



Teacher's Experience about the Challenges of Teaching Speaking Online During the Covid-19 Pandemic

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Abstrak

Tantangan merupakan suatu pemaknaan dari permasalahan yang perlu diselesaikan. Penelitian kualitatif ini bertujuan untuk mengetahui tantangan yang guru hadapi dalam mengajar berbicara secara online selama covid-19 pandemik serta cara guru dalam menghadapi tantangan tersebut. Pengumpulan data dilakukan dengan cara wawancara semi struktur. Tiga guru Bahasa Inggris laki-laki dan perempuan dari sebuah sekolah menengah kejuruan negeri di Karawang, Indonesia berpartisipasi dalam penelitian ini. Analisis dilakukan melalui analisis tematik untuk menginterpretasikan data yang sudah terkumpul. Tantangan yang dihadapi guru selama mengajar berbicara secara online selama covid-19 pandemik, temuan mengungkapkan bahwa guru merasa tertantang dengan harus beradaptasi dengan pemanfaatan media yang nantinya digunakan sebagai alat bantu. Mengenai tantangan tersebutpun guru mengakui bahwa siswa menjadi kurang aktif untuk berbicara didalam kelas online. Untuk mengatasi masalah tersebut, guru akan memberikan penugasan untuk pelapalan vocabulary agar kosa kata yang dimiliki siswa lebih banyak sehingga siswa lebih percaya diri untuk berbicara. Penelitian ini diharapkan dapat meningkatkan kesadaran akan pentingnya peran guru dalam menyikapi tantangan yang terjadi dalam mengajar berbicara secara online guna meningkatkan kualitas belajar mengajar Bahasa Inggris.

Kata Kunci: Tantangan, Berbicara, Mengajar Online, Pandemi Covid-19

Abstract

Challenge is a meaning of the problem that needs to be solved. This qualitative research aims to find out the challenges teachers face in teaching speaking online during the COVID-19 pandemic and how teachers deal with these challenges. Data was collected by means of semi-structured interviews. Three male and female English teachers from a public vocational high school in Karawang, Indonesia participated in this study. The analysis is carried out through thematic analysis to interpret the data that has been collected. The challenges faced by teachers while teaching speaking online during the covid-19 pandemic, findings reveal that teachers feel challenged by having to adapt to the use of media which will later be used as a tool. Regarding these challenges, the teacher admits that students are less active in speaking in online classes. To overcome this problem, the teacher will give assignments for vocabulary pronunciation so that students have more vocabulary so that students are more confident in speaking. This

research is expected to increase awareness of the importance of the teacher's role in addressing the challenges that occur in teaching speaking online in order to improve the quality of teaching and learning English.

Keywords: Challenge, Talking, Online Teaching, Covid-19 Pandemic

Introduction

Speaking is seen as being the most crucial of the four major language skills to master when studying a second or foreign language. According to Ur (1996), speaking incorporates all other language-learning abilities. Speaking is "the process of building and sharing meaning via the use of verbal and non-verbal symbols, in a range of circumstances," according to one definition of speaking (Chaney, 1998). Speaking is one of the four productive abilities that must be learned in learning a foreign language, and it is a crucial component of both learning and teaching a second language. Producing words that listeners can understand is a key component of effective speaking. In real-life situations, speaking is the ability that students value most, according to Brown and Yule (1983). It is a crucial component of human relationships on a daily basis, and most frequently, a person's initial impression is determined by how well they can communicate.

Speaking is now regarded as the most crucial ability to acquire for a variety of reasons, not the least of which is the fact that speaking English has become increasingly significant as a means of communication on a global scale. Many people worldwide are driven to acquire English as a second language due to its widespread use as a working language in 85 percent of international organizations (Crystal 1997) and its role as the primary entryway to higher jobs, particularly in multinational corporations. Aside from the significance of teaching languages, educators also require should modify their instruction to the circumstances at hand. Distance learning will be implemented by the minister of education in order to stop the Covid-19 pandemic.

The COVID-19 outbreak has expanded quickly over the entire world, having an impact on society and the educational system. Indonesia's educational system has changed as a result of the COVID-19 pandemic. In response to the COVID-19 outbreak, the minister of education has been told to implement online courses. The teaching and learning process, which includes learning English, is carried out by the teacher via online classrooms. The usage of media in dealing with the teaching and learning process in this pandemic period is crucial. It requires innovation and thoughtful instructional considerations when using media, especially in online classes. for a professor. While education can take place within (or outside) of the classroom, e-learning heavily relies on computer and internet technology (Aboagye et al (2020). Unfortunately, conducting e-learning systems also has a lot of difficulties and restrictions, particularly when COVID-19 is an outbreak.

One of the educational approaches of the future is online learning, particularly in light of the Covid 19 epidemic. Human life includes learning, and the emergence of the Internet has fundamentally altered how individuals learn. According to News (2015), the development of information technology and the Internet has made it simpler for individuals to come to consensus on knowledge, study in more conducive environments, etc. A different approach is to learn online during a pandemic (Basilaia & Kvavadze, 2020; Bauerlein, 2008; Laprairie & Hinson, Taha et al., 2020; 2006). The practicality of online learning is undeniable because it can be used at any time and anyplace (Bourne et al., 2005; Means, 2010; Nakamura et al., 2018; Zyurt et al., 2013). Don't ignore the fact that implementing online learning might be challenging, though

(Hung & Chou, 2015; Smart & Cappel, 2006; Van Bruggen, 2005). The obstacles a teacher faces in adapting the educational method to the contemporary environment are obvious.

Methodology

The main purpose of this research is to find out the challenges faced by teachers when teaching speaking during the current covid-19 pandemic. To achieve the research objectives, the researcher uses Research in the form of a qualitative approach, a qualitative approach helps researchers find out about the experiences of participants because it has been stated that "narratives usually focus on studying one person, related to subjective meaning (Silverman, 2020). This is certainly in accordance with what is said. said by (Heigham, 2009) that qualitative research focuses on participants and is interested in the daily activities of participants.

Furthermore, the researcher uses narrative inquiry which is one of the designs in qualitative research. As Brunner (1990) argues, by telling ourselves stories about ourselves and others, we understand who we are, who they are, and what the relationship between us is. This means that researchers describe research findings in the form of text, not numbers. Therefore, this study uses inquiry narratives to explore the problems faced by teachers through stories of their experiences. Based on this explanation, the researcher focused on the challenges of teachers in teaching speaking online at one of the vocational high schools in Karawang. For data collection, the study was conducted using interview instruments and equipped with documentation to strengthen the validity of the data received by the researcher. In addition to the importance of conducting further research on this topic, the researcher also chose this topic based on his special interest and interest in this topic. This research was conducted in one of the Vocational High Schools in Karawang, West

Java. The researcher selected three English teachers using purposive sampling method. This method was chosen because purposive sampling is a method in which the researcher deliberately selects research participants and research locations related to research and understands the researcher's goals (Creswell, 2012). Furthermore, the selection of the location was also chosen by the researcher because it has the potential to make it easier for researchers to collect data because the researcher sees that there are special challenges that teachers in that location have.

During the COVID-19 pandemic, researchers used the online interview method. The researcher uses the ZOOM platform which will be carried out by the researcher with the participants to facilitate the data collection process in this study. In particular, the researcher used semi-structured interviews to make it easier for participants to explore the answers given by the researcher. The free time and flexibility used in this study will make it easier for researchers and participants in the interview process.

Documentation is the process of collecting data in the form of taking photos or videos on images during interviews via Zoom. Finally, these documents are used as evidence to support the data and the validity of the data taken from the interview process above.

Data Collection and Data Analysis

1. English teacher obstacles in teaching speaking online during the Covid -19 pandemic

Teacher experience in teaching speaking online during the Covid -19 pandemic. Every teacher has their respective experiences in teach speaking especially when _online learning during the Covid- 19 pandemic.

"if I online time i.e I like give Duty keep listening to English songs later si child will I tell repeat for sing song the is the pronunciation same or no , and for class 12 is there job interview

material, so student I give opportunity for an interview with answer use full English. and me often use WA because can be one by one compared using zoom.” (P1)

“if for us teachers maybe our must many adjustment especially in online learning, students too a little experience constraint in learning speaking online because many limitations. However so far this enough fun and a must permanent walk good although learning online.” (P3)

based on statement on state that every teacher has their respective experiences regarding experience they in teach speaking online. Likewise P2 added that he feel happy with online speaking learning added with ability students who at least they already have language skills english.

Teacher adaptation in learning speaking offline to online learning. Teacher has preferences and how alone in adapt good from aspect learning nor teaching.

“Early adaptation our a little difficulty yes, because our must used to with other online media such as zoom, MS team and school alone have a personal website namely E-Learning over there our access everything. want that assignments, materials, attendance even until value.” (P1)

“Yes, I'm actually surprised too, but we have to be dynamic, we have to adapt to the situation, and we are required to be able to adapt to technology. Yes, the teacher must be like that, don't let it be because of covid, learning is disrupted and we as teachers are also disturbed, that's not allowed. (P2)

on statement second participant too agree with P3 which states that the teacher is more many adapt to the learning media used by teachers as tool help in learning this specifically teaching speaking.

2. The teacher's way in face challenge in teach speaking online.

Difficulties faced by teachers in teach speaking online. Teacher's perception in see things that make teachers feel difficulty in the process of teaching speaking online at the moment Covid-19 pandemic situation.

“The challenge is that the internet is the one who likes it hard, secondly sometimes we have a quota, the students do n't have a quota. Well, at least that's the technical side.” (P2)

“while online yesterday. Of course it's very difficult in the field the internet. So tektok Among the student and the teacher less. Who knows because internet connection or less students active inside class, but yes, that was the most influential is network the internet.” (P3)

in findings this second participant on agree that constraint technical aspects that teachers face in teaching speaking online, namely internet network that does not stable. However, P1 adds that existence challenges faced by teachers other than from constraint technical that is about non-technical problems like lack of capability student in learn english specifically learn to speak.

The teacher's way in resolve challenge in teaching speaking online. Every teacher has apply the best teaching possible with each version in particular in teach speaking online and the teacher has each in their own way resolve challenge teach speaking online.

“most me assign child for listen to music with english lyrics or watch

movies with english subtitles , because with that student will used to with speak and listen English”_ (P1)

“because of the pressure earlier and our goals value , my most get over it with give stimulus children to be active in speaking in class and with method if students who don't active no will I give value . From there students will more excited for attempted active class.” (P3)

resource persons state that they have each in their own way resolve difficulty in teach speaking online. But P2 adds that he no so feel difficulty in teach speaking online , because he only teach speaking daily activity students only , so the material given by the teacher felt no so heavy and difficult for student or teacher.

Use of media as tool help in teach speaking online . Use and utilization technology can the teacher use as tool in-law in the process of teaching speaking especially this online .

“So far I've only used WA and Zoom” (P2)

“for learn my speaking only using Zoom and Wa as tool help . And if I want something more intimate use WA so you can go one by one.” (P3)

because limitations distance become a teacher using technology media for continuity teach speaking online . P1 added that using E-Learning media that have been provided by party school because in the E_Learning that includes everything _ content assignments , materials , grades , absent etc that already enter into the E-Learning web site alone .

Bait feedback given by students _ need considered by the teacher when the teacher teaches speaking online . Although bait feedback given by students _ no always good

but the teacher must accept that and can made ingredient teacher evaluation during the speaking teaching process in the future .

“not enough if according to I mean _ not enough if when online so _ results si less students _ good . Because that is bump with lesson other whereas learn english _ only a week once . And for use zoom alone student each batch only about 3 weeks once.” (P1)

“enjoy , so far they enjoy and prefer online like this . Because if they are in class, they do n't even believe in themselves. Shame on you mate.” (P2)

“They are more. Lots of silence. Because that was it. If the class is skinny , that's possible, that's the way, and the interaction possible can more good.” (P3)

According to participants P1 and P3 agree that sling return the student they give that is not enough fine , because several factors faced at the time online learning . However , P2 sees there is good feedback given by students when he teach speaking online . With so can see that any feedback given tidek always same , depends with object the learning that alone .

Teacher's solution have for face challenge in teach speaking online .

“yeah according to I that come back to intensity , so must often teach him . Especially for the child you want to take contest for example. Same with most children I tell memorize the vocab because if their vocab minimal child so difficult to speak it.” (P1)

“if i am most, i start from make conversation with student with class small . It means more to one by one so that students too more controlled to what extent are students could understand this speaking.” (P3)

from statement on could our see that the teacher has solutions for each resolve every challenges that teachers face specifically in teach speaking online . -- And P3 added that if spaking do by group small so the interactions that take place will far more look and so with student progress that alone .

Discussion Study

1. Teacher 's challenge in teaching speaking during online learning during the covid-19 pandemic

About challenges faced by teachers, in every activity teach Of course the teacher found the challenges of each in particular in teach speaking online . __ In study This is P2 and P3 agree that The challenges faced by teachers are: limited internet connection . As stated by (Harunasari , Dwigustini , Halim, & Susilawati, 2021) The effectiveness of online learning will be achieved if the prerequisites have been met, namely the availability of online media , time management and internet connection . More further , P1 added that non - technical challenges faced by the teacher at teaching speaking online , namely ability students .

Strategy in handle challenges faced at the time teach speaking online . Teacher can help with method give Duty to student with method involving media that cover with speaking material , such as watch English subtitled movies _ or listen western song . With findings on in line with what was conveyed by Harunasari , Dwigustini , Halim, & Susilawati (2 02 1) that The effectiveness of online learning will be achieved if the prerequisites have been met, namely the availability of online media, time management and internet connection . And P3 added that when the teacher teaches speaking , give light material _ just such as daily activities so that students more easy for

study talk . That thing agree with Orwig (1999) state that when students learn a foreign language, they must first be taught how to speak. With thereby could seen that the teacher has each way _ in handle challenge in teach speaking to students , because however as said by Rohmadona (2019) add that speaking is one of the most important skills to be developed and improved as a means of effective communication .

Utility along with utilization technology could done by the teacher in particular in teach speaking. Use of media in a learning process of course very important in activity study teaching , one of which is so that students no bored and can teacher too could helped in the process of achieving results study student with help use of media in teach . This thing of course also supported by Morris, 2002, p . 38 that Each skill in using technology which the teachers have learned , surely related to the improvement of their teaching , both on line or face-to-face classrooms . Teachers use media in online learning of course with the purpose of creating destination good study _ specifically in teaching speaking as P1 , P2 and P3 did in Interview this . P1 added that using E-Learning media that have been provided by party school includes everything _ content assignments , materials , grades , absent etc that already enter into the E-Learning web site alone . With even so seen that party school support use technology . As Williams (2016) stated that __ Technology is an important thing in the processes of English language learning and teaching .

Teachers are demanded for have solutions when the teacher has challenge in the teaching process , because the teacher must capable for have Street exit alone . P1 has solution that student given learning more

vocabulary, because P1 believes if student have enough vocabulary student will more believe self in speak in English. That thing supported by Megawati (2016) in her research found that the difficulty that students often face when speaking English lies in the lack of English vocabulary. And P3 gives solution with method make group small to speak and with the interactions that take place will far more look and so with student progress that alone. That thing also assisted by Sholihah (2020) that Speaking skills are not a type of skill that can be inherited but must be continuously trained to improve speaking skills.

Conclusion and Suggestion

Based on findings research and discussion presented in the chapters before, conclusion about teacher challenge in teach speaking in online learning during the Covid-19 pandemic could shared Becomes two. Teacher constraints in teaching speaking online is a must teacher capable adapt with the ongoing learning process in accordance with state moderate environment occur that is learning online. because of that, teacher started adapt for face challenge in teach speaking with method use media in the teaching process. because limitations distance so the teacher can using technology media for continuity teaching speaking online.

About teacher's way in face challenge in teaching speaking online, the teacher admits that they have each and every way is a teacher can assign student for active listen or watch language movies English for

students more used to with English. Besides it's the teacher will provide a stimulus to students so that students more active speaking in class and when student the no active teacher not will give score to student that. Besides that, the teacher has other solutions in face challenge in teach speaking online

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