increase vocabulary mastery, grammar skill and pronunciation skill. The students also could observe the expression and gesture used based on the topic. So, they can imitate native speakers. It is related to statements of questionnaire, as below:

T1: *I give an example like video through WhatsApp group. And then the students make a video based on the topic.*

T2: *Make a video by myself or share the example of videos from YouTube through WhatsApp.*

T3: *I create attractive video by myself to make interested then share the link of my YouTube channel through WhatsApp group.*

It is also supported by interviewing the three participants that can be seen below:

T1: *Giving video can increase students' idea to express their feeling.*

T2: *The key is being patient and creative teacher, such as giving a fun video related to the topic.*

T3: *I create videos by myself. I must be patient and attractive teacher in educating them according to their potetial during online learning.*

h) Teacher's Feedback

The strategy to motivate students' speaking was teacher's feedback. The researcher concluded that the three English teachers gave oral feedback. It was chosen because they did not want to disturb students when speaking directly. This feedback was given to make students enthusiasm in the next meeting. It is related to statements of questionnaire, that can be seen below:

T1: *Give oral feedback in the last meeting as general through Google Meet or WhatsApp group and motivate them every meeting.*

T2: *I give oral feedback clearly in the next meeting as general feedback while demotivating them continually.*

T3: *Give oral feedback and motivation in the last meeting. If I give feedback directly, the students will be embarrassed and think that English is difficult.*

i) Teacher's Role

To manage all strategies ran well in teaching speaking by using E-learning during pandemic, the researcher concluded that the three English teachers made rules. Most of them had different rules, because they had different classes. It is related to statements of questionnaire, as below:

T1: *I am not give grade for passive and lazy students after giving long time to submit their assignments.*

T2: *I collaborate with their class counselor and their parents if he/she is always late in submitting speaking assignments.*

T3: *Make rules, so that students must be good students who actively ask questions and encourage them to speak directly.*

From the result of questionnaire, the researcher concluded that English teacher must be firm to help the students discipline during learning. It is also supported by interviewing the three respondents that can be seen as below:

T1: *The success of online learning during pandemic is unlike offline learning. It depends on the teacher's role in teaching and choosing the best strategy.*

T2: *The key is patient and need. It means that teacher's role is necessary in developing student's success during online learning.*

T3: *I must be patient and attractive teacher without forgetting teacher's role in educating them according to their potential during online learning.*

B. Discussion

1. Challenges on Teaching Speaking

The English teachers faced some challenges in teaching speaking by using E-learning especially in adapting the principle for teaching speaking by Brown (2001). The result of questionnaire and interview showed that

most challenges were derived from students that did not completely master the three primary elements of speaking; they are vocabulary, grammar and pronunciation that supported by Sadtono's theory in 1995 of linguistic factor problems in language learning. This is in line with previous study, Sari's thesis (2015), some students were unconfidence to speak because they were lack of vocabulary, grammar, pronunciation and comprehension. The researcher found that many students' speaking ability were not really good, for example in their vocabulary. Lack of vocabulary mastery made students just kept silent during online learning. It hampered the teacher to encourage student's speaking fluency and initiate oral communication during online learning. This is in line with previous study, Arodijah's thesis (2020), the students were unable to express themselves in English because they were lack of vocabulary. It means that student or someone must firstly master vocabulary before mastering other elements of speaking if he wants to speak English. This is supported by Burns and Joyce's opinion (1997) in Kurniasari that vocabulary or content words is the first recognized element of developing spoken language.

Apart from vocabulary, the researcher also found that most of students faced difficulties to adapt grammar in speaking. There were students who still kept silent during online learning because lack of grammar skill. It hampered the teacher to encourage students to use authentical language in meaningful context. This is in line with previous study, Sari's thesis (2015), most of students were difficult to produce grammatical utterance in speaking before pre test. It means that grammar is also an important element in the communication process. This supported by Debata, 2013; Thornbury, 2002; Ur, 2012, that mastery of grammar elements in speaking contributes to clarity and effectiveness of communication. Moreover, grammar will make someone's communication clearer and more accurate. As revealed and confirmed by the result of interview, it shows that most of the students had difficulties to master grammar, and they also still confused and had difficulties in applying of

using tenses, passive and active voices, gerund and etc., in communication. Because they did not master the grammar well, so it made them felt shy and afraid to speak English. They had no idea if they though too long about grammar when they make good sentences.

Lack of pronunciation skill was the next challenge in capitalizing on the natural link between speaking and listening. It is supported by Sadtono's statement (1995) that the speaker had difficult in determining what to mention, be able to articulate the words, and build the physical sounds that carry meaning. Most of the students had difficult to understand in listening when the teacher gave videos or explanation because they were rarely practiced. It means that they found difficulties in listening comprehension of native language. They also still faced difficulties in distinguishing vowel and consonant pronunciation. It was because in pronouncing vowels and consonant between Indonesia and English are different, so it made them confused to pronounce. This is in line with the previous study, Sari's thesis (2015), One of the students' speaking problem before giving a treatment was pronunciation and grammar.

Based on the fact above, it is not surprising that many students spoke English less fluently and accurantly. The researcher found that the English teachers faced difficulties to teach English because student's inhibition, low or uneven participate, mother tongue and nothing to say during online learning that supported by Ur's theory in 1997. Most of the students were not really enthusiastic to practice in daily life. In other words, students were less motivated to practice their speaking skill outside the class. This is in line with previous study, Arodijah's thesis (2020), lack of vocabulary and confidence caused students lack of motivation to speak English. This is the common challenges in learning speaking that supported by. It is ironic if the students also did not to practice their speaking during learning English. Because some of them feel embrassed in practicing speaking English with their friends although they implemented online learning.

They also thought that they had less confidence in speaking English because they were afraid of making mistakes and felt that it was unnatural to speak English in their daily life. It hampered the teacher to encourage the students speaking strategy by themselves. This is in line with the previous study, Arodijah's thesis (2020), students often felt shy and not confidence when speaking in front of the teachers and friends. The finding is also supported by Ur's statement (1996) that learners are often inhibited about trying in a foreign language, worried about making mistakes, fearful or criticism or losing face, or simply shy of the attention. Zhang (2009) also argued that the challenges in speaking such as worries about making mistakes, fear of criticism, or shyness. Therefore, enthusiasm and confidence are the primary thing for someone to get success and high accomplishment in his life. If the motivation strong enough, it provokes a decision to act.

Another challenge is most of the students were often uncertain for speaking during online classroom because of large class in online learning. When the teachers give them the topics to discuss, they just kept silent. In addition, they had limited time to think too long and were not ready with the vocabularies that they used. So it made some students passive in the class. This is in line with previous study, Arodijah's thesis (2020), The active students are always the same students and the passive students too in online learning. It means that the active students who had rich vocabulary tend to speak more directly, so the passive students were be left behind. This finding is also supported by Ur's opinion (1996) that low participation is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

Another challenge faced by the English teachers was mother tongue. Students felt difficult in pronouncing the words because they did not use English in daily communication. So it made them felt unnatural in speaking English. This is in line with the previous study, Arodijah's (2020) thesis,

some students still often speak in Indonesian rather than English. The finding is also supported by Ur's idea (1996) that the learners share the same mother tongue, they tend to use it because they are not familiar to use English. And when they used mother tongue too much, they felt less 'exposed'. It made them felt nervous and unconfident when they spoke English in online learning, because they felt that their mother tongue still affected their speech so they felt shame if their friends laughed at him.

The next challenge was the English teachers' feedback. This challenge was a new problem by the English teachers on the teaching speaking. The teachers always correct the errors made by the students. However, sometimes the student reacted negatively when corrected by the teacher in front of the online classroom. It was because the student felt embarrassed and insecure. So they often felt anxiety, unconfident and kept silent during online learning to avoid mistakes in speaking. It hampered the teacher to motivated and give correction to speak better in the next meeting. This is in line with previous study, Puspitasari et al (2021), Feedback can influence student's feeling. It is supported by Horwtiz et al (1986), feedback may adversely affect the emotional areas of the student, which in turn can negatively affect learning, especially in speaking. If the students do not understand the reason why there is feedback in the classroom, feedback could be considered as something threatening.

Another challenge was E-learning problem as a crucial problem. The teaching speaking by using E-learning basically is fun and attractive learning because students do not have to speak face-to-face. And also they were enthusiastic when learning process engaged their smartphone or notebook they have. On the other hand, if teachers teach speaking totally by using E-learning, most of students felt bored and others problem will happened, such as turning off the camera during online learning, the camera was too small, students' lack of focus, lack of controll, bad signal, limited time, spending much of internet data even the voice was not clear. All of

problem often happen during online learning. So, teaching speaking skill using E-learning can not run maximally unlike offline learning. This is in line with previous study, Puspitasari et al (2021), Teaching speaking during pandemic era did not run well unlike offline learning. It is also supported by Almosa (2002), E-learning might have a negative effect in improving student's communication skills.

The challenges above make the English teacher faced challenges in teaching speaking by using E-learning. It can be seen from the questionnaire and interview from the English teachers that the writer investigated, students were still unconfident and kept silent in speaking using E-learning during pandemic era. That inhibition make the teachers difficult to teach speaking not run well if the they did not have strategies to overcome those challenges.

2. Strategies on Teaching Speaking

After discussing the research finding on the challenges faced by English teachers in teaching speaking, now the research the her explained the finding of strategies used by the English teachers in teaching speaking based on the principles for teaching speaking by Brown. Based on the findings, there are several strategies used by teachers in teaching speaking skill. All strategies used by English teachers are effective, because that strategy can improve students' speaking ability.

The result of questionnaire and interview showed that the three English teachers adopted some activities in online classroom as the strategies to teach English. In addition, every teachers had own strategies to improve their students' speaking. They are discussion, role plays and simulations, dialogue, monologue and work in pairs. It is supported by the Kumari's theory (2014:16), A variety of activity and task-based function can be used to develop the speaking skills such as roleplay, discussion, dialogue, monologue, and prepared talks.

The first strategy was role play technique. This technique was believed to improve student's speaking skill though did not run maximally as well as offline learning. By doing play the role, students could act based on the instruction of teachers. That is in line with previous study, Arodijah's thesis (2020), Role play strategy can improve students' speaking skill. It is also support by Byrne (1986) in Wulandari et al, Role pley helps students to interact with others in an imaginary situation and to promote interaction in the classroom and increase motivation. However, the T1 and the T2 prefer apply a role play technique related to the topic as speaking assignments which choose to use video or audio recorded.

Another strategy used by the English teachers was opinion/idea. The teachers gave controversial issue related to topic to students through WhatsApp group or Google Meet. The students would observe the issue and the teacher ask some questions to students randomly. This strategy helped students to more focus in learning English also to take speaking opportunity for every student. This is in line with previous study, Arodijah's thesis (2020), One of strategy used by the teachers to improve students' speaking skill is answer question in discussion. It is also supported by Kumari (2014), The students have a lot of language to communicate their ideas through discussing the hot issue.

The researcher concluded that dialog was believed by the T1 that can improve student's speaking fluently. Dialog activity could be done by WhatsApp voice call among teacher and two students. Some of students were enthusiasm to speak because it was private activity. In addition, they speak enjoyable without scare about mistakes and mocked other students. Private dialog could help students to develop their speaking strategies, such as using some expressions asking and giving or opinion to their partner. This is in line with previous study, Arodijah's thesis (2020), Reading dialog can motivate aand foster students' self-confidence. It is supported to Brown (2001), Dialog technique is the short conversation between two speakers,

consisting of four to six utterances, representing some kind of communicative event. By using this technique, the teachers give the students opportunity to express themselves individually by having them share their ideas or opinions on a regular basis (Larsen: 1986).

Another strategy to improve students' speaking fluently was monologue technique. Based on the result of questionnaire and interview, two English teachers prefer to use monologue, because there was limited time in Google Meet. Monologue was used as speaking assignments. Through monologue, the English teachers believe that students felt free and enjoy to speak alone. They can develop their speaking strategies by themselves as if they were native speakers. This is in line with previous study, Rakhmanina and Dian (2021), Monologue speaking through Instagram as assignments will be more motivating for students in learning speaking during the pandemic. It is also supported by Brown (2001), speaking performance through monologue makes students to be masters in English because it can be planned or impromptu and it needs no responses from the audience or listeners.

To make the student more confident to speak, the researcher concluded that making scripts or outlines or mind mapping first before speaking can improve speaking skills. After the students make a script for the dialogue of introduction or asking and giving opinions, they submitted their speaking assignments in video or audio recorded or video call a teacher. It can be an enjoyable experience for both the teacher and the student. It was because a script as a guideline for presenting their speech or speaking practice. So, the students would be ready to speak. There were many students who joined the class confidently and enthusiastically. This is in line with previous study, Ramadhani's thesis (2020), Using script or mind mapping in speaking skills can help students to comprehend the speaking, become intelligent, exactly pronunciation, speak the words correctly and make them understand the material. It is also supported by Harmer (2001),

scripts provide a rich of source of comprehensible input in language that is natural and spoken.

Next strategy used by the English teachers was giving quiz and reward for active students like a plus. This strategy was affordable as a new strategy that used during online learning. Quiz and reward can encourage students to speak English. For the T3, the reward was given because he made the rule that students must be active during online learning. This strategy would increase their motivation to initiate the opportunity oral communication although they did not turn on the camera. This is in line with previous study, Ihsan (2016), Giving prizes, encouraging and giving extra points for learners who express their idea actively can motivate students to take speaking opportunity. Slavin (1994:383), the teachers can enhance the students' motivation by inspiring their interest, maintaining curiosity, and giving feedback and rewards for their effort. From the questionnaire and interview, the English teachers aroused student's interest by holding an activity, such as oral quiz. In this activity, the students tend to compete with others to gain the rewards as many as possible in the end of the activity. So that their scare and shy will be reduce.

Apart quiz and reward, the next strategy in naturalizing listening and speaking was giving video. This video could form theirselves or Youtube. Based on the questionnaire and interview, the English teachers played the video in normal speed and sound because they used listening comprehension technique. By playing video through E-Learning, the students seemed interested and enthusiastic in watching video. It aimed to help the students understood the content and knew how to give an instruction. They also increased their vocabulary, grammar used and pronounce the words. After playing video, teachers asked some questions randomly to students. It gave opportunity to the students to presents their answers. This activity was to help the students focus and understand the expressions of giving instruction. It was also increase their confidence in

speaking skills. This is in line with previous study, Arodijah's thesis (2020), Sharing videos from YouTube can stimulate and improve student's speaking skill. It is supported by Smaldino et al (2007:29), videos can support the speaking teaching and learning process and develop speaking strategies. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions and gestures.

Another strategy that the English teachers used was give the best feedback to students. To overcome the students' difficulty dealing with the element of speaking, the teachers decided to give feedback on the students' speaking performance. Based on the result of questionnaire and interview, the English teachers used oral feedback such as suggestion and motivation. They gave feedback at the last activity or the next meeting. It was because limited time and also they let students to finish their speaking without scare. They gave feedback to make sure that the students clearly understood and they always gave compliment on their performance to keep their enthusiasm in learning English. This is in line with previous study, Arodijah's thesis (2020), The teacher gives feedback to students with different way in teaching speaking such as appreciation, suggestion and motivation to achieve the goal. It is supported by Corder (1967) in Sholikhah, corrective feedback is needed when students make mistakes in learning. This feedback to give information the student's need to improve on their performance.

The last strategy to teach speaking was teacher's role as an important strategies. Like offline learning, teacher's role is important during online learning to made learning process well. This is in with Koran (2015), Teacher's roles helps learners overcome their communication obstacles and motivate them to actively participate in speaking activities. It is also supported by Harmer (2007), they are 8 roles of teacher that can be played in the process of teaching such as the teacher as facilitator, resourcer, controller, prompter or motivator, participant, tutor, organizer and assessor.

The teachers need to facilitate the students by providing the activities or things which students can discuss on. The strategies used by the English teachers such as ask questions, rephrase the student's answer, give prompts that encourage oral conversations, give authentic material and tasks, and share knowledge. The teachers need to control online learning activities based on their lesson plan by giving the rule. Based on the result, the teachers should be firm but respectful, so students would understand the necessity of rules. The T1 dealt to make students compulsory to speak English, be discipline and turn on the camera during learning. It is because the teacher wanted students to be more focus and serious. If the students were used to speak in front of people, their would be confidence to speak more. They also need to encourage their students to enjoy the lesson. If students enjoyed, they were used to practice speaking. By giving easy topics, the students would be not affraid to make mistakes too much. The more they practice, the better they speak. If the better they speak, the more confidence they will gain. And this cycle will continue to build fluency and accuracy.

The strategies above make the English teachers had easy to overcome some challenges in the process of teaching English speaking during online learning. It can be seen from the questionnaire and interview from the English teachers that the writer investigated, this strategy is successfully because the students can improve their speaking using E-learning during pandemic era. In other word, teachers' strategies run well and overcome teaching challenges.