AN ANALYIS OF TEACHER'S STRATEGIES IN TEACHING SPEAKING IN EMERGENCY REMOTE TEACHING CONTEXT

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Abstract

This article aims to explore the teacher's strategies in teaching speaking in emergency remote teaching (ERT), this research using qualitative approach with observation, interview and documentation. The result of this research is that are faced the students are found the difficulties. There are in an attention in learning process, students still little in vocabulary, students are doesn't brave and confident in speak directly when they in online class, the students are faced the unstable signal when they in online class.The researcher will give some appropriate strategy. Firstly, based on the students' difficulties. For difficulty in speaking teaching with ERT, students need to pay attention to and learn in a social media, such as Whatsapp, Zoom, Google Classroom and soon. So, students need to master in speaking context to make it easier to speak in english. Especially in pronounciation and grammar, students must understand how to use pronounciation correctly and adequately according to their function. For difficulty in limited vocabulary, students must master the vocabulary to help students in speaking without repeating the same words and delivering clear ideas. For difficulty in pronounciation, students should learn how to pronuoun correctly in speaking learning and doing a lot of practice in speaking.

Introduction

Renandya,[2016] states, speaking is the result of dynamic interactions of cognitive, articulatory and social activities. To deliver a message, speakers must decide what to say, then utilize their linguistic skills to produce sentences and encode this message in different sounds patterns that their listeners can identify and understand. We generally refer to someone as an excellent speaker when they talk confidently, clearly, and grammatically.

A person may be considered a good speaker in some learning circumstances if he or she sounds like a speaker from one of the classic native-language countries, such as the United Kingdom or the United States Renandya,[2016]. Speaking is used to express each other's ideas, feelings and thoughts in the form of oral speech. Therefore, speaking skills must be mastered for foreign language learners or second language learners. Most of the students are still confused or not confident to practice their ability in speaking because of the lack of vocabulary, grammar, wrong pronunciation, etc. Speaking is a difficult skill, because students are usually afraid of making mistakes when they try to speak Barbour et al., [2020].

As a teacher, we are required to be able to teach and improve students' learning abilities, especially in improving students speaking skills. In the learning process in the classroom, the teacher must prepare all the teaching tools needed, master the learning materials and also use the suitable strategy to suit the target (students). By mastering the material and using the appropriate strategy, it will make easier for students to understand the material. Of course, while studying in class, there were many unpleasant incidents, such as not all students pay attention to the teacher and sometimes the students not being

able to understand the lesson well. Therefore, a teacher must know the problems faced by students and try to find solutions. We as teachers must be able to be good role models or examples for students, become good motivators and supporters for them so that they can develop their potential and improve their learning skills, especially in speaking skills. As the motto of K.I Hajar Dewantara said that the characteristics of professional teacher are: (a) *Ing ngarso sung tuladha* (In front, teacher becomes model), (b) *Ing madya mangun karsa* (In the middle, the teacher is a motivator), and (c) *Tut wuri handayani* (behind, the teacher is a supporters), Sugiarta et al., [(2019)].

Strategy is an important aspect in the learning and teaching process. Strategy is an activity that must be carried out by teachers and students to make learning activities more active and interesting. As a teacher, the teacher must be able to choose the appropriate strategy to use in teaching students especially since the corona virus (COVID-19) outbreak.

WHO, [(2020)] claim that Coronavirus disease (COVID-19) is a viral infection in the world wide caused by the SARS-CoV-2 virus. When an infected person coughs, sneezes, speaks, sings, or breathes, the virus can spread in microscopic liquid particles from their mouth or nose. So, if you feel ill, it is critical to adopt respiratory etiquette, such as coughing into a flexed elbow, and to stay at home and self-isolate until you recover. Because of the COVID-19 outbreak it's bring up many obstacles especially in education such as education system. Schools must change learning methods according to the current emergency situation. The learning method is not face-to-face but an online learning system caused by the pandemic. Actually, online learning already exists in several schools that do use online learning in their schools, which is different from emergency remote teaching. Emergency remote teaching exists because of an epidemic or disaster that requires some schools and even some countries to remodel the learning system, which must be done online until an undetermined time (the outbreak subsides). One method that is suitable to be used during this pandemic as a substitute for the previous learning method is emergency remote teaching (ERT).

Emergency remote teaching (ERT) is intended to be a brief diversion from traditional substitute of commonly used method. It happens when teaching becomes distant (or remote). This transforms face-to-face or hybrid teaching into digital education, Romero, [(2021)]. ERT has been used by teachers in the Philippines, Talidong, [(2020)], the main findings of this study highlight the positive outlook, care for students, and instructional tactics of Philippine teachers in implementing remote teaching. The implications of this study focus around the concept of contextualizing instructional models in remote instruction, which requires teachers' and curriculum designers' attention. The majority of teachers utilize PowerPoint presentations as instructional resources in remote teaching. Teachers, on the other hand, should be directed by an instructional model when it comes to remote teaching. Furthermore, before modifying any instructional paradigm to pursue remote teaching and online education, teachers and instructional designers should consider contextualization and the learners' background. In order to execute a successful and effective ERT, proper teaching techniques and instructional design must be used to avoid wasting time, effort, and investments in technology and education, Bozkurt & Sharma, [(2020)].

The researcher chose to examine the teacher's strategy in teaching speaking in emergency remote teaching because she wanted to know what are the problems faced by the teacher when teaching speaking in emergency remote teaching and also wanted to know what strategies were used to teach speaking when teaching remotely in an emergency. The researcher want to conduct the research in Junior High School 1 Yogyakarta.

Method

This research used qualitative method. According to Wisler, (2009), qualitative methods are methods that use investigative strategies, data collection methods, analysis, and data interpretation. Using qualitative methods means relying on text data, image data and also using various strategies in analyzing data. According to Creswell, (2012), there are 5 steps in the process of collecting data:

1. Identifying participants and sampling strategy.
2. Researcher should obtain permission from the participants to conduct research.
3. Consider the right type of information to answer the research question.
4. To design the right protocol or instrument to collect data.
5. Then the last step is the researcher must manage the data collection.

In this study, open-ended interviews were employed as the research design. Wisler, (2009) defines qualitative approaches as participatory worldview, story design, and open-ended interviewing.

Findings and Discussion

Observation

To ensure safety, the researcher made observations to schools to meet with teachers as a first step before conducting interviews. Researchers must comply with COVID-19 health protocols by wearing masks, washing hands and don't forget to always keep the distance. In this observation, the researcher observes teaching activities during remote teaching and also observes what strategies and methods are used during teaching. On September 17, 2021, the researcher observed the Junior High School 1 Yogyakarta.

The researcher observed teachers on Monday, October 25, 2021. Before making observations, the researcher made an appointment with the teacher and then the researcher were asked to come to the school to observe online learning teaching in the same place, precisely in the school laboratory, but using their respective accounts. The researcher observed how the teacher taught from the beginning to the end. Before giving material through online media, the teacher has given material to students through the Google Classroom application, after that students are expected to read and understand the material, if there is something they don't understand, they can be asked when online learning. Researcher observed the teacher's teaching process through one of the applications used for online learning, namely Zoom Meeting. In this observation, the researcher observed the teacher's teaching activities in teaching speaking in emergency remote teaching, starting from the opening, greeting, reading student absences, review the previous material and the material to be discussed, questions and answer session, discussion, and closing.

These are the strategies that the teacher implemented when teaching speaking to her students in emergency remote teaching. The researcher summarized the strategies in the tables as follows:

The session	The Activity	The students' interactions	The methods
Opening	The teacher said "*salam*" to the students and introduced the students about the material of English.	The students replied the teacher's "*salam*"	-
	The teacher called the students' name one by	The students gave the responds to the teacher.	-

	one. (read the students' attendance)		
	The teacher asked the students about their conditions during the learning process.	The students told their conditions to the teacher.	CLL (Community Language Learning)
Main Activities	The teacher ask the meaning of some vocabulary.	The students answer the teacher's questions one by one.	CLT (Communicative Language Teaching)
	The teacher asks students to mention some things in the house. For example "Mention three things in the living room" and the teacher will give additional point to student who can answer the questions.	The students scramble to answer the teacher's questions in order to get extra point.	
	The teacher instruct the students to imitate some of the vocabulary that will be mentioned.	The students imitate the teacher with enthusiasm.	Drilling
	The teacher explain the material today entitled: "Things".	The students pay attention to teachers' explanation.	Power Point Presentation
	The teacher asks students to interpret the vocabulary ask by the teacher.	The students interpret the vocabulary given by the teacher orally.	Translation
	Question and answer session with students.	The students ask questions related to the material that has been discussed and the teacher answered.	Question and Answer session.
	The teacher gives homework about the material that has been studied today via google classroom.	The students confirmed the homework.	TBL (Task Based Learning)
Closing	The teacher gives the students motivation and she closes the study session.	The students thank the teacher for the material that given today.	-

Based on the table, there are various results that the students and teacher implemented in the learning process. The first

After implementing the observation, the researcher found two results. First, the researcher found there are some problems faced by the teacher when teaching speaking in emergency remote teaching. Second, the teacher found some strategies that the teacher implemented when she was teaching speaking in emergency remote teaching. Teacher must be creative in teaching, use interesting words, appropriate media for teaching, use easy language to understand so that students do not get bored of learning. To determine

the success of teaching, the determination of learning strategies and also teaching methods plays an important role so that learning goes well. The English teacher who teach in that school stated as follows:

Indonesian:

"Mayoritas anak kelas VII masih merasa insecure mbak, apalagi kebanyakan murid baru belajar dasar bahasa inggris ketika SMP ini, jadi masih suka malu, tidak percaya diri karena takut salah ngomong ketika pakai bahasa inggris apalagi didepan banyak orang. Jadi saya harus lebih ekstra dalam mengajar dan harus lebih interaktif lagi supaya bisa meningkatkan ke percaya diri an para murid sehingga yang awalnya merasa malu atau takut menjadi berani berbicara, begitu."

English:

"Most seventh grade just learned English at this junior high school level so they still feel insecure, shy, not confidence when speak English especially in front of other students. So, I have to teach with an interactive method to develop their confidence so that those who initially feel shy or afraid become courageous to speak, and also because I have to teach from the basics as much as possible I have to be more interactive."

There are various results that the students and teacher implemented in the learning process. The first, the teacher gave the opening of the learning process. In the opening, the teacher greets and reads out the absences, then asks "how are you today?" to provoke students to be active during this learning. After that, the teacher asks the students about the previous material so that students can connect with the material that will be delivered by the teacher. Then the teacher asked the students to open the book chapter IV (This is My World) page 59 (Appendix 1).

The second, the teacher explains the material that discusses "Things". At the beginning of teaching, the teacher asks the meaning of some vocabularies that will be discussed. After that, the teacher asks students to mention some things related to objects in the house.

The teacher will give point to students who can answer the teacher's questions. After the vocabulary question session is over, the teacher continues her teaching by using the drilling method, which instructs students to follow the words that will be mentioned by the teacher.

After the students finished imitating the teacher, the teacher explained about the "Things" material by using Power Point Presentation. In this chapter and in the corresponding module books, these things include: Things in the living room, things in the bathroom, things in the kitchen, etc.

After that the teacher asked the students to interpret the vocabulary and several questions according to the material about "Things in the bedroom"

At the end of the explanation, then question and answer session. It start from the teacher asks the students "is there any questions?" After it finished, before the teacher closes the lesson, she gives an assignments that have been sent via the google classroom application. Assignments are collected through the google classroom application and then she closes the lesson with a farewell greeting and motivates the students to keep on learning and don't forget to take care of their health during this pandemic.

According to the observations that have been made by researcher, she summarize the results of observations. There are 4 types of speaking according to Brown & Abeywickrama, [2010] the teacher uses 3 types of them, namely imitative, intensive and

interactive. Imitative proved by "the teacher uses the drilling method for teaching". Intensive proved by "when the teacher asks the meaning of some vocabulary and students answer the question, and also when giving English assignments the students understand and respond to the teacher's statement". Interactive, as proved by "when the teacher explains the lesson to the students, besides she explains she is also actively discussing with the students such as asking the meaning of some vocabularies or asking to mention the objects at home because the material is about "Things".

Second, there were some obstacles faced by teachers. Firstly, some students go in and out of the zoom meeting application due to poor internet connection so that it can interfere with the teaching and learning process. For this problem, the teacher gives 5 minutes for students to stabilize the network and advises students to choose a place with a lot of signal, such as going to the second floor of their home or outdoors where there are many signals. Secondly, at the beginning of teaching some students were not confidence to speak and answer questions from the teacher because there were other people in this forum and it's me. Even though we have been introduced before but they still nervous with the new people. However, the teacher can overcome it by inviting students to made conversation in a relaxed manner so that students can enjoy this learning process. Then the atmosphere becomes fluid in the middle of learning when students answer each other's questions. The teacher uses an active learning method when the teacher explains it is accompanied by asking questions to students to measure their understanding. After finishing teaching the teacher ensures understanding to students and if there are students who do not understand the material that has been conveyed by the teacher can be directly asked. So, according to Ur [1996] related to the problems in teaching speaking most of students still nervous to speaking in front of many people because afraid of making mistakes and they feel shy of the friends attention. They prefer used mother tongue because this is the first grade for them to study English and mother tongue it's easier but besides, there are some students that confidence to speaking English well, so they interact most with the teacher proved by "they often answered teacher's questions."

Interview

First, begin with how or what rather than why, so that you do not suggest probable cause-and-effect relationships as in quantitative research (i.e., "why" something influences something), but rather suggest exploration in qualitative research. The researcher would like to interview the seventh grade teacher. Second, mention the study's research site. Third, the researcher will conduct online interview by using zoom meeting media. Fourth, describe the main phenomenon you intend to investigate. There is a problem that related to the teacher strategies in teaching speaking. The problem is in strategy when teaching speaking, because the appropriate strategies in teaching speaking becomes the main problem for students to comprehend the material in speaking skills and the teacher should master it in their teaching.

The researcher interviewed the seventh grade teacher at SMP Muhammadiyah 1 Yogyakarta on October 28th, 2021. The researcher asked about the meaning of emergency remote teaching to teachers. First, the teacher stated that she had never heard of the definition of emergency remote teaching, all she knew was remote teaching. Remote teaching is learning that is carried out remotely using electronic media as a tool for learning. The statement can be proven by the results of the interview. The teacher said that:

> "*Untuk emergency remote teaching saya kurang tau dan baru denger ini dari mbak Agrita. Tapi kalau remote teaching saya tau. Kalo remote teaching itu sistem pembelajaran jarak jauh yang*

dilakukan dari rumah dengan menggunakan media alat elektronik sebagai alat komunikasi, untuk emergency yang dimaksud itu mungkin ketika pandemic COVID-19, gitu, ya."

In English, it is written that

"I don't know about emergency remote teaching and I just heard this from you, Agrita, but I know about remote teaching. If remote teaching is a distance learning system that is carried out from home using electronic media as a communication tool, for the emergency in question it may be during the COVID-19 pandemic, isn't it?."

Meanwhile, emergency remote teaching according to Barbour et al., [2020] ERT is defined as a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances.

Second, what the teacher usually does before starting remote teaching learning is to announce it on the WhatsApp group the day before the meeting tomorrow and then the next day in the morning before the meeting the teacher reminds again that today there is a class with a zoom meeting. Then, do the attendance while waiting for students who have not entered the forum. After that, learning begins with casual questions about student activities which are then connected to today's learning topic.

Third, then the researcher asked about what applications were used when teaching remote teaching. There is not only one application that is often used by teachers. There are WhatsApp group, google classroom, youtube videos and for virtual meetings, teachers use zoom meetings. Not all English language teaching uses virtual meeting applications because there are several obstacles faced by students, such as a weak network or signal, limited quota, problems with the network where the time to study is limited just to take care of the problems of students who cannot join or like to go in and out zoom meeting, and not all 7th graders understand technology because they just moved from elementary to junior high school and they immediately face distance learning. And sometimes teachers use zoom meetings to teach speaking skills so they can interact with students directly. Then for the assessment, students are asked to take photos of their assignments which will be corrected by the teacher, then for speaking assignments the teacher usually asks students to collect their voice notes (VN) or short videos when speaking.

Fourth, the teacher gave her opinion about how the teacher explained the material when teaching speaking online. There were several ways for the teacher to explained it. First, it stated that the teacher used a power point presentation. Second, the material is abbreviated to make it simpler by using language that is easy to understand. Third, teachers are more interactive with students so that students do not feel bored when the learning process is in progress. Fourth, sometimes making a youtube video or taking a source from youtube which then the link is sent to the whatsapp group or google classroom application, sometimes in the form of a link sometimes in the form of a video.

Next, the fifth, the researcher asked about what the strategy and method that the teacher used in teaching speaking online was. The strategies that she used are brainstorming, drilling and translation Purwaningsih et al [2019]. In addition, the methods that the teacher used are Electric Method and Communicative language teaching.

The sixth, the researcher asked how she made students were active when learning in progress. The teacher stated that to make students active in learning. First, teachers must be more interactive and enthusiastic in teaching, especially teaching in emergency remote teaching to avoid student boredom. For instance, by asking the material that has just been

explained to measure their understanding. Second, the teacher makes a discussion group with the students and then after the teacher distributes the material she opens a question and answer session. For the procedure explained by the teacher. The teacher said that "Untuk sesi question and answer ini biasanya saya memberikan materi terlebih dahulu kepada murid dan mereka membaca materi itu selama 15 menit kemudian setelah itu saya buka sesi tanya jawab dengan murid." In English it is written that "For this question and answer session I usually give the material first to students and they read the material for 15 minutes then after that I open a question and answer session with students."

The seventh, the researcher asked about the teacher's obstacles in teaching during e-learning in emergency remote teaching. The obstacle that was faced by teacher when learning the emergency remote teaching system was an unstable network because some live in the village or because of quota limits and limited time to deal with student problems who cannot join zoom meetings or often go in and out of zoom meetings. In addition, there are other obstacles faced by teachers such as students not confident in speaking in front of crowds, fear of being wrong in English pronunciation, lack of vocabularies and feeling inferior to smart friends.

The eighth, the researcher asked abouth how the teacher solved the problems that were related to the problems in emergency remote teaching learning. The teacher stated that for learning problems, teachers usually used the *"Tutor Sebaya"* or in English it could be known as "Peer Tutor" method, which means, friends who are smart teach friends who are less intelligent because they are easier to understand if they are with friends. And also if there are students who don't understand, students usually have a private chat with the teacher and then the teacher explains over the phone with the student, that's all. After that, the teacher said that "Kalau untuk permasalahan pembelajaran online biasanya ada di bagian pengumpulan tugas, mbak" in English, it is written that "For online learning problems, it is usually in the assignment collection section."

In addition, the teacher explained about the collection of assignments. If the student is really bad, the first time the student is called to school, he will be given assignments that have not been completed, then the students will do their work at school and it will be deposited directly. The work can be done in installments at school. Second, the teacher comes to the house to confirm to the student that there is an unfinished task, by reminding the student, the teacher also brings the task to the student's house to do it. For quota constraints, the teacher can't help, but for online learning there is assistance from the government once a month and to get this assistance, each student will have their cellphone number recorded later for those whose numbers have been registered can get a quota from the government, and for those whose numbers are changed can confirm to the school administration department to be replaced in order to continue to receive quota assistance from the government.

The ninth, the researcher asked the teacher about the method or strategy that the teacher liked the most in teaching speaking during e-learning. Then, the teaher stated that "Kalau dalam mengajar saya campur-campur si mbak, ada interactive tapi tidak sering karena terhambat waktu dan beberapa problems dalam pembelajaran online. Untuk pengajarannya saya sukanya pake model yang task based learning yang mana mereka meng eksplore sendiri dari topic materi yang saya berikan. Gitusih." In English, it is written that "In teaching, I mix. There is interactive but not often due to time constraints and some problems in online learning. For teaching, task based learning is my best method, where the students can explore the topic on their own. That's how it is."

According to the interview above, the teacher used some appropriate medium for teaching, such as Zoom Meeting for class, WhatsApp group for mentoring and provide information about learning activity, Google Classroom for giving and collecting the assignment, sometimes the material shared there, YouTube videos or link sometimes used for the teaching material.

Documentation

Documentation will be collected as long as the researcher conduct observation and also interview and during the research according to the Covid-19 protocol for the implementation of the research. The syllabus also include as a documentation.

The researcher visited SMP Muhammadiyah 1 Yogyakarta for the first time on May 10, 2021 to ask permission to conduct research to observe one of the English teachers at the school when teaching speaking in emergency remote teaching. After being accepted to conduct research at the school, on October 12, 2021, the researcher came back to school to talk about when the observation schedule was in accordance with the material, and the schedule is on October 25. On that date the researcher came to school to make teaching observations in emergency remote teaching with students using the Zoom Meeting application in the school laboratory room. Then, the researcher came back to the school on October 28, 2021 to interview the English teacher (questions according to the interview list) and takes some pictures to fill the documentation.

Conclusion

The result of this the problem that are faced the students are found the difficulties. There are in an attention in learning process, students still little in vocabulary, students are doesn't brave and confident in speak directly when they in online class, the students are faced the unstable signal when they in online class.

The researcher will give some appropriate strategy. Firstly, based on the students' difficulties. For difficulty in speaking teaching with ERT, students need to pay attention to and learn in a social media, such as Whatsapp, Zoom, Google Classroom and soon. So, students need to master in speaking context to make it easier to speak in english. Especially in pronounciation and grammar, students must understand how to use pronounciation correctly and adequately according to their function. For difficulty in limited vocabulary, students must master the vocabulary to help students in speaking without repeating the same words and delivering clear ideas. For difficulty in pronounciation, students should learn how to pronuoun correctly in speaking learning and doing a lot of practice in speaking. In the lack of motivation, motivation plays an important role in students' speaking English proficiency, so students should motivate themselves in order to speak properly. For difficulty in limited signal, in order to receive appropriate place in a good signal acces, both students must develop a positive relationship and communicate with the teacher.

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