

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter the researcher explains about the findings and discussion. The finding signed to answer the research problem, the types of strategies and applications, how do the teacher use the strategies on the applications, and teachers' view of strategy and application which was efficient to use to teach speaking during online learning. The discussion was to discuss the findings of this research.

#### **A. Findings**

##### **1. The types of strategies and applications used by Islamic junior high school teacher to teach speaking during online learning**

To answer the first problem statement as stated in chapter I, the researcher conducted an observation and interview. Based on both collecting data the researcher obtained some information from the participants related to the research question.

The table 1.1 was a result of observations and interviews regarding to the types of strategies used by teacher to teach speaking during online learning.

*Table 1.1 types of strategies used by Islamic junior high school teacher to teach speaking during online learning*

| <b>No.</b> | <b>Types of Strategies</b> | <b>Participants</b> | <b>Teaching Activity</b>  |
|------------|----------------------------|---------------------|---|
| 1.         | Conversation               | Teacher 1           | The teacher asked the students to create a dialogue based on situation given by teacher in pairs.<br><br>Sometimes, students just read the dialogue that provided by teacher. |
| 2.         | Presentation               | Teacher 2           | The teacher asked the students to found a picture of a product and had a presentation about the product they chosen.  |
| 3.         | Drilling                   | Teacher 1           | The teacher asked students to repeat the words and phrases that read by teacher first.  |
|            |                            | Teacher 2           | The teacher pronoun some words and asked students to repeat the words.  |

The researcher displayed the finding of the types of strategies used by teacher to teach speaking during online learning from the observation in below:

Conversation was one of the strategies used by teacher during speaking online learning where students asked to made a short dialogue in pair based on situation teacher given. But sometimes, in order to save time, teacher provided some dialogue on some situations to read by students. Teacher sometimes used conversation on the material that required a lot of dialogue that related to real life situation for example introduction, agree disagree, asking direction, hobby and so on. This conversation aims to improve students' pronunciation in speaking English and also confidence. Teacher used conversation in order to prepare student to talk in real life.

Presentation was one of strategy used by teacher to teach speaking during online learning, the researcher found presentation strategy usually used by speaking teacher 2 because it made teaching atmosphere interactive. In presentation, teacher asked students to found 1 stuff or item it can be anything students' want, and then students had a presentation about that stuff, what the stuff was, what were the features, why should people buy that stuff, also the advantages and disadvantages. Presentation strategy was usually used in speaking online learning process because teacher felt that presentation strategy can improve students' vocabularies, confidence, and also gave students experience of standing in front of people and talked.

Drilling was one of the strategies that often used in the speaking online learning class, based on the result of observation and interview that researcher have

conducted on the learning process, drilling was the strategy regard to appropriate activities. Drilling that was imitating and repeating words, phrase, and even whole sentences. First, teacher read the words, after students listened the teacher asked students to repeat. After make sure the students' pronoun correctly, then teacher read phrase and students repeat. Both of teacher often used drilling because the strategy easy to used and made students active in speaking class.

From the result of observation and interview done by the researcher during speaking online learning process, the researcher has analyzed that there are three strategies that teacher used namely conversation, presentation, and drilling. Among that three strategies, drilling was the most often strategy that teacher used to teach speaking during online learning.

The table 1.2 was a result of observations and interviews regarding to the types of application used by teacher to teach speaking during online learning.

*Table 1.2 types of application used by Islamic junior high school teacher to teach speaking during online learning*

| No. | Types of Applications | Participants    | Activity   |
|-----|-----------------------|-----------------|--|
| 1.  | WhatsApp              | Teacher 1 and 2 | The teacher checked students' presence list before share link to meeting room. |
| 2   | Google Meet           | Teacher 1 and 2 | The whole speaking teaching-learning process carried out through Google Meet.  |

The researcher displayed the finding of the types of applications used by teacher to teach speaking during online learning from the observation and interview in below:

Before entered meeting room, teacher first used WhatsApp. WhatsApp was the application that teacher used during online learning to checked students' presence and shared a meeting room. Teacher used WhatsApp to share link and presence list because both of teacher and students were familiar using WhatsApp.

Google Meet was the only application that teacher always used during speaking teaching-learning process. Teacher found that Google Meet was the easiest application to use to teach speaking, where teacher and students can interact as in classroom situation. Google Meet was the easiest application that teacher and students were familiar with.

Based on the observation and interview that have conducted, teachers always used Google Meet to teach speaking during online learning in all strategies.

## **2. The way the teachers use the strategy on the application to teach speaking during online learning.**

To answer the second problem statement as stated in chapter I, the researcher conducted an observation and interview. Based on both collecting data the researcher obtained some information from the participants related to the research question.

The table 1.3 was a result of observations and interviews regarding to the how teacher use the strategy on the application to teach speaking during online learning.

*Table 1.3 the way teachers use the strategy on the application to teach speaking during online learning*

| No. | Types of Application | Participants    | Teaching Strategy   |
|-----|----------------------|-----------------|---|
| 1.  | WhatsApp             | Teacher 1 and 2 | <p>Teacher check the presence list on WhatsApp.</p> <p>About a minute, then teacher shared a link to Google Meet.</p>   |
| 2.  | Google Meet          | Teacher 1       | <p>Conversation:</p> <p>Teacher had a dialogue with one student and then teacher explained about the material.</p> <p>Teacher gave several situations and divide students into pair and made a short conversation based on situation given.</p> <p>Teacher gave several times to students to discuss with partner and then on Google Meet teacher asked students to had dialogue that made with partner.</p> <p>Drilling:</p> |

Teacher share screen to open presentation slide, and then on the slide there were some words to be spelling by teacher first, after that students had to pronoun the word one by one.

Teacher 2

Presentation:

Teacher asked students to find one stuff first on WhatsApp group before the learning begin, and when the meeting in process, students had a presentation about the product they chosen directly on meeting room.

Drilling:

Teacher pronoun one word and repeated by students, after some words, teacher combine the words into phrase and read it, after the teacher read the phrase, students had to read it after the teacher.

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The researcher displayed the finding of the way teacher used the application to teach speaking during online learning from the observation in below:

WhatsApp was the application that teachers used to teach speaking during online learning. The teacher used WhatsApp to check students' attendance and share meeting room.

Google Meet was the application that teachers used to teach speaking during online learning, teacher always used Google Meet in any strategies and material.

Based on the observation and interview that have conducted, teachers always used Google Meet to teach speaking during online learning in all strategies. How teacher use Google Meet to teach speaking would be described below:

Teacher used conversation during online learning through Google Meet. The teacher determined the topic and provided material briefly through Google Meet and then the students were asked to made a dialogue based on situation teachers gave and then practice it. Before asked students to practice the dialogue, teacher would give example first so students can wonder how the dialogue and the intonation would be, then the teacher gave several situations and students were asked to made a short dialogue from those situations in pairs, teacher would give time to students to discussed with their pair, after some time the teacher asked students to acted out the situation had got directly on Google Meeting room. Sometimes, because the time limited, teacher just asked students to read dialogue that provided by teacher, the dialogue based on certain situation where teacher asked 2 students to read the dialogue in order to saving time. For example the material about introduction, so teacher provided several introduction situation that



contain introduction phrase such as what is your name? where do you live? when did your birthday? how much your family member? and so on that related to the material that day. This conversation strategy was carried out through Google Meet because to be more effective for students and efficient for teacher, so that students initially lacked confidence to speak in front of the class would be more confident in this online learning condition and prepared students to talk in real life situation.

The researcher found presentation strategy used by speaking teacher. Before learning process began through Google Meet, the teacher first checked the presence list on WhatsApp then shared the meeting link. The first thing teacher did was gave the material and theme that would be taught, teacher would give an example of presentation of a product where teacher explained about the product that teacher chose which is motorcycle, teacher explained the features of the motorcycle and which brand that motorcycle was in, what were the function and why should people buy that motorcycle for example the teacher bought the motorcycle because had unique shape and cute color. So that students would understand the assignment and can wonder how students had to do. The students were asked to found a picture of a product for example motorcycle and like a sales the students had a presentation the stuff that be chose on meeting room directly, students have to explain what the product was, the function and features of the product, advantages and disadvantages, and also why people should buy the product through Google Meet. As example one of students chose iPhone 13 as the product that student want to presentation, the student explained the features of iPhone 13 which is new from the previous phone, and had new color.

Teachers teach speaking during online learning used drilling where teacher read the words or phrase first and asked students to repeat after teacher. In the beginning of the class, teacher showed some words in form of image and pronounce it and then said “*repeat after me.*” and all of the students followed the teachers’ instruction, after make sure students pronounce it correctly by repeat one word twice or more, the teacher let students read the word without teacher until third times or more. For teacher 2, after make sure students pronounce the words correctly by repeated the word again and again until have had enough, the teacher would combine 2 words become a phrase and read together with the students, for example the word was Studied, the teacher would pronounce it twice and then students’ turn, after that teacher read Together and followed by students. Teacher then combine the word studied and together become studied together and read the phrase followed by students.

From the result of observation and interview by the researcher during speaking online teaching learning process, the researcher has analyzed that Google Meet was the main application that teacher used in any strategies that implemented, and for WhatsApp was used only for share meeting link and checked presence list. For conversation, teacher determines the topic and gave situation to students then made dialogue in pair and had to dialogue through Google Meet. For presentation, teacher asked students to had a presentation about a stuff through Google Meet. For drilling, teacher read or pronounce words followed by students.

### 3. The most efficient strategy and application to used based on teachers' view.

To answer the third problem statement as stated in chapter I, the researcher conducted an observation and interview. Based on both collecting data the researcher obtained some information from the participants related to the research question.

The table 1.4 was a result of observations and interviews regarding to the most efficient strategy to teach speaking during online learning based on teachers' view.

*Table 1.4 the most efficient strategy to used based on teachers' view.*

| No. | Types of Strategy | Participant | Teachers' View  |
|-----|-------------------|-------------|---|
| 1.  | Independent Study | Teacher 1   | <i>"Drilling was the most often I use...I think drilling was the most efficient and effective for me personally and for students because students no need to prepare anything and just join the meeting."</i> |
|     |                   | Teacher 2   | <i>"The strategy I like to use the most both offline or online condition was</i>  |

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*drilling... it was easy for students because they don't have to prepare or searching for material and just repeat the word, and I don't have to prepare too much material and drilling not take too much time."*

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There are various strategies teacher used to teach speaking during online learning but according both of the teacher drilling was the easiest and the most efficient strategy to used. Beside drilling was easy, the teacher found out that students more active to speak and follow, drilling also improve students' vocabularies and pronunciation. However the teacher chose drilling as the most efficient strategy to teach speaking during online learning, based on researcher views' that presentation is the most efficient because teacher just asked students found a picture of product and had a presentation which means that teacher no need to prepare any materials and presentation strategy efficient to asses students' voice intonation, expression, and spontaneous when speaking English.

The table 1.5 was a result of observations and interviews regarding to the most efficient application to teach speaking during online learning based on teachers' view.

*Table 1.5 The most efficient application based on teachers' view*

| No. | Types of Application | Participant | Teachers' View  |
|-----|----------------------|-------------|---|
| 1.  | Google Meet          | Teacher 1   | <i>"I think Google Meet was the most efficient since it easy to use and students familiar with it."</i>                   |
|     |                      | Teacher 2   | <i>"In my opinion Google Meet was the most efficient, it doesn't have time limit and students can also share screen."</i> |

Both of teachers never tried to use another application, from the very beginning of online learning teachers use Google Meet because teachers found it easy to use, can access on laptop even though did not have the app, easy to share screen and did not have time limit.

Based on the result of an interview that the researcher has conducted on speaking teacher, the researcher has analyzed that the teacher used Google Meet because efficient, easy, and has no time limit.

## **B. Discussion**

This research focuses on the strategies and applications, how teacher used the strategies on the applications to teach speaking during online learning, also strategy and application that efficient to used based on teachers' view at Islamic Junior High School Citra Madinatul Ilmi Banjarbaru.

### **1. The strategy used by teachers to teach speaking during online learning.**

Speaking was one of the language skills that English language learners should develop. Due to its crucial role in helping students understood English, speaking was regarded as a vital ability. Used strategy for teaching speaking would encourage student enthusiasm and their proficiency in speaking English.

Based on the data that has been collected and the analyzed that has been carried out, the researcher concludes that the teacher used conversation, presentation, and drilling which of these three types of strategies were in accordance with Thornbury (2015) and Harmer (2007) theory.

Conversation was a strategy that teacher used during online learning process to teach speaking where students were asked to pretend to be in various social contexts and situations. Conversation was an activity that involved students to had a dialogue and the topic based on real life situation. Conversation in speaking class was a practice for students to face a real-life speaking situation. The explanation was appropriate to Thornbury (2015) which state that situations that learners are likely to encounter when using English in the real world can be simulated, and a greater range of registers can be practiced than were normally available in

classroom talk. So that, conversation was a strategy to teach speaking that needed to stimulate students' speaking preparation to face real life situation. The explanation was appropriate to Harmer (2007) theory as well, where the purpose of practicing speaking was lexis and grammar: spontaneous speech was characterized by the employment of a variety of frequent lexical phrases, particularly while performing certain language functions. Furthermore, students can prime in specific speaking circumstances, such as a job interview, in the same way students can prime them in general with a set of relevant phrases that they can employ at different phases of a conversation. Teacher used conversation in speaking class to prepare and as a provision for students when facing certain situations, where when implementing conversation there were words and lexical phrases that students can use also teachers should provide a choice of phrases for various roles. Which means, practicing speaking using conversation strategy was a great preparation for students to face speaking in real-life.

Presentation was a performing activity where students were asked to had a presentation of things, stuff, event, dialogue, or story. Presentation important for train students' confidence of speaking in front of people. According to Thornbury (2015) whether or not learners would have to give presentations or talks in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn was excellent preparation for real-life speaking. This was especially the case if they also have to respond to questions. So that, presentation in speaking class such a great strategy for students in order to prepare speaking skill in front of many people in real life situation. According to Harmer (2007) the purpose of

practicing speaking was negotiation language: the negotiatory language speakers employ to seek clarity and show the structure of what saying helps to converse more effectively. If speakers want to be understood, they must structure their voice, especially in more writing-like situations such as making presentations. Students utilize negotiating language to reveal the structure of their thoughts or to reformulate what students are saying to make it clearer, especially when students realize they're not being understood. So, presentation strategy useful for students to made listeners understood what was saying, students must structure the script, pay attention to the voice intonation in order to made listeners understood and the meaning was conveyed clearly.

Drilling was an activity where students were asked to repeat a word or sentence spoken by the teacher. Drilling was a traditional way of teaching speaking English which was useful for practicing students' pronunciation and increasing vocabulary. Drilling which requires students to said English words or sentences would made students' tongues accustomed to saying them so that students were not stiff. This explanation appropriate with Thornbury (2015) that state drilling was the strategies regard to appropriation activities. Drilling that was imitating and repeating words, phrases and even whole utterances. Thus, after learners have listened to a dialogue the teacher can isolate specific phrases or utterances and ask learners to repeat them. The effect of repeating them was bound to make them more salient. Drilling also provides a means of gaining articulatory control over language-of “getting your tongue round it”. So that, drilling was an important



strategy to make students gain more vocabularies and also train tongue to pronounce English words.

## **2. The way the teachers use the strategy on the application to teach speaking during online learning.**

How teachers teach speaking during online learning based on Thornbury (2015) theory.

Conversation was a strategy that can be used through Google Meet, where the students were asked to make a dialogue based on situation given and then speaking in pair on Google Meet. According to Thornbury (2015) the topic of casual conversation and class discussion have changed over time. In an English second language lesson, conversation and chat generate a beneficial environment. It was ideal to use conversation and talk in a traditional grammar-focused session. Conversation in teaching speaking was like a drama to practice real life situation in classroom environment. When used conversation strategy through Google Meet, teachers applied synchronous online learning.

Presentation strategy can be done online through Google Meet, where teacher asked students to had a presentation of a product about the features directly in the meeting room. According to Thornbury (2015) whether or not learners would have to give presentations or talks in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn was excellent preparation for real-life speaking. Presentation strategy in speaking class gave students experience of standing and speaking in front of people.

Drilling was the strategy that teacher used to teach speaking on Google Meet where students had to followed or repeated words or even phrase that read by teacher. This statement was appropriate with Thornbury (2015) theory which state that drilling was imitating and repeating words, phrases, and even whole utterances. Drilling also provides a means of gaining articulatory control over language-of “getting your tongue round it”. Drilling useful in speaking class to made students’ get use to pronounce English words.

Teaching speaking both offline and online learning had the same strategy, but there were just several strategies that appropriate and efficient to use during online learning condition.

### **3. The most efficient strategy and application used by teacher to teach speaking during online learning.**

There are so many strategies and applications to teach speaking while offline, but for online the strategies are not different. Strategies for offline can be implement for online as well.

The researcher found there are 3 (three) strategies used by teachers at English Junior High School Citra Madinatul Ilmi Banjarbaru to teach speaking during online learning, namely, conversation, presentation, and drilling.

Among these three strategies, based on teachers’ view drilling was the most efficient to use. Teachers seems that drilling made students more active speak, drilling also simple and easy to used because both teacher and students no need prepare much material. Based on the researchers’ opinion, presentation was the

efficient strategy to use because not only simple, presentation also made teachers could assess students' expression, voice intonation, and spontaneous.

Based on the observations and strengthened by interviews that has done, the researcher found out that teachers at Islamic Junior High School Citra Madinatul Ilmi Banjarbaru used only Google Meet to teach speaking during online learning, because teachers thought that Google Meet was the most efficient application, and the easiest to use since it only need G-mail account to join the meeting, the simple features, and has no time limit for meeting.