


LECTURER'S STRATEGIES IN TEACHING SPEAKING DURING COVID-19 PANDEMIC

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 8, 2022 Revised: December 25, 2022 Accepted: February 5, 2023 Published: March 15, 2023</p> <p>Keywords: Teaching strategy Speaking Covid-19 Pandemic</p>	<p>This research aimed to reveal what were the strategies used by the lecturers in teaching speaking during the covid-19 pandemic. This research used qualitative research. The subject of this research was two speaking lecturers who taught at Universitas Muhammadiyah Makassar. The instruments of this research were observation and interview. The technique of data analysis used the miles and Huberman model; data reduction, data display, and conclusion drawing/verification. The result of this research revealed six kinds of strategies that were applied by the two subjects. They were; (1) questioning strategy, (2) games strategy, (3) multimedia presentation strategy, (4) reward and punishment strategy, (5) a time token strategy, and (6) drilling strategy.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

The COVID-19 virus is a dangerous virus that attacks the respiratory tract of the human body. Fahrina (2020) covid-19 virus was first identified in China in December 2020. This virus is very dangerous and easy to spread. Therefore, to respond to the announcement, all countries in the world have taken a policy to hold a lockdown in their country.

The Covid-19 virus entered Indonesia for the first time on March 2nd, 2020 (Hermansyah and Aridah, 2021). Therein, the Indonesian government took a quick step by issuing a policy of limiting large-scale social restrictions. Everyone was instructed to remain silent and do work from home, including students who had to study from home.

Related to the English education subject, the English learning process also suffers from this situation. Yet, there will be a dilemma in accomplishing the learning outcome. The strategy implemented by the teacher should be able to lead students to study well, including mastery of speaking skills.

The teaching strategy is a system that teachers design to support the students' learning objectives. Strategies become a planning stage of activities to conduct something, Brown (2007) states, strategy is described as a particular method of approaching a study or task. Therefore, the role of a teacher is very important in determining the right strategy in teaching speaking.

In teaching speaking, sometimes the teacher meets many problems such as unstable signals and demotivation of the students to enter the learning process. Thus, the teacher is recommended to design a good strategy to overwhelm all the problems that appear when teaching speaking (Rusandi, 2021). The strategy refers to the stages in teaching and learning to achieve a particular target. Further, the existence of strategy is crucial because it can assist the teachers to conduct a better speaking class. Then, the target of learning speaking can be achieved if the strategy chosen by the teacher is suitable for the class.

RESEARCH METHOD

This research used qualitative research by applying the Miles and Huberman model. According to Auerbach and Silverstein (2003) states qualitative research is the research that contains analyzing and interpreting text and interview results to figure out insight into a phenomenon. Then, Kasasar in Sakina (2020) states descriptive research is involved to illustrate the ongoing situation that occurs. This research was conducted at Universitas Muhammadiyah Makassar where the respondents were taught. The subject of this research were two lecturers who teach English Speaking.

The main instrument to collect the data was the researcher himself (Sugiyono, 2018). In collecting the data, the researcher used two ways: observation and interview. To analyze the collected data, the researcher adopted the Miles and Huberman model (Sugiyono, 2018). It consists of three steps; data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

Based on the problems statement in chapter I, what were the strategies used by the lecturers in teaching speaking during the covid-19 pandemic, the researcher found that the two lecturers used some strategies in teaching speaking. Those strategies can be seen, as follow:

Table 1. Strategies used by the lecturers in teaching speaking

No	Strategies	Lecturer 1	Lecturer 2
1	Questioning	Applied	Applied
2	Games	Applied	Not- Applied
3	Multimedia Presentation	Applied	Not- Applied
4	Reward and Punishment	Applied	Applied
5	A Time Token	Applied	Applied
6	Drilling	Applied	Applied

Questioning Strategy

Based on the findings above, it was revealed that when lecturers teach speaking during the COVID-19 pandemic, the problems that lecturers often encounter were the lack of motivation and minim of confidence in students in taking part in actively speaking such as having opinions, asking questions, or commenting in class. In tackling this problem, the lecturer applied a questioning strategy. This strategy was very effective to encourage, accommodate, and increase students' confidence in speaking in class. For example, the lecturer appointed and or mentioned the names of students who were not active in class and then were given the opportunity to speak and express their opinions. This strategy was very suitable for speaking class because learning to speak will be easier if it started by asking questions. By asking, lecturers were able to understand students' abilities, made it easier to guide students, and could be used to dig up information. Questioning strategies could be applied in various ways such as asking questions, pausing conversations, saying names, and listening to answers.

Games Strategy

Based on the results of the analysis of the findings above, the lecturers met with problems when teaching speaking. The problem was related to the lack of student interest in participating in following the lecturer's instructions such as paying attention to the material, listening when someone was talking, and doing assignments in class. The strategy used by lecturers to overcome this was with games strategy. This strategy was very useful in providing stimulation for students to be actively involved in class activities. For example, when the lecturer gave students the opportunity to ask questions about the material, it turned out that none of the students asked. However, when the lecturer used quizzes (a games platform), almost all students were involved in playing in the session. By holding games, students' thinking would change from feeling depressed to becoming fun. This was because the game could serve as a medium of entertainment as well as education. It also encouraged students to more easily get the material while playing games.

Multimedia Presentation Strategy

Referring to the findings above, one of the problems encountered by lecturers when teaching speaking during the COVID-19 pandemic was student interest in participating or being directly involved in teaching activities carried out by lecturers. In overcoming these problems, lecturers applied a strategy, namely a multimedia presentation strategy. This strategy has a function to increase students' participation and creativity in learning speaking. For example, when students were instructed to give opinions on certain topics without displaying visual images, it appeared that students' participation and initiative were lacking. However,

when lecturers displayed pictures through PPT, students actually became more active and found it easier to compose sentences to speak. The use of multimedia, especially PowerPoint as a learning medium, was very helpful for students in capturing material, carrying out lecturers' instructions, or developing their thoughts on an object. PowerPoint could load or display various types of material formats such as writing, images, videos, graphics, and audio. Therefore, its use was very helpful not to attract students but also to display teaching materials visually.

Reward and Punishment Strategy

The meeting above revealed that when lecturers teach speaking during a pandemic, lecturers found problems related to student behaviors that the lecturer did not expect such as cheating, making noise, and not following the lecturer's instructions. The strategy applied by lecturers to overcome such problems was the reward and punishment strategy. This strategy was useful in providing stimulation, encouragement, and a deterrent effect on students who did activities outside or in accordance with the expectations of the lecturers. For example, when a lecturer found a student reading a text or cheating while speaking, the lecturer gave a punishment in the form of a moral warning and cancelled the student's turn to speak. On the other hand, when the lecturer asked students to appear voluntarily to speak their opinion, and students did so, the student would get an appreciation in the form of an additional score. This indicates that punishment was a sign of students not doing something according to the expectations of the lecturer, while appreciation was a sign of students doing something according to the expectations of the lecturer.

A Time Token Strategy

Referring to the findings above, one of the problems encountered by lecturers when teaching speaking was the inequality of students in the class where there were several students with good speaking skills trying to dominate which caused only a few students to stand out in class. This caused several other students to refrain from displaying their maximum learning performance. The strategy applied by the lecturer in this problem was a time token strategy. This strategy was very useful so that lecturers could create fairness in the classroom. The fairness was that every student gets the same opportunity to speak and express opinions in class. For example, the lecturer asked students to speak and express their opinion about the experience of celebrating the new year. So that all students got a turn, the lecturer decided that each student only has a limited time (2-3 minutes) to speak. In this way, each student would get a turn to express his opinion.

Drilling Strategy

Based on the findings above, it was revealed that when lecturers teach speaking during the COVID-19 pandemic, the problems that lecturers often encounter were related to the lack of students' speaking skills, especially in terms of assembling sentences, choosing words, and mentioning words. To overcome this, the strategy used by lecturers was drilling strategy. This

strategy was useful for training students so that their speaking skills became more developed than before. For example, when students were given the opportunity by the lecturer to speak and express opinions, students experienced confusion in composing sentences and made mistakes in pronouncing words. With such things, the lecturer then took the initiative to help students by correcting the wrong words, encouraging with help sentences, and repeating some phrases. This was very useful to help students practice speaking and could actually increase students' confidence in speaking.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concluded; the lecturers applied five strategies when teaching speaking during covid-19 pandemic, they are: questioning strategy, games strategy, multimedia presentation strategy, reward and punishment strategy, a time token strategy, and drilling strategy. Both lecturers had their own ways to use the six strategies. The researcher recommended for the lecturers also should understand the situations and conditions of the students that they are taught. Furthermore, the next researcher can use the result of this research as the reference especially in the same condition as pandemic covid-19. The next researcher should be adaptable with the situation and condition of the subject research such as collecting data online.

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