

**TEACHER'S TEACHING SPEAKING STRATEGIES
AT NON-FORMAL EDUCATIONAL INSTITUTION
DURING COVID-19**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language Education



Organized by:

**Endah Dwi Lestari
Student Number: 1803046077**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TEACHING
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2022**

A THESIS STATEMENT

I am a student with following identity:

Name : Endah Dwi Lestari
Student Number : 1803046077
Department : English Education Department

state that the thesis entitled **Teacher’s Teaching Speaking Strategies at Non-Formal Educational Institution During Covid-19** is definitely my own work. I am responsible for the content of this thesis. Other writers’ opinion and findings in this thesis are quoted or cited based on ethical standards.

Semarang, December 21st 2022

Writer,



Endah Dwi Lestari
SN:1803046077



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Prof. Dr. Hamka Km.2 Ngaliyan Telp/Fax (024) 7601295 Semarang 50185

RATIFICATION

Thesis with following identity :

Title : Teacher's Teaching Speaking Strategies at Non-Formal
Educational Institution During Covid-19
Name : Endah Dwi Lestari
Student Number : 1803046077
Department : English Education Department

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 1 January 2023

THE BOARD OF EXAMINERS

Chairperson,

Agus Muthohar, M.A., Ph.D
NIP. 19840801 201903 1 007

Secretary,

Dr. Hj. Siti Tarwivah, S.S, M.Hum.
NIP. 197211081999032001

Examiner I,

Daviq Rizal, M.Pd.
NIP. 19771025 200701 1 015



Examiner II,

Dr. M Nafi Annury, M. Pd
NIP. 197807192005011007

Advisor,

Dr. Hj. Siti Tarwivah, S.S, M.Hum.
NIP. 197211081999032001



KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Prof. Dr. Hamka Km.2 Ngaliyen Telp/Fax (024) 7601295 Semarang 50185

ADVISOR APPROVAL

Semarang, 21 December 2022

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Endah Dwi Lestari
Student Number : 1803046077
Department : English Education
Title : Teacher's Teaching Speaking Strategies at Non-Formal Educational Institution During Covid-19

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session.

Wassalamu'alaikum wr. wb.

Advisor,

Dr. Hj. Siti Tarwiyah, S.S., M.Hum
NIP. 197211081999032001

ABSTRACT

Title : Teacher's Teaching Speaking Strategies
At Non-Formal Educational Institution
During Covid-19
Name : Endah Dwi Lestari
Student Number : 1803046077

This research is aimed to describe teacher's strategies are used in teaching speaking and the challenges of using the strategies dealing with individual student personalities and attitude at non-formal educational institution during Covid-19. This research used descriptive qualitative research design. Data were collected through observation and interviews a teacher who was teaching five students. The subject of the research was a teacher at one of non-formal educational institution in Kudus. Result of the research concludes that teacher strategies used in teaching speaking were presentations and drilling. The teacher's challenges in using the strategies deal with individual students personalities and attitude. The challenges were represented through students' shyness and fear of making mistakes, lack of motivation, difficulty in formulating opinion, dominance of active students, less disciplined students. This suggested that teacher at non formal educational institution should be more creative and innovative in designing teaching and learning strategy. For a deeper discussion about speaking teaching strategies, this term will be interesting for the next researcher to discuss various parts of learning elements, such as facilitation, student perception or student achievement level.

Keywords : *Teaching Strategy, Teaching Speaking, Non-Formal Educational Institution*

MOTTO

Working hard is important, but there's something that matters even more: believing in yourself.

(Harry Potter).

DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish this thesis.

This thesis is dedicated to everyone who supported the researcher in accomplishing the thesis and my family, especially to my beloved father and mother who always give support, motivation, and endless love. The dedications are also directed to my siblings, Deni Setiawan and Ainy Silfa Husna That I love so much. Thank you for being my inspiration to be better.

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In the name of Allah, the most gracious and the most merciful, prizes are always given to Him. Peace and salutation are always upon to Prophet Muhammad SAW who brings ummat from the darkness era into the brightness era. May we be acknowledged as his adherent!

The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

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9. My friends that I cannot mention one by one for always being my side
10. Me, Endah Dwi Lestari, you've been strong during this hard times. Thank you for never losing hope. Look! You made it!

Finally, the researcher realizes that this thesis is still far from perfect arrangement. Therefore, the researcher will be happy accepting constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for other especially for the researcher himself.

Semarang, 22 December 2022

Writer,

A handwritten signature in black ink, appearing to read 'Endah Dwi Lestari', with a stylized flourish at the end.

Endah Dwi Lestari

SN :1803046077

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CHAPTER I

INTRODUCTION

This chapter comprises the background of study, research questions, objectives of the study, significance of the study, and definition of key terms.

A. Background of the Study

The use of appropriate teaching strategies can predict student success rate in learning English. Juwita, Sukirlan and Kadaryanto found that teaching strategies had greatly effected on the achievement of students' speaking skills.(N., Sukirlan, & Kadaryanto, n.d.) In other words, teaching strategies are one of the keys that determine success in learning English. The teachers have to use some effective strategies to make teaching speaking to be more attractive, interesting, and easier for students.

Difficulties in mastering English lessons make students think that learning English at school is not enough. Therefore they take additional lessons in non-formal educational institutions (courses) outside of school. Coombs and Ahmed explain that "non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children."(Whyte, Coombs, & Ahmed, 1975) English

course as non-formal educational institutions are present as supplementary education to provide more drillings for students to improve students' English skills especially in communication skills with various programs and flexible times. In non-formal educational institutions, teachers can organize every activity using approaches and learning strategies that may not be used in formal schools to achieve their goals.

Massive spread of the Corona virus in various countries including Indonesia forces us to see the fact that the world has changed. We can see changes in various fields, one of which is education. During the Covid-19 pandemic, teachers in all educational institutions, both formal and non-formal, were required to make creative and innovative teaching breakthroughs in helping to stop the spread of the corona virus. Therefore teacher must be able to apply appropriate alternative teaching strategies in order to achieve learning objectives.

Studies on teachers creativity in designing teaching strategies has been widely carried out. Ghulam (2021) investigated teachers' strategy in speaking class at Rumah Ilmu. The result of the research showed that English teachers in Rumah Ilmuku used some of the strategies to improve

students' speaking skills such as role playing, Simon game, drilling, outdoor activity, direct strategy, and giving motivation. Abadi (2015) explored strategies in development of speaking skill in EFL English Course. The result of the research showed that the strategies used by the teachers in each school were offline learning techniques and strategies such as group discussion, presentation, storytelling, drama, and question and answer. MacIntyre et al (2020) focused on language teachers' coping strategies during the Covid-19 conversion to online teaching. The results of this research indicate that teachers are less stressed in online teaching using coping strategies.

Previous studies have provided information about teacher's strategies used in normal and pandemic conditions. However, there is no specific information about the strategy used by teacher at non-formal educational institutions during the pandemic. Therefore, this study will focus more on the use of teachers' teaching speaking strategies implemented in non-formal educational institutions during Covid-19.

B. Research Questions

Based on the background of the study above, the problems of the study are as follows:

1. What strategies are used in teaching speaking by a teacher at a non-formal educational institution during Covid-19?
2. What are the challenges of using the strategies dealing with individual student personalities and attitude at a non-formal educational institution during Covid-19?

C. Objectives of the study

The objectives of this research are:

1. To describe strategies which are used in teaching speaking by a teacher at a non-formal educational institution during Covid-19.
2. To describe the challenges of using the strategies dealing with individual student personalities and attitude at a non-formal educational institution during Covid-19.

D. Significances of the Study

The finding of this study can be significant to:

1. Practical purposes
 - a. For the teacher
The result of this research can be used as teachers' reference to develop their teaching techniques. The teacher can teach English appropriately and effectively to help students practice speaking skill easily.
 - b. For the institution

The result of this research can be used as resources in improving teachers' performance and creativity in teaching English speaking skill.

- c. For the next researcher

The result of this research can be used as reference to the next researcher who will conduct a research about teaching speaking strategies in some condition.

2. Theoretical purposes

- a. For the researcher

Researcher can get a lot of valuable experience for their future as an English teacher. In addition, the results can be used to improve the researcher's knowledge and skills in teaching English.

E. Definition of key terms

1. Speaking

Speaking is defined as the ability to express something verbally, coherently, fluently and precisely in meaningful context to serve transactional and interactional purposes use correct pronunciation, grammar and vocabulary.

2. Teaching strategies

Teaching strategies are defined as methods and techniques that will be used by a teacher to support students through the learning process

3. Non-formal educational institution

Non-formal education institutions is an institutions which provides organized educational activities that take place outside the framework of the formal education system and target certain groups of society that have life skills, values and attitudes for personal and community development.

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter covers some previous research, some related theories used as the basis of the research, and conceptual framework.

A. Previous research

Research on teacher's strategies in teaching speaking is not a new research. Previously there were several researchers who investigated and discussed the teaching strategies used by teachers to teach speaking in the learning process. Therefore, the researcher took several previous studies related to teacher's strategies in teaching speaking.

To begin with, the research that was conducted by Arya Fitri, Hermansyah, Ety Pratiwi, and Aswadijaya (2021), the students of UPGRI Palembang entitled, *Teacher's Strategies In Teaching Speaking During Covid-19 Pandemic*. The research was conducted in Muhammadiyah Junior High School Prabumulih. The objective of this research was to describe the strategy of teachers in teaching Speaking during the Covid-19 Pandemic. During the pandemic, the use of strategies in the online learning process had to be adapted to the conditions of school environment, class conditions, student circumstances and goals from studying. The results of the research showed that the teacher used expository strategy, which is teacher-centered learning,

that emphasized the teaching and learning process directed to achieve learning objectives.

Their research has similarity with this research, which discussed about teacher's teaching speaking strategies. Their research focused more on teacher's teaching speaking strategies in junior high schools. Junior high school is included in the category of formal education. In the other side, this research took data in non-formal educational institution. This educational path seemed as a different path from the formal education path. This situation also became the strength of the research itself.

Furthermore, the researchers also focused on the teacher's strategies in teaching speaking during Covid-19. Nevertheless, this study examined a different subject. This research focused more on non-formal education institutions. In addition, this research investigated the challenge of using the strategy applied by the teacher. This is also the strength of this research. This study presented findings about teaching speaking strategies used by a non-formal educational institution during Covid-19 and also the challenge of using those strategies.

Secondly, the research that was conducted by Hafiz Ghulam (2021), the student of Universitas Muhammadiyah Surakarta, entitled A Case Study on Teachers' Strategy in Speaking Class at Rumah Ilmu. This research aimed to describe the strategy used by English teachers' in teaching speaking at Rumah Ilmu and the factors that influence the teachers' strategy in teaching speaking at Rumah Ilmu. The researcher used a descriptive qualitative as the method of the research. The

result of the research showed that English teachers in Rumah Ilmuku used some of the strategies to improve students' speaking skills such as role play, simon game, drilling, outdoor activity, direct strategy, and giving motivation. There were several factors that influenced the teacher in applying several strategies that had been determined. These factors were the curriculum, learner's learning style, infrastructure in course, and the ability of learners to receive lessons.

Gulam's research had similarities with my research, which discusses the teacher's strategy in teaching speaking in non-formal educational institutions. While, the difference is my research focuses more on discussing the use of teachers' teaching speaking strategies at non-formal educational institutions during Covid-19 which was conducted in different location. In addition, researchers will also discuss the challenges of using these strategies during COVID-19.

Then, the research that was held by Citra Priski Abadi(2015), the student of Universitas Sarjanawiyata Tamansiswa Yogyakarta, entitled, Developing Speaking Skill in EFL English Course. This research conducted in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java). This research conducted in 2015 and focused on two main problems, they are 1) What factors do contribute the development of speaking skill in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java)? 2) What techniques and strategies are used by the teachers to develop speaking

skill in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java)?

The main objectives of this research were about factors contributing the development of speaking skill, and techniques and strategies used by the teachers to develop speaking skill in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java). This was similar to this research which investigated teachers' teaching speaking strategies at non-formal education institutions. However, this research conducted in 2015 where the process of learning and teaching at that moment was offline. This research was also conducted in an English village where it has a supportive environment in learning English. The result of the research showed that the strategies used by the teachers in each school were offline learning techniques and strategies such as group discussion, presentation, storytelling, or drama, and question and answer.

On the other hand, this study conducted after the outbreak of the Covid-19. The strength of this research was the researcher focuses more on discussing the used speaking teaching strategies during the pandemic and the challenges of using the strategies. In addition, the researchers took data from non-formal educational institutions in Kudus which are not English villages. The use of online learning systems certainly required different teaching strategies from offline learning systems.

Afterwards, the research done by Peter D. MacIntyre and team entitled Language teachers' coping strategies during the Covid-19 conversion to online

teaching(MacIntyre, Gregersen, & Mercer, 2020). The participants of the research were 600 language teachers who used coping strategies in these countries. The teachers came from Europe and North America , Asia , South America , and the Middle East. This research has 4 research questions. The results of this research indicate that teachers are less stressed in online teaching using coping strategies. In this study also showed that the ranking of the approach is higher than the ranking of the avoidance strategy.

This research had been conducted to investigate coping strategy in some countries on teaching language. This research had been to big source of data and many people joined in this research. There are 600 teachers in this research interviewed.

However, in this study, researchers took a small population from different educational institutions. The purpose of this study are to describe the strategies used in teaching English, especially teaching speaking at non-formal educational institutions and to describe teacher's challenges of using the strategies applied in the learning process. This situation is also the strength of the research itself.

Furthermore, the research done by Radislav P. Millrood(Millrood, 2015) entitled Techniques and Technologies of Teaching Speaking: Dealing with Backwash Effect in Russia. This research considered the problem of teaching school students spoken language, arising from the backwash effect of language tests on the classroom teaching agenda. The author presented the results of action research with a group of Russia's school

leavers to explore how the efficiency of innovative technologies of teaching speaking would influence their oral performance. The first action research cycle was focused on developing teaching material for implementing the three organizational and pedagogical technologies “cognitive dissonance”, “information gap” and “logical impasse”. The publication presented organizational and pedagogical technologies such as “cognitive dissonance”, “information gap” and “logical impasse”. This research has similarities with my research, which about teaching speaking. While, the difference is my research focused more on discussing teacher’s teaching speaking strategies at non-formal educational institution during Covid-19. In addition, researchers also discussed the challenges of using these strategies during COVID-19

Lastly, the research that was held by Esen Sucuoglu (2017), from Department of Educational Sciences, Near East Universit, entitled analysis of motivational strategies used by English language teachers teaching at secondary schools. The research aimed to identify the level of the application of motivational strategies in the secondary schools of Northern Cyprus, both government and private schools. It was a quantitative descriptive research. An investigation was conducted to 96 English Language Teachers in this study. Among the samples, 33 of them were teaching at private schools and 63 of them were teachers at government schools. This study showed that, Motivational strategies at creating the basic motivational strategies were sometimes applied. The item ‘I encourage

risk-taking and have mistakes accepted as a natural part of learning' is always applied and the samples have attributed the highest ranking in this item. However, the item 'I ask for the student's assistance in performing certain supportive tasks at home' is sometimes used and it has been the last choice by the samples. This research has similarities with my research, which about teaching strategy used by English language teacher. While, the difference is my research focuses more on discussing teacher's teaching speaking strategies at non-formal educational institution during Covid-19. In addition, researchers will also discuss the challenges of using these strategies during COVID-19

B. Literature review

1. Speaking

In language teaching and learning, speaking is an essential part as the goal of second language learner. According to Nunan (2003), speaking is a productive aural/oral skill by producing systematic verbal utterances to convey meaning. Than Hughes (2021) state that speaking is the verbal use of language to communicate with others. Therefore, Speaking is the way to express thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic and forming social relationship through speech. Speaking is

the way to communicate with one another. It is used to convey an idea in a spoken way. Speaking is a skill that students can develop not only in a formal educational establishment but also in a private learning establishment, such as an English course (Ainunnisa, Zaitun, & Hadi, 2021).

Based on the definitions of speaking above, the researcher can summarize that speaking is the capability of using language. A skill to share someone's ideas, information, suggestion and feeling to other people orally..

2. Speaking Types

Brown and Abeywickrama (2010, p. 184-185) propose five types of speaking as explained in the following.

a. Imitative

This speaking type requires the students to copy a word, phrase, or sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential.

In this type, the students need to acquire some information, and then reproduce it orally without having to add extra explanation. What comes out from them is solely the information they hear.

b. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal.

Intensive speaking is the students' speaking performance that is practicing some phonological aspects of language. The activity sample is reading aloud, sentence and dialogue completion. The activity sample is reading aloud, sentence and dialogue completion.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments.

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request or comment is a kind of activity that belongs to this type of speaking.

d. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

e. Extensive

Extensive speaking is oral production, include speeches, oral presentation, and story telling. Extensive speaking involves a wide range of speech production. The speaker needs to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

3. Aspects of Speaking

Teacher needs to consider some aspects in teaching speaking. According to Brown, there are four aspects of speaking skills: fluency, accuracy, pronunciation, and vocabulary. Those aspects become the main requirements that must exist in designing the speaking activities. Therefore, a good speaking activity has to cover all these four following aspects.

a. Fluency

Fluency is defined as the ability to speak communicatively, fluently, and accurately. The language fluency indicates that the production of speech in a conversation is well delivered. Fluency usually refers to express oral language freely without interruption. Then the aim of it is to help students speak easily and effectively. When implementing fluency in students' speaking skill, teacher should not correct students' mistakes immediately whereas too much correction will interfere the flow of conversation.

b. Accuracy

Accuracy is an ability to produce sentences with the correct grammar and vocabulary in natural interaction. It means that accuracy can be gained by allowing the speaker to focus on the elements of grammar and phonology. The aspects of accuracy in classrooms can be set by providing opportunities for learners to be engaged in daily life context. Teachers should give them communicative tasks and activities to enhance the students' speaking accuracy.

c. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking.

d. Vocabulary

Vocabulary is one of the important aspects in learning a foreign language. With limited vocabulary,

people will also limited understanding in terms of speaking, reading, writing and listening. Willis states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary has to do with the appropriate diction which is used in conversation. Without having sufficient vocabulary, someone cannot communicate effectively to express ideas both in oral and written forms. To have a good communicative skill in English, the essential way to do is getting used to the vocabulary.

4. Teaching Speaking

Teaching is defined as the process to transfer knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Teaching speaking is an important part of foreign language teaching. Teaching Speaking is expected to help the students in accomplishing communicative abilities. According to Nunan (2003), the purpose of teaching speaking is to make sure that students can speak in the target language smoothly and confidently with a few unnatural pauses, which are called fluency. So, The goal of teaching speaking is communicative efficiency.

To achieve the goal, appropriate teaching strategies are needed to make students easier to learn. Strategies are specific methods of operating a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. According to Sarode (2018), Teacher strategies are ways that are used to assist students in learning the necessary course content and developing future objectives that are attainable. Strategy learning identifies the various learning methods available to support them in developing appropriate strategies to address the identified target groups.

According to Djamarah (2010) The strategy referred to here and at the same time used as a theoretical basis is a basic strategy in teaching and learning speaking such as first is identify and establish specifications and qualifications for the expected changes in behavior and personality of students. The specifications and qualifications of changes in behavior as a result of the teaching and learning process must be aimed at the right target, and the formulated teaching objectives must be clear and concrete so that teaching and learning activities

are easily understood by students and have a definite direction and purpose.

Second choosing a learning approach system based on the aspirations and outlook of life of the community. teachers must be good at using approaches wisely. From this approach would emerge various teaching and learning theories. This approach was principally related to learning conditions, so that with the realization of learning conditions, the learning process would be smoother and learning objectives would be achieved (Djamarah & Aswan, 2010).

Third selecting and determining procedures, methods and teaching techniques that are considered the most appropriate and effective so that they can be used as guidance by the teacher in carrying out their duties as a teacher. Selecting and determining teaching and learning procedures, methods, and techniques that were considered the most appropriate and effective. Teaching methods and techniques aimed to make the subject matter easily accepted by students, in addition to motivating students to be brave and confident when speaking English(Djamarah & Aswan, 2010).

The last is establishing norms and minimum limits of success or criteria and standards of success and can be used as guidelines by teachers in evaluating learning outcomes which will then be used as feedback to perfect the instructional system as a whole.

Teaching strategy is a method, technique, tactics, and strategy used by teachers to teach students in class. According to Thornburry (2005), the strategies that can be used to promote the second language learners to speak are as follows:

a. Using Recordings and Transcripts

The strategy is done by playing learners recordings of monologue or multiparty talk. By doing this activity, the learners will know how the speaking activity goes and how discourse management is in progress.

This strategy is done to raise learners' awareness of features of spoken language. Eexample of the activities are the first teacher gives transcript about one topic that suitable with recording. Then when it plays,

students listen and speak based on transcript imitate the native speaker from recording.

b. Using Live Listening

By using live listening it gives the bigger chance for the students to engage in a learning activity with their teacher. The advantage of live listening is that the learners can interact to ask questions, clarify details, and solicit repeats.

This strategy is used to raise learners' awareness of features of spoken language too. Example of activities are first teacher tells about a topic. Then students pay attention, asking questions, giving critics or argumentation based on topic.

c. Noticing-Gap-Activities

This strategy is used by making the learners to get important messages about their current state of proficiency. The strategy is done by attending to their own output, and by making comparisons between their output and that of others.

In learning speaking, learners may benefit from first “having a go” and then observing a skilled practitioner performing the same task. Example of the activities are students make a group. After that each group have a same topic, then they told about the content of the topic and compare it to other group.

d. Drilling and Chants

Drilling and chants are the strategies regard to appropriation activities. Drilling is an activity of 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 is bound to make them more salient. Drilling also provides a means of gaining articulatory control over language-of “getting your tongue round it”.

Chants, on the other hand, is a more playful form of practice that replicates the repeating and chunking nature of drilling is the use of chants. Chants is more memorable than in standard drills. Example or the activities are students imitate some words and then they

memorize it. After that, students back to mention those words again.

e. Writing Tasks

Writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. It can act as a way of easing the transition from learning to using. Learners tend to rely on a very narrow repertoire of memorized expressions in face-to-face interaction.

Therefore, an important function of classroom speaking activities is to help learners extend their range of such features. The form of the activities can be in dictation, paper conversations, computer mediated chat and rewriting. Example the activities are teacher told about a story. Then students write on paper. After that they retell the story orally.

f. Dialogues

Practicing dialogues has a long history in language teaching-not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical

area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Even in a large classes with fixed furniture, setting up pairwork is not an insurmountable management challenge.

The objective of this strategy is to prepare students for the real- life language use by practicing in the classroom the situation that may happen in real life. Example of the activities are the fist students get a pair with their friends. After that, they practice a dialogue about the topic which has given by teacher.

g. Task Repetition

The contextual teaching can impact the fluency of learners' English speaking. This strategy is also influence the students' accuracy anf complexity of production. With the advent task-based learning, it is found that by manipulating the condition of speaking tasks: 1) Giving learners unlimited time when performing a tsak increases their accuracy, but at the expense of their fluency. 2) Allowing time for pre-task planning enhances fluency, resulted faster speech and fewer silent pauses. 3) Likewise, pre-task planning has a positive effect on the

complexity of the language that is produced. 4) Repeating a task shown gains in accuracy (including pronunciation), fluency, and complexity.

h. Presentation and Talks

This strategy involves students standing in front of their peers and speaking in continuous shifts. In addition, they must also respond to questions given to them. This is an excellent preparation for training students to speak in real life. An example of an activity is a teacher asking students to present on a topic. Then other students will ask questions about it.

i. Stories, Jokes and Anecdotes

Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practice the essential skill, but they can also get to know one another. Narration has always been one of the main means of having learners recount folk tales, or amusing or dramatic incidents based on a series of pictures.

Story telling has been used as a means of communication since earliest times, but now, storrtelling is becoming one of the key ingredients to managing communications, educations, training and inovation. Example of the activities are teacher asks students to read a fairy tale, then she sked them to retell orally about the story that they have read.

j. Drama, Role-play, and Simulation

Speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom. It provides a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated. Example of the activities are teacher asks students to make script of drama. Then they must perform it in front of the class.

k. Discussion and Debates

The best discussion in the classroom is the one that is spontaneously arise in the English speaking class, either it is because of the students' personal experience that they report in the classroom or from a text or topic in

the textbook that triggers some debate. It is become important to the teacher to be able to raise the situation where discussion and debate can be formed in more formal way for teaching English speaking.

Here is the example of the used debates in teaching speaking. The steps are first teacher gives students a topic. Then teacher divides students to some groups. After that students asked by teacher to debate about the pro and contra of the topic content.

1. Conversation and Chat

Classroom conversation and casual chat have varied over the years. Conversation and chat provide a good condition in English as a second language class. Conversation and chat is best to be applied in a traditional grammar-focused class.

Example of application the strategy in teaching speaking process such as teacher asks students to have practice speaking with their friends.

m. Outside-class Speaking

Learners can improve their speaking ability with the ease of the transition from classroom to the outside world, the teacher can use the strategy as a task to do outside class.

Example of the strategy is teacher accompanies students to go out class. The teacher asks students to observe around of them. Then, the teacher asks students to tell what have they seen about their environment orally.

5. Teacher's Challenge in Teaching Speaking

According to Ur (2000) Challenge that are commonly faced by the teacher are related to individual learners personalities and attitude to the learning process and learning speaking in particular. Inhibition – fear of making mistakes, losing face, criticism, shyness. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments. Low or uneven participation – often caused by the tendency of some learners to dominate in the group. Mother tongue use – particularly common in less disciplined or less

motivated classes, learners find it easier or more natural to express themselves in their native language.

From explanation above, there are challenge that are commonly faced by the teacher are related to individual learners personalities and attitude to the learning process and learning speaking in particular such as, inhibition, noting to say, low or uneven participation and mother tongue use.

6. Non-formal educational institution

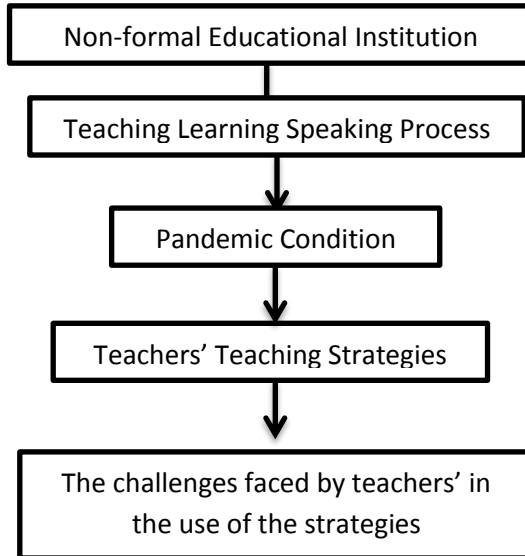
According to Coombs in Dewi states that non-formal education is every educational activities which is well-organized, is carried out of formal systems, which is aimed to give service to certain learners in achieving learning goals(Rahayu, 2020). Non-formal educational institution which is not bounded by the government curriculum can decide the condition of teaching process freely. In other side, it is different from formal education which is bounded by the government curriculum, organization system, and learning process.

Furthermore, Non-formal educational institution is one of the education pathways that can support formal education echievement. As mention in Article 13

Paragraph 1 of Law No. 20/2003 on the National Education System, "Education path consists of formal education, non-formal education and informal education that can complement and enrich each other."

Referring to that Act, non-formal education can be classified into some groups that are courses, training centers, learning groups, centers of residents' learning activities, and other non-formal institution such as day-care, scouting, etc. The roles of non-formal education are as a complementary, addition, or substitution of formal educations.

C. Conceptual framework



In the picture above, it describes the research flow.

Non-formal educational institution is a place for students to improve their speaking skills. In non-formal educational institutions, teachers can organize every teaching activity and learning process using approaches and learning strategies that may not be used in formal institution. The teaching strategies used by teachers will have a large influence on changes in students' speaking skills. Pandemic condition had been bordering the interaction of learning process in school because of health protocol. This issues made the researcher curious what are teachers' strategies, how teachers will

implement their strategies, and the challenges of using the strategies on teaching speaking English during the pandemic condition.

CHAPTER III

RESEARCH METHOD

This chapter covers research method including research design, data and source of data, technique of collecting data, technique of analyzing data, instrument, and data validation.

A. Research Design

The researcher conducted the research using qualitative method. Aimed of the research is to analyze social phenomenon from the perspective of human participants in the study. Strauss and Cortbin explained qualitative research as any type of research that doesn't implement statistical procedures or other means of quantification. Qualitative research is basically associated to the multiple aspects. In accordance, Creswell clearly mentioned that qualitative is about interpreting the meaning of the data and constructing the final report in the flexible structure. Furthermore, Denzin and Lincoln claimed that qualitative research as multi-method in focus and it's interpreted and contextualized the sense from people's beliefs and practices.

a. Source of data

The source of data was taken from a teacher at one of Non-formal educational institution in Kudus. In this research, the teacher was an important source, because he was the main source in this research. The researcher interviewed to the teacher who teach speaking. To get the data the interviewer asked about the matters that related to strategy in teaching speaking and the challenges of using the strategies.

b. Research setting

This research was conducted at one of Non-formal educational institution in Kudus. It is located in Jl. Ganesha Raya No.2, Purwosari, Kudus regency. This non-formal educational institution is the only branch of the English non-formal educational institution in Pare, Kediri. This research had been carried out on October 24th 2022 when all the preparation had been well-prepared.

B. Methods of Collecting Data

1. Observation

Observation is an activity to get the information needed to present a real picture of an event to answer research

questions, to help understand human behavior, and for evaluation that is measuring certain aspects of doing feedback on these measurements(Sujarweni, 2019). In the present study, the researcher observed the teaching activity at non-formal educational institution. The observation focused on the teacher's strategy in teaching speaking during pandemic Covid-19.

2. Interview

In gathering the data needed in this research, researcher used interview to find out what are teacher strategies and challenges of using the strategies. The researcher proposed some questions related to the research. To get information, the researcher interviewed the participant to explore their opinion more deeply. Most of common question had been described as follow in appendices.

C. Instrument

In this research. Researcher had two instruments. There were observation guideline and interview guideline. Interview guidance had been delivered to the teacher who teach speaking. The following were the instruments used by researcher in carrying out the research.

Table 1 Observation Guideline

Variable	Indicator	Note
The strategy of teaching speaking	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students (e.g. teacher has prepared learning materials and conveys the objective of learning that students must achieve in the opening teaching activity)	
	Choosing a learning approach system (e.g. teacher apply student centered approach in which teacher acts as facilitator who observes, guides, and directs student in learning activities to make students active in speaking practice)	

	in the class)	
	<p>Selecting and determining procedures, methods and teaching techniques.</p> <p>(e.g. the teacher uses the story telling method, the procedure are first the teacher explains the material about recount text, when student has understood it the teacher gives student assignment to make a video about school experiences during a pandemic)</p>	
	<p>Establishing norms and minimum limits of success or criteria and standards of success.</p> <p>(e.g. the teacher assesses student assignments and evaluates assignments that have been given to student</p>	

	based on students' abilities in the learning objectives)	
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Note: Adapted from Djamarah (2010)

Table 2 Lattice of Interview Guideline about strategies are used in teaching speaking by teachers at non-formal educational institution during Covid-19.

Variable	Indicator	Item of Question
The strategy of teaching speaking	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students	1) What is the level of achievement that students must achieve in learning speaking? Please explain! 2) Please explain one of the materials you teach in speaking along with what qualifications the student must achieve after that material?
	Choosing a learning approach system	3) What learning approach did you use during the pandemic?
	Selecting and determining procedures,	4) What is procedure of the strategy that you use?

	methods and teaching techniques.	Please explain! 5) What method do you often use and why? 6) What are the techniques in your strategy for teaching speaking? Please explain!
	Establishing norms and minimum limits of success or criteria and standards of success.	7) After you apply the teaching speaking strategy, have the students reached the target of success? 8) If students don't reach the target, what evaluation do you do? 9) What ways do you do after applying the strategy to students?

Note: Adapted from Djamarah (2010)

Table 3 Lattice of Interview Guideline about the challenges of using the strategies at non-formal educational institution during Covid-19.

Varia	Indicator	Item of Question
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ble		
Challenge in teaching speaking	Inhibition	1) What are obstacles that are often experienced when applying the teaching speaking strategy during Covid-19 pandemic?
	Nothing to say	2) Do you still find your students can't express word during learning activity? And how do you handle it?
	Low or uneven participation	3) Is there any unequal student participation during Covid-19 pandemic? How do you handle it?
	Mother-tongue use	4) Do students still often speak in Indonesian rather than English during learning activity? And

		how do you handle it?
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Note: Adapted from Penny Ur (2000)

D. Technique of Data Analysis

Technique of data analysis used in this research is interactive analysis model proposed by Miles & Huberman (1994) covering data reduction, data display, and conclusion drawing. The analysis steps are as follows:

1. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. According to Miles & Huberman (1994) data reduction is the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Researcher will get a lot of data, when conducting research. Therefore, researcher must select data that would provide valuable information in the study. Thus, researchers must make reductions to analyze data. Based on the concept of data reduction, data collect through

observation and interview selected and focused the data by referring to the research problems, than the researcher give underline sentences that related to the research problem, from this process the irrelevant data were discarded and the relevant data were included.

2. Data Display

Data display becomes the second component or step in Miles and Huberman's model of qualitative data analysis. A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles & Huberman, 1994). Data display means the process of displaying data simply in the form of sentences, narratives, or tables. Data display refers to the presentation of data that has been reduced in the form of patterns. The form of data display in the study was in narrative description. In this stage, researchers organize the data that has been reduced into a systematic arrangement so that it is easy to understand.

3. Conclusion Drawing/Verification

The next step in qualitative data analysis according to Miles and Huberman is conclusion drawing and

verification. Conclusion is the last of procedure of analyzing the data of the research. Since the beginning of the research, the researcher made temporary conclusion. Furthermore, it must be perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of good statements. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Meanwhile, verification means testing the provisional conclusion for their validity. Based on data presentation, then the researcher formulates temporary conclusions. These temporary conclusions will always continue to develop in line with the discovery of new data and new understanding, so that will be obtained conclusion that is truly in accordance with the actual situation. This research activity goes on forever, namely the continuous interaction between the three components of the analysis simultaneously with the collection of data. This research activity continues, namely the continuous interaction between the three components of the analysis along with the collection of new data that is deemed to produce complete data so that the final conclusion can be formulated.

E. Data Validation

The credibility of the data is required in the qualitative research. The researcher conducts a validity test by using triangulation technique to convince the credibility of the data. In this research, the researcher uses methodological triangulation to get validity of data. According to Cohen “Methodological triangulation is using the same method on different occasions or different methods on the same object of study”(Cohen, Manion, & Marrison, 2000). Thus, methodological triangulation is making different method to get validity of data.

Triangulation of method means that in checking the data validation of a problem, researcher has to compare some method of collecting data (observation and interview) in order that the data collection is in the same place or portion. If there is a different of data validation, researcher has to find and to look for the causation why the data is different, then researcher must reconfirm to the subject and informant research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion which include the explanation about teacher's strategies in teaching speaking and the challenge of using the strategies dealing with individual student personalities and attitude at non-formal educational institution during Covid-19.

A. Research Findings

The researcher used observation study in gaining first data about teachers' strategies in teaching speaking at non-formal educational institution during pandemic. Beside observation, the researcher interviewed with teacher to gain supporting data about teachers' strategies in teaching speaking and to gain the data about the challenge of using the strategies dealing with individual student personalities and attitude during pandemic covid-19. Based on the observation and interview data, the researcher found the strategies used by teacher at one of non-formal educational institution in Kudus during pandemic are drilling and presentation and the teacher's challenge of using the strategies dealing with individual student personalities and attitude are students fear of making mistakes, shyness, less mastery of vocabulary to formulate their opinion, less motivation to speak, tendency of some active learner who dominate in the class, and less discipline in following rule of the class.

Based on the research in the field, researcher would describe the data below.

For the first is teacher's strategies in teaching speaking at non-formal educational institution during Covid-19. Observation and interview conducted by researcher have the main purpose of observing and obtaining data on teacher strategies in teaching speaking at non-formal education institutions during Covid-19. Interview was conducted to support observational data. This type of interview is a personal in-depth interview, so the researcher did it by asking questions personally related to the strategies used by teacher in teaching speaking at non-formal education institutions during Covid-19. the researcher conducted interviews with English teacher at one of non-formal education institutions in Kudus. In carrying the research, researcher used Djamarah's theory regarding of basic strategies in teaching and learning speaking as a guide in conducting observations and interviews. Based on Djamarah (2010) the basic strategies in teaching and learning to speak are: Identifying and determining the specifications and qualifications of expected changes in the behavior and personality of students, choosing a learning approach system, selecting and determining procedures, methods and teaching techniques, determining norms and minimum limits of success or criteria and standards of success. The observation results are presented in descriptive text, then supported by interview data which can be seen below:

- a. Identify and establish specifications and qualifications for the expected changes in behavior and personality of students.

Data	Learning activity	Interpretation
The teacher prepared learning materials	The teacher prepared the material for the teaching and learning process.	The teacher has prepared the material to be taught.
The teacher determined the learning objective	The teacher has determined the learning objectives that students must achieve based on the material to be delivered..	The teacher has determined learning objectives.
The teacher conveyed the material to	After reviewing the previous material, a	The teacher conveyed the material to students

the students	teacher conveyed the new material that has been prepared previously at the beginning of learning	
The teacher conveyed learning objectives	The teacher conveyed the learning objectives that students should achieve after learning the material.	The teacher conveyed the objective of learning the material to students.

Table 4.1.1 Identifying and establishing specifications and qualifications for the expected changes in behavior and personality of students

Based on observation data, teaching and learning activities in one of the non-formal education institutions in Kudus begin with the teacher preparing learning materials and learning objectives. At the beginning of the teaching activity, the teacher reviewed the previous material before delivering the new material that had been prepared. The teacher conveyed the objectives of the learning material that must be achieved by students. This observation was supported by the English teacher's statement in the following interview response.

"The target for this speaking class is that students are brave and confident in speaking English, and also able to speak fluently with organized grammar" (Fahrul Rohman, Direct Interview, December 8th, 2022)

"...when I prepare the material I definitely also determine the target in learning. for this tense material, the target is that students can master at least 3 basic tenses: present, past, and future. The qualification is that students must be able to master the 3 tenses in both active and passive forms and apply them when practicing speaking." (Fahrul Rohman, Direct Interview, December 8th, 2022)

b. Choosing a learning approach system.

Table 4.1.2 choosing a learning approach system

Data	Learning activity	Interpretation
The teacher	- At the	The teacher

<p>was in full control of the teaching and learning process</p>	<p>beginning of the learning process, the teacher reviewed the previous material by asking each student speak around 2 minute.</p> <ul style="list-style-type: none"> - Then the teacher conveyed the new material - The teacher asked the students to describe the idol's picture - To strengthen students' understanding, the teacher asked the students to repeat and follow the sentences of what the teacher said. 	<p>applied teacher centered approach.</p>
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Based on this data, the researcher concluded that the teacher applied teacher centered approach. The teacher

was in full control of the teaching and learning process. It strengthened by teacher's statement from the interview data.

" I use an approach that can make students active in speaking. in class I act as a teacher and friend who guides and directs them in learning speaking. for example, reviewing material, conveying material, drilling them so that students can practice speaking actively."
 (Fahrul Rohman, Direct Interview, December 8th, 2022)

- c. Selecting and determining procedures methods and teaching technique.

Table 4.1.3 Selecting and determining procedures methods and teaching technique

Data	Learning activity	Interpretation
The first, the teacher reviewed previous material. The second, the teacher conveyed new material and learning objective. Each	At the beginning of the learning process, the teacher reviewed the previous material by asking students to tell their experiences for about 2 minutes. Then the teacher conveyed the new material and also conveyed the objectives of the learning. After	The teacher has determined and designed the teaching and learning procedures in accordance with the methods and techniques he has chosen to achieve learning objectives.

<p>student was asked to make a description of his idol picture then present it. After that, teacher drill the students. Than asked students to make sentence.</p>	<p>the students understood the material, the teacher asked the students to describe the idol's picture they had been prepared. Then the students presented the results of their descriptions one by one. To strengthen students' understanding, the teacher asked the students to repeat and follow the sentences of what the teacher said. After that, the teacher checked and ensured the students' understanding by asking them to make their own sentences orally.</p>	
<ul style="list-style-type: none"> - Presentation method - Drilling method 	<ul style="list-style-type: none"> - After the students understood the material, the teacher used the presentation method by asking 	<p>The teacher had determined presentation and drilling methods as</p>

	<p>each student to make a description of his idol picture then present it to others.</p> <ul style="list-style-type: none"> - To strengthen students' understanding, the teacher used drilling method by asking students to repeat and follow what the teacher said 	<p>suitable methods to help students achieved their learning objective.</p>
<ul style="list-style-type: none"> - Students present their picture's idol - Asking students to repeat and follow what the teacher said 	<ul style="list-style-type: none"> - The teacher used the presentation method by asking each student to make a description of his idol picture then present it to others. - The teacher used drilling method by asking students to repeat and follow what the teacher said 	<p>The teacher had applied techniques that were appropriate to the method used.</p>

From the data, the researcher concluded that the methods applied by a teacher in one of the non-formal

education in Kudus during the pandemic were presentation and drilling. The teacher had used learning techniques that were in accordance with the methods used. Besides that, the teacher had arranged the best possible learning procedures. So that students were able to learn and practice speaking actively and could get used to speaking English. This was supported by English teacher's statements in the following interview answers.

"The procedure, first of course I prepare the material, for example, the material is nominal sentence about describing something or someone. As usual, I start the class with a review, for example I ask them to tell their experience for about 1-2 minutes so that they are used to practice speaking, then I teach new material, that is nominal sentence material about the use of to be + adjective. After students understand, I ask them to make sentences that describe their idols, after that they present to their friends using the pictures they have previously prepared. To strengthen their understanding I use drilling, I ask them to repeat and follow my sentences. after that to check their understanding I also ask them to make nominal sentence sentences." (Fahrul Rohman, Direct Interview, December 8th, 2022)

"I use presentation and drilling method..." (Fahrul Rohman, Direct Interview, December 8th, 2022)

- d. Establishing norms and minimum limits of success or criteria and standards of success

Table 4.1.4 Establishing norms and minimum limits of success or criteria and standards of success

Data	Learning activity	Interpretation
The teacher asked students to make sentence.	The teacher asked the students to make example sentences orally to check students' abilities and understanding.	The teacher had established the criteria and standards of success that students must achieve by practicing orally
The teacher evaluates and correcting students' answers	The teacher evaluated the students' abilities by correcting the students' answers. In addition, the teacher also guided students who did not understand the material by asking students to repeat and follow the sentences spoken by the teacher. The teacher also gave feedback in the form of motivating and appreciating students.	Students who did not reach the standard criteria were evaluated and guided using the drill method.

The results of the researcher's observations could draw the conclusion that the teacher provided oral exercises to determine students' ability in achieving learning targets. In addition, the teacher also provided direct evaluation and guidance to students who had not achieved the learning targets. Teachers also gave feedback in the form of motivation and appreciation to students. This is supported by interview data, the teacher said the following statements:

“...After that, to check their understanding, I also asked them to make a nominal sentence.” .”(Fahrul Rohman, Direct Interview, December 8th, 2022)

“...For the evaluation, I show the wrongness then I correct it, after that I try drilling again by giving examples of simpler sentences, then I ask to make simple sentences. And usually at the end of the lesson, I invite students to ask questions about the material that they have not understood.”(Fahrul Rohman, Direct Interview, December 8th, 2022)

“...I always give feedback in the form of direction, motivation and appreciation to students, which is clear, don't be afraid to make mistakes.”(Fahrul Rohman, Direct Interview, December 8th, 2022)

The second is the challenges of using the strategies dealing with individual student personalities and attitude at non-formal educational institution during Covid-19. The data in this sub chapter was obtained from interview. To describe teacher's challenges in using strategies related to students' individual personalities and attitudes, the researcher compiled interview questions based on Panny Ur (2000) theory.

According to Ur, there are 4 challenges generally faced by teachers related to students' individual personalities and attitudes towards the learning process and speaking learning in particular are: inhibition, nothing to say, low or uneven participation, and the use of mother tongue.

a. Inhibition

Table 4.2.1 inhibition related to students' individual personalities

Data	Interpretation
“...then students are shy to speak in front of their friend...”	Student shyness

Table 4.2.2 inhibition related to students' individual attitudes

Data	Interpretation
“...afraid of making mistakes...”	fear of making mistakes

From the data, a teacher mentioned that there were challenges faced by teachers in the using of teaching strategies. He explained that the first challenge was the students who have shy personalities tended to be silent and passive during the learning process. The second challenge was from student's attitude. Students who had problem with the lack of vocabulary mastery made students afraid of making mistakes in expressing their opinions.

b. Nothing to say

Table 4.2.3 nothing to say related to students' individual personalities

Data	Interpretation
“...students did not have motivation and initiative to speak up in class...”	lack of motivation

Table 4.2.4 nothing to say related to students' individual attitude

Data	Interpretation
“... <i>problems when formulating the sentences they want to say...</i> ”	Difficulty in formulating opinion

Based on the interview data, the teacher mentioned that the challenges he faced in teaching speaking were that students had problems in finding motivation to speak and problems in formulating their opinions. This is due to students' shyness and lack of vocabulary mastery.

c. Low or uneven participation

Table 4.2.5 low or uneven participation challenge related to students' individual personalities

Data	Interpretation
“... <i>if there are students who are active and fluent in speaking English, so</i> ”	Dominance of active students

<i>it makes students who are not fluent embarrassed to speak up...</i>	
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Table 4.2.6 low or uneven participation challenge related to students' individual attitude

Data	Interpretation
<i>"...lack of mastery vocabulary..."</i>	The student who had limited of mastery vocabulary become passive student.

From the interview data, the teacher stated that there were still uneven student participation when learning speaking in class. The dominance of active students made passive students lack of confidence and made students to be shy to speak. Uneven student participation was also caused by students who had limited vocabulary. They became passive because they could not express their opinions.

d. Mother-tongue use

Table 4.2.7 Mother-tongue use challenge related to students' individual personalities

Data	Interpretation
<i>"..., they are</i>	Lack of motivation

<i>still shy and less motivated and not confident, so in the first month many of them speak Indonesian ...”</i>	
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Table 4.2.8 Mother-tongue use challenge related to students' individual attitude

Data	Interpretation
<i>“...but sometimes there are some students do not discipline, they still use bahasa indonesia when making conversation in the class ...”</i>	Less disciplined students

The last challenge faced by teachers was the use of mother tongue. From the interview data, a teacher mentioned that there were challenges related to the use of mother tongue. the first challenge was at the beginning of learning students who have shy personalities were less motivated and less confident to speak English in class. the second was the use of mother tongue in class was also caused by students who lacked discipline when learning in class.

B. Discussion

This section presents the discussion of the findings after getting the result of the research. The result is found by analyzing the data. After conducting the analysis, the researcher knows the strategies used by teacher in teaching speaking and the challenges of using the strategies dealing with individual student personalities and attitude at non-formal educational institution during Covid-19.

The strategies are used in teaching speaking by a teacher at non-formal educational institution during Covid-19. Regarding to the research had been conducted in one of the non-formal education institutions in Kudus, the researcher found both from observation and interview data that a teacher had applied presentation and drilling strategies that were used to achieve success in achieving goal of learning speaking. It is supported by Azwir (2020) that found strategies generally used by the teachers in teaching speaking were presentation and drilling. The strategies were positively perceived by the students. This research also implied that the teachers were successful in encouraging students' self-confidence, because they felt happy and enjoyed following the teaching-learning process.

According to Syaiful Bahri Djamarah (2010) basic strategy in teaching and learning speaking are the first is Identify and establish specifications and qualifications for the expected changes in behavior and personality of students. The specifications and qualifications of changes in behavior as a result of the teaching and learning process must be aimed at the right target, and the formulated teaching objectives must be clear and concrete so that teaching and learning activities are easily understood by students and have a definite direction and purpose (Djamarah & Aswan, 2010). Based on the finding, the teacher identified that the first thing they did to teach speaking was prepare the material. Beside that, he determined students target of learning speaking. The students target were brave and confident in speaking English, and able to speak fluently with organized grammar.

The second is choosing a learning approach system. Djamarah (2010) stated that in teaching, teachers must be good at using approaches wisely. And from this approach would emerge various teaching and learning theories. This approach was principally related to learning conditions, so that with the realization of learning conditions, the learning process would be smoother and

learning objectives would be achieved. Based on the research finding, English teacher applied Teacher-centered approach. The teacher was in full control of the teaching and learning process.

The third was selecting and determining procedures, methods and teaching techniques. Djamarah (2010) stated that selecting and determining teaching and learning procedures, methods, and techniques that were considered the most appropriate and effective. Teaching methods and techniques aimed to make the subject matter easily accepted by students, in addition to motivating students to be brave and confident when speaking English. The finding described that teacher had designed procedure of strategy in teaching speaking depends on their method. The methods applied by a teacher during the pandemic were presentation and drilling. The teacher had also used learning techniques that were in accordance with the methods used. Besides that, the teacher had arranged the best possible learning procedures. So that students were able to learn and practice speaking actively and could get used to speaking English. After that to ensure and check students' understanding, the teacher asked students to make their own sentences.

The last was establishing norms and minimum limits of success or criteria and standards of success. Based on the finding, teacher agreed that not all students could achieve the target of success based on teacher's expectations. Teacher gave exercises orally to determine students' ability in achieving learning targets. Besides that, the teacher also provided direct evaluation and guidance to students who had not reached the learning targets. The teacher also gave feedback in the form motivate and appreciate to students.

After discussing the teacher's strategies in teaching speaking at non-formal educational institution during Covid-19, the researcher explained the result of research findings on the challenges faced by teacher in the used of strategies to teach speaking dealing with individual student personalities and attitude at non-formal educational institution during Covid-19. This discussion was based on Penny Ur (2000) about challenges generally faced by teacher related to the personality and attitude of individual students towards the learning process and speaking learning in particular. There are inhibition; nothing to say; low or uneven participation; and mother-tongue use.

The first was inhibition. Inhibition is a crucial psychological problem for the students. This problem appears because of the students themselves. It is related to internal factors such as the students worried about the respondent of their friends or unfamiliar people when they are speaking English (Ur, 1996:121). According to Ayu (2018) the students felt often inhibited about trying to say something using English in the classroom because they worried to pronounce some words correctly in learning speaking. In addition, Arodjiah (2021) stated that the inhibitions faced by the English teachers in teaching speaking strategy when students shy and not confident when speaking in front of teachers and friends. It was similar with this research that the teacher explained that the first challenge was the students who have shy personalities tended to be silent and passive during the learning process. The second challenge was from student's attitude. Students who had problem with the lack of vocabulary mastery made students afraid of making mistakes in expressing their opinions.

The second was nothing to say. Teachers often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond their guilty feeling that they should be speaking(Ur,

1996:121). According to Ayu (2018) the problem in learning speaking was the students had low motivation to express something used foreign language, so when they learnt in speaking process they were just silent or passive. It also supported by Arodjiah (2021), she found that the problems faced by the English teachers in teaching speaking strategy when students cannot express words using English. This was related with the finding of this research, the teacher's challenges in teaching speaking were students had problems in finding motivation to speak and problems in formulating their opinions. This is due to students' shyness and lack of vocabulary mastery.

The third is low or uneven participation. Arodjiah (2021) stated that problems faced by the English teacher in teaching speaking strategy when active students are always the same students and also lack of vocabulary mastery experienced by students. According to Ur (1996), low or uneven participation is a condition where not all of the students want to show up their ideas or do not have a chance to do that. They only become the listener in the speaking activities without participating or practicing speaking English. In other words, only some participants who talk at the time and the other only have

little talking time. Based on the finding, there were still uneven student participation when learning speaking in class. The dominance of active students made passive students lack of confidence and made students to be shy to speak. Uneven student participation was also caused by students who had limited vocabulary. They became passive because they could not express their opinions.

The last one is the use of mother tongue. Arodjiah (2021) stated that English teachers often face problems when students still speak in Indonesian rather than English when learning occurred. Many students do not understand and respond in Indonesian when the teachers explain in English. It was supported by Ayu (2018) that found most students were influenced by their mother tongue. The students were difficult to speak English with good accent because it was natural for them when they tried to speak English. The phenomenon of students we see today a number of students are accustomed to using mother tongue, they tend to use his mother tongue because it is indeed familiar since they were small, so it's easier to talk to their fellow. Based on the research finding, the last challenge faced by teacher were the first challenge was at the beginning of learning students who have shy personalities were less motivated and less

confident to speak English in class. The second was the use of mother tongue in class was also caused by students who lacked discipline when learning in class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions of what have been discussed on the previous chapter.

A. Conclusion

Based on the finding and discussion, the researcher draws a conclusion that: the strategy used by the teacher in teaching speaking at one of non-formal educational institution in kudu designed to help students in learning speaking during pandemic condition. According to Syaiful Bahri Djamarah (2010) describes about basic strategy in teaching and learning speaking. That are identify and establish specifications and qualifications for the expected changes in behavior and personality of students, which were teachers prepared some materials, after that determine level of students achievement in learning. For choosing a learning approach system, teacher use teacher centered approach to teach speaking. For Selecting and determining procedures, methods and teaching techniques, English teachers use procedure which designed depends on the method, they are presentation and drilling. In establishing norms and minimum limits of success or criteria and standards of success, the teacher has determined the standard criteria for student success in speaking. Then also teachers always evaluate the student learning outcomes.

The challenges of using the strategies dealing with individual student personalities and attitude in applying strategies to teach speaking, as stated by Penny Ur's theory (2000) are: Inhibition, Nothing to say, Low or uneven participation, and Mother-tongue use. For inhibition, English teachers face inhibitions when students do not understand what the teacher says, students are shy and not confident when speaking in front of teachers and friends. For nothing to say, English teachers face problems when students have problems determining the right words in speaking English, therefore students are silent and cannot express English words. For low or uneven participation, English teachers face problems when active students dominate the class, student who was passive because they lack motivation to speak and mastery of English vocabulary. In mother-tongue use, teacher faced problems when students still speak Indonesian rather than English during learning process.

B. Suggestion

This study examines the strategies used by teachers and the challenges of using these strategies in teaching speaking in one of the non-formal education institutions in Kudus designed to assist students in learning to speak during the pandemic. During Covid-19, the institution implemented offline learning. Teachers must have a good understanding of the students' capacity and the students' condition. Needs analysis is used to adjust the materials and situation analysis serves to minimize students' excuses during the teaching and learning process.

Another weakness in this research is the absence of supporting documentation data in the form of syllabus or lesson plans that can strengthen teachers' statements. This research was conducted in one of the non-formal educational institutions in kudas. The selection of this research site was rushed and difficult due to the Covid-19 pandemic. Teacher in non-formal institutions take turns, therefore in this study researchers also only took one source. Then, the researcher suggests to future researchers who want to conduct similar research to have more reliable data sources or informants. Finally, for a deeper discussion about speaking teaching strategies, this term will be interesting to discuss with various parts of learning elements, such as facilitation, student perception or student achievement level.

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APPENDIXES

Appendix 1 Observation Guideline

Variable	Indicator	Note
The strategy of teaching speaking	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students (e.g. teacher has prepared learning materials and conveys the objective of learning that students must achieve in the opening teaching activity)	
	Choosing a learning approach system (e.g. teacher apply student centered approach in which teacher acts as facilitator who observes, guides, and directs student in learning activities to make students active in	

	speaking practice in the class)	
	<p>Selecting and determining procedures, methods and teaching techniques.</p> <p>(e.g. the teacher uses the story telling method, the procedure are first the teacher explains the material about recount text, when student has understood it the teacher gives student assignment to make a video about school experiences during a pandemic)</p>	
	<p>Establishing norms and minimum limits of success or criteria and standards of success.</p> <p>(e.g. the teacher assesses student assignments and evaluates assignments that have been given to student based on students' abilities in the learning objectives)</p>	

Appendix 2 Transcript of Observation

Variable	Indicator	Note
The strategy of teaching speaking	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students (e.g. teacher has prepared learning materials and conveys the objective of learning that students must achieve in the opening teaching activity)	At the beginning of teaching activity, the teacher reviews the previous material before delivering the new material that has been prepared. then the teacher conveys the material and the learning objectives that students must achieve.
	Choosing a learning approach system (e.g. teacher apply student centered approach in which teacher acts as facilitator who observes, guides, and directs student in	Teacher apply teacher centered approach. The teacher was in full control of the teaching and learning process. The teacher observes, guides, and directs students in every

	learning activities to make students active in speaking practice in the class)	learning activity in the classroom.
	Selecting and determining procedures, methods and teaching techniques. (e.g. the teacher uses the story telling method, the procedure are first the teacher explains the material about recount text, when student has understood it the teacher gives student assignment to make a video about school experiences during a pandemic)	The procedures applied by teacher are, the first, the teacher reviewed previous material by asking students to tell their experiences for about two minutes. The second, the teacher shared new material. After students understood the material, the teacher used the presentation method by asking each student to make a description of his idol picture then present it to others. To

		<p>strengthen students' understanding, the teacher used drilling method by asking students to repeat and follow what the teacher said. After that to ensure and check students' understanding, the teacher asked students to make their own sentences.</p>
	<p>Establishing norms and minimum limits of success or criteria and standards of success. (e.g. the teacher assesses student assignments and evaluates assignments that have been given to student based on students' abilities in the</p>	<p>To check students' ability and understanding, the teacher asked students to make examples with their own sentences. As an evaluation, the teacher guides and corrects students' answers that are not</p>

	learning objectives)	appropriate. Besides that, the teacher also asked the students to repeat and follow the sentences spoken by the teacher.
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Appendix 3 Interview guideline about strategies are used in teaching speaking by teachers at non-formal educational institution during Covid-19.

No.	Item of Question
1.	What is the level of achievement that students must achieve in learning speaking? Please explain!
2.	Please explain one of the materials you teach in speaking along with what qualifications the student must achieve after that material?
3.	What learning approach did you use during the pandemic?
4.	What is procedure of the strategy that you use? Please explain!
5.	What method do you often use and why?
6.	What are the techniques in your strategy for teaching speaking? Please explain!

7.	After you apply the teaching speaking strategy, have the students reached the target of success?
8.	If students don't reach the target, what evaluation do you do?
9.	What ways do you do after applying the strategy to students?

Appendix 4 Interview guideline about about the challenges of using the strategies at non-formal educational institution during Covid-19.

No.	Item of Question
1.	What are obstacles that are often experienced when applying the teaching speaking strategy during Covid-19 pandemic?
2	Do you still find your students can't express word during learning activity? And how do you handle it?
3	Is there any unequal student participation during Covid-19 pandemic? How do you handle it?
4	Do students still often speak in Indonesian rather than English during learning activity? And how do you handle it?

Appendix 5 Transcript interview with the teacher

Name: Fatchur Rahman

Date: Desember 8th 2021

No		Questin/Answers
1	Researcher	What is the level of achievement that students must achieve in learning speaking? Please explain!
	Teacher	"Target untuk kelas speaking ini adalah siswa berani dan percaya diri dalam berbicara bahasa Inggris, dan juga mampu berbicara lancar dengan tata bahasa yang teratur"
2	Researcher	Please explain one of the materials you teach in speaking along with what qualifications the student must achieve after that material?
	Teacher	Salah satu materinya yaitu tensis, jadi ketika saya mempersiapkan materi saya pasti juga menentukan target dalam pembelajaran. kalo untuk materi tensis ini targetnya murid-murid minimal bisa menguasai 3 tensis dasar: presnt, past, dan future. Qualifikasinya murid-murid itu harus bisa menguasai 3 tensis tersebut baik dalam bentuk aktif maupun pasif dan mengaplikasikannya ketika praktik speaking
3	Researcher	What learning approach did you use during the

		pandemic?
	Teacher	Saya menggunakan pendekatan dapat membuat siswa aktif dalam berbicara. di kelas saya bertindak sebagai guru dan teman yang membimbing dan mengarahkan mereka dalam belajar speaking. contoh nya mereview materi, menyampaikan materi, mendrilling mereka agar siswa bisa praktek berbicara secara aktif.
4	Researcher	What is procedure of the strategy that you use? Please explain!
	Teacher	Prosedurnya, pertama tentu saya menyiapkan materi, contohnya materi nominal sentence tentang describing something or someone. Seperti biasa, saya mengawali kelas dengan review dulu , contohnya saya minta unruk telling their experience sekitar 1-2 menit agar mereka terbiasa untuk speaking, kemudian saya mengajarkan materi baru yaitu materi nominal sentence tentang penggunaan to be + adjective, setelah siswa paham kemudian saya minta mereka untuk membuat kalimat yang mendesripsikan idol mereka, setelah itu mereka mempresentasikan ke teman-temannya dengan menggunakan gambar yang sebelumnya sudah mereka

		siapkan. untuk menguatkan pemahaman mereka saya pakai drilling, saya minta mereka mengulangi dan menirukan kalimat saya. setelah itu untuk mengecek pemahaman mereka saya juga meminta mereka untuk membuat kalimat nominal sentence
5	Researcher	What method do you often use in teaching speaking and why do you use it?
	Teacher	Saya memakai metode direct method dengan menggunakan presentasi sama drilling. alasannya supaya mereka bisa banyak practice speaking, agar mereka pd, gak malu-malu dan bisa terbiasa speaking english.
6	Researcher	What are the techniques in your strategy for teaching speaking? Please explain!
	Teacher	Untuk tekniknya menggunakan presentasi gambar idolnya mereka, untuk drillingnya, siswa saya instruksikan siswa untuk mengulangi dan mengikuti kalimat yang saya ucapkan
7	Researcher	After you apply the teaching speaking strategy, have the students reached the target of success?
	Teacher	Iya, rata-rata mereka sudah mencapai target, jadi dari lima murid yang kurang paham itu satu
8	Researcher	If students don't reach the target, what evaluation do

		you do?
	Teacher	Evaluasinya itu saya review materinya dan memberi bimbingan khusus misalnya dia blum paham mengenai materinya, masih salah dalam membuat contoh kalimat, untuk evaluasinya saya tunjukkan kesalahannya kemudian saya benarkan, setelah itu saya coba drilling lagi dengan memberikan contoh kalimat yang lebih simple, kemudian saya minta buat contoh kalimay yang sederhana juga. Dan biasanya di akhir pembelajaran, siswa saya persilahkan untuk bertanya mengenai materi yang belum mereka pahami.
9	Researcher	What ways do you do after applying the strategy to students?
	Teacher	Jadi disini saya selalu memberikan feedback berupa arahan, motivasi dan apresiasi pada siswa, yang jelas dont be afraid of making mistakes. Dan untuk siswa yang belum paham saya kasih lebih banyak kesempatan, dan saya bimbing supaya paham.
10	Researcher	What are obstacles that are often experienced when applying the teaching speaking strategy during Covid-19 pandemic?
	Teacher	Tantangan mengajar speaking di waktu pandemi yang pertama harus jaga jarak, antar anak satu dengan yang lain harus pakai masker padahal focus kita di speaking, jadi ucapannya menjadi kurang begitu jelas karena tertutup masker, kemudian keinginan belajar siswa itu berkurang, siswa juga

		kurang kosakata jadi malu, dan juga takut salah. Jadi untuk mengatasinya biasanya saya kasih motivasi kemudian saya coba mengganti dengan pertanyaan-pertanyaan atau kalimat-kalimat yang simple dan lebih mudah.
	Researcher	Do you still find your students can't express word during learning activity? And how do you handle it?
	Teacher	Ya tentu saja masih ada siswa yang belum bisa mengungkapkan kata-kata, apa lagi siswa yang pemalu, dia biasanya cenderung tidak memiliki motivasi dan inisiatif untuk speak up. selain itu juga terkadang siswa yang vocabulary nya kurang juga mempunyai masalah ketika menyusun kalimat yang ingin diucapkannya. misalnya vocabulary PNS. mereka cenderung diam karena mereka tidak tahu bagaimana cara mengungkapkan pendapatnya dalam bahasa inggris. untuk menanganinya biasanya saya koreksi kata-katanya, kemudian saya tulis di papan tulis, diulang-ulang, besok diulang lagi agar mereka hafal dalam jangka waktu yang lama
	Researcher	Is there any unequal student participation during Covid-19 pandemic? How do you handle it?
	Teacher	Ya , masih ada, partisipasi yang kurang merata karena kurang percaya diri, takut salah. Apalagi jika ada siswa yang aktif dan lancar speaking english nya, jadi membuat siswa yang belum lancar malu untuk speak up. untuk menanganinya biasanya saya menggunakan wawancara atau tanya jawab antar teman. Jadi setiap siswa wajib bertanya kepada teman yang lain, agar mereka tidak malu dan mau bersosialisasi. Misalnya, saya memberikan 5 pertanyaan dan silahkan tanyakan kepada teman kalian apa jawabannya dan nanti saya akan minta laporannya.

	Researcher	Do students still often speak in Indonesian rather than English during learning activity? And how do you handle it?
	Teacher	Pembelajaran speaking di lembaga kami itu ada tahap-tahapnya. Di awal pasti mereka masih malu dan belum PD jadi di bulan pertama masih banyak yang berbicara bahasa indonesia. Nah untuk mengatasinya saya selalu motivasi dan mendorong mereka untuk berbicara bahasa inggris jadi di kelas. Sehingga dibulan ke dua mereka sudah mulai terbangun rasa percaya dirinya, dan penggunaan bahasa indonesia sudah mulai berkurang. Bulan ke tiga kita finishing, finishing itu kita perbaiki kekurangan-kekurangan mereka kemudian kita sempurnakan kemampuan mereka. Jadi di bulan ke tiga ini mereka wajib 100% menggunakan bahasa inggris.

Appendix 6 Research Documentation



Picture the research interviewed with teacher

CURRICULUM VITAE

A. Personal Data

1. Name : Endah Dwi Lestari
2. Place of Birth : Kudus
3. Date of Birth : May, 25th 1999
4. Religion : Islam
5. Gender : Female
6. Civic : Indonesia
7. Address : Ds. Singocandi Kec. Kota Kudus Kab. Kudus

B. Formal Education

1. MI NU Tarsyidut Thullab, Kudus
2. MTSN 1 Kudus
3. MAN 2 Kudus
4. English Education Department, Faculty of Education and Teacher Training, UIN Walisongo Semarang

Sincerely

Endah Dwi Lestari