

## CHAPTER IV

### DATA PRESENTATION AND RESEARCH FINDING

This chapter discusses about the data presentation and the research finding to describe the problems that teacher's experience while teaching speaking during a pandemic situation. The first point is the identification the teacher's problem in teaching English speaking. The second point is the problem solving that used by English teachers when they teach speaking at tenth grade student of SMAN 1 Campurdarat academic year 2020/2021. The data presentations in this research are based on the observation in the field, interview with the English teachers, and questionnaire sheet that filled out by students.

#### A. Data Presentation

This sub chapter shows the data display as the result of online & offline classroom observation, interview with the teachers and result of questionnaire from students.

##### 1. Pre-Observation

Preparation of research activities before conduct research at SMAN 1 Campurdarat Tulungagung can be seen in the preparation table.

**Table 4.1.1 Pre-Observation Activities**

No.	Day/date	Decription
1	Oktober 8, 2021	The researcher requested a research permit to the Assistant Principal of Academic Affairs and Curriculum of SMAN 1 Campurdarat and met the English teacher to have a short chat about learning English during the pandemic and through the interview it was known that there were problems, namely the low interest in learning for the 2021/2022 academic year during this pandemic and the short offline learning time so that sometimes the material is often delivered less than the maximum.

2	October 11 , 2021	The researcher asked the Assistant Principal of Academic Affairs and Curriculum of SMAN Campurdarat for permission to conduct pre-observation by joining the class during the process of learning English chapter “Expression of Intention” is be held. There was a variation in the speaking assignment process, namely the teacher divided the students into several groups consist of 3 to practice speaking at the next meeting.
3	October 13, 2021	By the permission of Assistant Principal of Academic Affairs and Curriculum SMAN 1 Campurdarat Tulungagung, the researchers collaborated with SMAN 1 Campurdarat to carry out research activities. The researcher also discussed with Assistant Principal of Academic Affairs and Curriculum & English teacher about what are the data that researcher’s needed to complete the research.

## 2. Observation

It used by the researcher to observe the condition of online and offline classes and then the researchers tried to see in general the problems that arise when learning English speaking skills in the teaching and learning process. The data from observations is in the form of raw conclusions from researchers during doing observations, among them are as follows:

**Table 4.1.2 Researcher’s Observation Activities**

No.	Date	Activity	Subject	Findings
1	October 14, 2021	Observation in offline class learning English.	Teacher (Mrs. Restu and Mrs. Heraneni) & Students in class XI-IIS 1 & X-IIS 2.	Students seem passive in English teaching & learning activities.
2	October 18, 2021	Observation in online class learning English.	Teacher (Mrs. Restu) & Students class X-IIS 1.	There is lack of student interest in the learning process (late in absent)

3	October 20, 2021	Observation in offline class learning English.	English teacher (Mrs. Restu) in X-MIA 4.	Teacher gave an assignment in the form of group speaking.
4	October 21, 2021	Observation in offline class learning English.	English teacher (Mrs. Heraneni) MIA 1.	Teacher giving questions at the end of the lesson about the material that has been submitted as evaluation material.
5	October 29, 2021	Observation in offline class learning English.	English teacher (Mrs. Restu) X-MIA 6.	The teacher gave questions to students to check students' understanding.
6	November 1, 2021	Observation in offline class learning English.	English teacher (Mrs. Heraneni) X-MIA 1.	Teacher check student understanding before close the meeting.

### 3. Interview Guide

This method use to ask the subject of the research, which are the tenth grade English teachers to obtain the main data. This instrument contain the questions were based on the conceptual framework of the teaching speaking skill strategy by Killian (2014) they are (setting clear lesson goals, showing & telling, questioning for checking understanding, plenty of practice, providing students with feedback, be flexible about how long it takes to learn) which was specially developed by the researcher to collect data about the teachers' problems when teaching English speaking skill during a pandemic situation and how the teachers overcome those problems.

Table 4.1.3.1 Data Display Interview with T1 &amp; T2.

Question	Teacher 1	Teacher 2
With limited offline learning time while learning objectives also need to be conveyed to students, how do you deal with these problems? ( <i>Dengan waktu pembelajaran offline yang terbatas sedangkan tujuan pembelajaran juga perlu disampaikan kepada siswa, Bagaimana cara Ibu untuk mengatasi permasalahan tersebut?</i> )	I use the offline learning time as effectively as possible by asking about materials in online learning that are not understood well and understood, and briefly explaining the material in the basic competencies. For learning objectives, I usually deliver online lessons to save offline time. ( <i>Saya memanfaatkan waktu luring seefektif mungkin dengan menanyakan tentang materi dalam pembelajaran daring yang belum dimengerti dan difahami, dan menjelaskan sekilas materi yang ada di dalam kompetensi dasar. Untuk tujuan pembelajaran biasa saya sampaikan dipembelajaran daring untuk menghemat waktu luringnya.</i> )	The solution is explaining the points of the learning objectives in via the WhastApp Group to save offline time and so that students understand the material to be studied. Then during the offline class I will explain the material as short and concise as possible but easy to understand given the little offline time. ( <i>Solusinya untuk menjelaskan poin-poin tujuan pembelajaran akan saya sampaikan via WhastApp Group untuk menghemat waktu luring dan supaya siswa memahami materi yang akan dipelajari. Lalu pada waktu kelas luring saya akan menjelaskan materi sesingkat dan sepadat mungkin namun mudah untuk difahami mengingat waktu luring yang sedikit.</i> )

Based on the interview above, Teacher 1 state that to overcome the problem of offline learning time being shorter than before. Teacher 1 make more use of offline time as effectively as possible by asking for material during online classes that may not be understood and briefly explaining the material listed in the basic competencies before start the teaching and learning activities. Teacher 1 opinion was in accordance with the observations that the researcher had previously done in offline class. For example, before starting the lesson Teacher 1 always asks students whether the material that has been taught in online classes can be understood easily or not. While based on the interview with Teacher 2, She stated that to overcome the problem of shortened time while offline, she would convey the learning objectives via the WhatsApp Group so that students can try to understand a little about the general purpose of the material to be studied. Furthermore, during the offline class, Teacher 2 explain the material that

the content has adjusted to the time of learning activities as short and dense as possible but easy to understand by choosing a good and interesting topic because of the limited offline learning time.

**Table 4.1.3.2 data display interview with T1 & T2.**

Question	Teacher 1	Teacher 2
<p>How do you make the teaching and learning process more attractive to students so that students are not passive during the learning process?  <i>(Bagaimana cara Ibu untuk membuat proses belajar mengajar lebih diminati siswa agar siswa tidak pasif saat proses pembelajaran?)</i></p>	<p>By provide interesting and easy topics, so that students can relate more to the material so that when doing assignments or exercises they do not find it difficult to develop it.            For example, before starting a lesson, I will stimulate student responses by asking what activities students do after school or what activities they do on the weekends. These questions indirectly make students already involved in the material for the “Expression Intention to Do Something” chapter which being delivered without them realizing it.  <i>(Memberikan topik yang menarik dan mudah, sehingga siswa dapat lebih nyambung dengan materi sehingga pada saat mengerjakan tugas atau latihan mereka tidak merasa kesulitan dalam mengembangkannya.</i>  <i>Misalnya, sebelum memulai pelajaran, saya akan memancing respon siswa dengan menanyakan kegiatan apa yang akan dilakukan siswa setelah sekolah atau kegiatan apa yang akan mereka lakukan di akhir pekan. Pertanyaan-pertanyaan</i></p>	<p>During online learning, to attract student’s interest is can be done through giving an interesting learning videos, by watch video from YouTube so that students can practice their speaking skills even better. In offline classes as a teacher, I must be able to provoke students to want to talk so that learning does not become teacher centered which usually makes students bored and passive.  <i>(Pada saat kelas daring untuk menarik minat siswa dapat dilakukan melalui video pembelajaran yang menarik bisa juga melihat dari YouTube agar siswa bisa berlatih untuk mengasah kemampuan speaking yang lebih baik lagi. Kalau pada kelas luring selaku guru, saya harus bisa memancing siswa untuk mau bicara agar pembelajaran tidak menjadi teacher centered yang biasanya menjadikan siswa itu bosan dan pasif.)</i></p>

	<i>tersebut secara tidak langsung membuat siswa sudah terlibat dalam materi bab “Expression Intention to Do Something” yang akan disampaikan tanpa mereka sadari.)</i>	
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Based on the interview with Teacher 1, to overcome the problems that often arise in teaching speaking, namely the passive response of students. So in delivering speaking material, Teacher 1 provides an interesting and easy topic for students. For example, in delivering the speaking material for the chapter “Expression Intention to do Something”, before starting the lesson, Teacher 1 stimulates students responses by asking what activities that students do after school or what activities they do on the weekends. These questions indirectly make students already involved in the material that being studied without them realizing. While based on the interview with Teacher 2, she stated that during online learning, to attract student’s interest, it can be done through make an interesting learning videos, or give student video from YouTube, so that students can practice to hone their speaking skills even better. Then in offline classes, she always tries to stimulate students to speak up and express their opinions or answers so that the teaching learning process does not become teacher centered which usually makes students bored and passive.

**Table 4.1.3.3 data display interview with T1 & T2.**

<b>Question</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
What learning media do you use in the online and offline learning process during this pandemic situation? Do you experience problems in using these learning media? <i>(Media pembelajaran apa saja yang Ibu gunakan dalam proses pembelajaran daring dan luring selama situasi pandemi ini? Apa kendala yang Ibu alami dengan</i>	When learning online, I use their smartphone by using online media mainly by using WhatsApp groups because it is easier and both teachers and students are also familiar with the application, google classroom, and Google meet to share material files, PPT, learning videos about the material I teach. If the problems that I experienced, maybe	For online learning media, I use a learning video that I sent in the WhatsApp Group because once I used Zoom Meeting, I waited too long for students to enter because of signal problems and students who didn’t know how to operate the application. In order to overcome the limitations of speaking skills at SMAN 1 Campurdarat,

<p><i>hal tersebut?)</i></p>	<p>at the beginning I found a little difficulty in operating the application, but now there is Youtube to learn how to operate it. Constraints or problems sometimes arise from students, there used to be a small number who were late for Google Meetings because they had to borrow someone else's smartphone first, because their smartphone's internal memory was full. For offline learning, I am more comfortable with explaining directly in front because that way we can control the students and know how far the students understand the material that I teach.</p> <p><i>(Pada saat daring saya memanfaatkan smart phone yang mereka punya, utamanya dengan menggunakan WhatsApp grup karena lebih mudah dan guru maupun siswa juga sudah familiar dengan aplikasi itu, google classroom, serta Google meet untuk mengeshare file materi, PPT, Vidio pembelajaran tentang materi yang saya sampaikan tsb. Kalau kendala yang saya alami mungkin diawal saya sedikit kesulitan dalam pengoperasian aplikasinya tapi kan sekarang ada Youtube untuk belajar mengoperasikannya. Kendala atau masalah terkadang muncul dari siswa, dulu ada sebagian kecil yang terlambat masuk Google Meeting karena harus meminjam</i></p>	<p>I as a subject teacher must be able to guide students one by one. Due to the lack of student's speaking skills, they must be guided one by one for the correct pronunciation. Indeed, this method will take time, so it is important for teachers to prepare an accurate lesson plan with the available learning time.</p> <p><i>(Untuk media pembelajaran online, saya menggunakan video pembelajaran yang saya kirimkan di Grup WhatsApp karena pernah saya menggunakan Zoom Meeting itu kelamaan nunggu siswa masuk karna kendala sinyal dan siswa yang kurang tau cara pengoperasian aplikasinya. Kalau untuk mengatasi keterbatasan kemampuan speaking di SMAN 1 Campurdarat, saya selaku guru mapel harus bisa membimbing siswa satu persatu. Karena kurangnya kemampuan speaking siswa jadi harus di tuntun satu persatu untuk pronunciation yang benar. Memang cara tersebut akan memakan waktu maka dari itu penting bagi guru untuk menyusun RPP yang akurat dengan waktu pembelajaran yang tersedia.)</i></p>
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	<i>smartphone orang lain terlebih dahulu, karena memori internal smartphone-nya sudah penuh seperti itu. Kalau untuk luring saya lebih nyaman dengan menjelaskan langsung didepan karena dengan cara tersebut kita bisa mengontrol siswa dan tau seberapa jauh siswa memahami materi yang sedang saya sampaikan.)</i>	
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The results of the interview with Teacher 1 in using learning media, she did not experience any significant problems or obstacles. Because before choosing to use an online teaching media, take the Google meet as the example, she tries to understand its use first by trying the application and if she has problems while using it, she overcomes that problem by watching video tutorials on Youtube. From the results of the interview with Teacher 1, she overcoming her problems in operating online learning media is by utilizing online media as well, namely Youtube. Problems sometimes even arise from the students, Problems sometimes even arise from the students those who are late to enter the Google Meeting because they have to borrow someone else's smartphone first, and because their smarphone's internal memory is full.

While based on the interview with Teacher 2, for online learning, she uses learning videos that she sends on WhatsApp Group. In overcoming the lack of student's speaking skills at SMAN 1 Campurdarat, she guides students one by one. Due to the lack of speaking skills, students must be guided one by one to pronounce a word or sentence correctly. She said that this method would take time, so it was important for teachers to prepare an accurate lesson plan with the available learning time before teaching in class during this pandemic situation.

Table 4.1.3.4 data display interview with T1 &amp; T2.

Question	Teacher 1	Teacher 2
<p>What are the obstacles that often arise when the online and offline learning process is technical or non-technical? And how did you solve this problem?</p> <p><i>(Apa saja kendala yang sering muncul ketika proses pembelajaran daring maupun luring secara teknis maupun non-teknis? Dan bagaimana Ibu mengatasi permasalahan tersebut?)</i></p>	<p>In online learning, the problem faced is definitely the internet connection problem for students. It could be due to insufficient internet quota or because the signal network is not good, because many of the students here live in mountainous areas, so the internet signal strength is weak. In addition to connection problems, during the Google Meeting, some students did not turn on the On Cam mode, so the teacher did not know whether this student was listening or not, and online assignments were often late or did not even work because students did not listen or did not know how to collect their assignments. The solution, apart from switching to simpler online learning media, namely WhatsApp groups and during offline classes, I will ask students whether the material taught during online classes can be understood or not. If not, I will briefly re-explain the online class material when the class is offline and provide an extension of time when submitting assignments. If the problem that arises when offline is mainly a problem of very limited learning time, then the teacher must have an effective way to do tests or exercises, how to convey material, and how</p>	<p>From online learning, the problem that often arises is the difficulty of internet access. The difficulty in accessing the internet occurs because of the difficulty of signaling in their homes, and it also affects the online learning process, such as being late for absent and taking online classes and many students who do not respond. For how to overcome this, when moving into the next material, I will give a brief explanation of the material that has been delivered in the online class. For offline classes, the problem I face may be just a matter of short learning time so that sometimes it is not optimal in my opinion when explaining the material in class.</p> <p><i>(Dari pembelajaran daring masalah yang seringkali muncul ya pada kesulitan akses internet mas. Kesulitan akses internet tersebut terjadi karena susahny sinyal di rumah mereka, dan berpengaruh juga terhadap proses pembelajaran daring, seperti terlambat absen dan ikut kelas online serta banyak siswa yang kurang merespon. Untuk cara mengatasinya itu ketika akan moving into next material saya akan memberikan penjelasan singkat tentang materi yang telah disampaikan di</i></p>

	<p>to convey learning objectives.</p> <p><i>(Pada saat daring masalah yang di hadapi pastinya masalah sambungan internet pada siswa. Bisa disebabkan kuota internet yang kurang mencukupi atau karna jaringan sinyal yang kurang bagus, karena siswanya disini banyak yang bertempat tinggal di daerah pegunungan, sehingga kekuatan sinyal internetnya lemah. Selain masalah koneksi, pada saat Google Meeting siswa ada beberapa siswa itu tidak menyalakan mode On Cam jadinya guru tidak mengetahui siswa ini sedang menyimak atau tidak, serta tugas online seringkali telat atau bahkan tidak mengerjakan karena siswa tidak menyimak atau tidak tahu cara pengumpulan tugasnya. Solusinya ya selain beralih ke media belajar online yang lebih simple yaitu WhatsApp group dan saat kelas offline, saya akan menanyakan kepada siswa apakah materi yang diajarkan selama kelas online dapat dipahami atau tidak. Jika belum, saya akan sedikit menjelaskan kembali materi kelas online saat kelas offline dan memberikan perpanjangan waktu saat mengumpulkan tugas. Kalau masalah yang muncul saat luring utamanya pada masalah waktu pembelajaran yang sangat terbatas, jadinya guru harus</i></p>	<p><i>kelas daring.</i></p> <p><i>Kalau untuk kelas luring masalah yang saya hadapi mungkin cuma masalah waktu pembelajaran yang pendek sehingga kadang kurang maksimal menurut saya pada saat menjelaskan materi di kelas.)</i></p>
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	<i>mempunyai cara yang efektif untuk melakukan test atau latihan, cara menyampaikan materi, maupun cara menyampaikan tujuan-tujuan pembelajaran.)</i>	
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Based on the interview with Teacher 1 and Teacher 2, They often face the problems in online learning activities than offline, the problem such as internet package quotas for students who are not sufficient and the student signal network is not smooth because many students live in mountainous areas where the signal strength is not good enough for taking online classes. The second problem stated by Teacher 1 is when offline learning is mainly on the problem of very limited learning time, so the teacher must have an effective way to do tests or exercises, how to convey material, and learning objectives. From the results of interviews with Teacher 1 and Teacher 2, the data showed that the serious problem is during online classes. Because when online classes cannot be done optimally because of the uneven strength of the internet signal in Indonesia, it has an impact on offline classes. The teachers have to re-explain material that is not understood well by students during online classes, this can result in a delaying learning time for a material that is not well understood by students.

**Table 4.1.3.5 data display interview with T1 & T2.**

<b>Question</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
When asking questions to students in the middle of the online or offline learning process, if the response you get is deemed unsatisfactory or passive, how do you deal this problem? <i>(Pada saat memberikan pertanyaan kepada siswa ditengah proses pembelajaran online atau offline, Jika respon yang didapat dirasa kurang</i>	When offline learning in class, to deal with passive students, my manner is to always praise them for their efforts to answer whether the answer is correct or not, so that they remain enthusiastic in participating in learning, if students have difficulty I will guide them to find answers together so that students can find the correct answer. In online learning, if the teacher gives	If faced with a this situation, I usually will change the question that is more interesting so that the students are not too difficult to find the answer, so that students can be more active in participating in learning activities. For online learning, it is indeed an obstacle for teachers to make the learning process active, but I still as much as possible ask

<p><i>memuaskan atau pasif, bagaimana Ibu menyikapi hal tersebut?)</i></p>	<p>questioning in the middle of learning, those who want to respond are just that. But yes, as a teacher, I will still try to provoke other student's responses by still guiding them to want to answer.</p> <p><i>“Ketika pembelajaran dikelas, untuk mengatasi siswa yang pasif cara saya itu dengan selalu saya berikan pujian pada mereka atas usahanya utk menjawab terlepas jawabannya benar atau masih belum, supaya mereka tetap semangat dalam mengikuti pembelajaran, jika siswa kesulitan saya akan memandu mereka utk mencari jawaban bersama-sama sehingga para siswa bisa menemukan jawaban yang benar. Kalau pada online itu kalau guru memberikan questioning ditengah pembelajaran, yang mau merespon ya cuma itu-itu saja. Tapi ya bagaimanapun sebagai guru akan tetap saya usahakan buat memancing respons siswa lainnya dengan tetap memandu mereka untuk mau menjawab.)</i></p>	<p>students which ones cannot be understood from the material that I have shared, so that students want to be involved in the learning process.</p> <p><i>(Kalau dihadapkan disituasi seperti itu biasanya saya akan mengganti pertanyaan yang lebih menarik yang sekiranya siswa tidak terlalu sulit untuk menemukan jawabnya, sehingga siswa dapat lebih aktif lagi untuk mengikuti kegiatan pembelajaran. Untuk online learning memang itu menjadi suatu kendala bagi guru untuk membuat proses pembelajaran yang aktif, tapi saya tetap semaksimal mungkin menanyakan siswa tentang mana yang belum bisa difahami dari materi yang sudah saya share, agar siswa mau melibatkan diri pada proses pembelajaran.)</i></p>
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Based on the interview with Teacher 1, in order to implement the questioning for checking student understanding, if the response obtained is deemed less satisfactory, she always tries to stimulate the students by giving praise to anyone who tries to answer the questions given even though the answer is true or false. This is done to provoke student's interest to be more enthusiastic about participating in the learning process and also raise student's courage to be dared to answer the question in teaching and learning process. Then if the student's response was still lacking, she guided the students together to find the right

answer to the question that she gave. While, based on the interview with Teacher 2, if she is faced with a situation of students who are less responsive or passive, then she changed the question with more interesting questions that students are not too difficult to find the answers so that students can be more active in participating in learning activities.

**Table 4.1.3.6 data display interview with T1 & T2.**

Question	Teacher 1	Teacher 2
<p>How is the effective way according to you in facilitating students to practice speaking a lot in the learning process with limited offline learning time?</p> <p><i>(Bagaimana cara yang efektif menurut Ibu dalam memfasilitasi siswa untuk banyak berlatih speaking dalam proses pembelajaran dengan waktu luring pembelajaran yang terbatas?)</i></p>	<p>By practicing directly reciting a word or sentence together during the learning process in class and giving them assignments to make speaking practice assignments in groups. Because group speaking assignments have many benefits apart from not taking time to measure student's mastery of speaking skills, in the process students will indirectly learn how to speak English well with their group mates."</p> <p><i>(Dengan praktek langsung membaca suatu kata atau kalimat bersama saat proses pembelajaran dikelas dan memberikan tugas pada mereka untuk membuat tugas praktek speaking secara berkelompok. Karena tugas speaking kelompok mempunyai banyak manfaat selain tidak memakan waktu saat mengukur ketuntasan kemampuan speaking siswa, dalam prosesnya siswa secara tidak langsung akan belajar bagaimana berbicara bahasa Inggris dengan baik bersama teman satu</i></p>	<p>I don't directly interpret the material or instructions in bahasa, so I make it a habit for students to listen to me when reading English text to students with clear and correct pronunciation, so students will be more interested in practicing speaking skills because they see the teacher can speak English well and right. Or it could be with group assignments so that they interact with each other using the target language, so that students can know each other how to pronounce correctly.</p> <p><i>(Saya tidak langsung mengartikan materi atau intruksi dengan bahasa, jadi saya biasakan siswa untuk mendengarkan saya saat membacakan text bahasa inggris kepada siswa dengan pronounciation yang jelas dan benar, dengan begitu siswa akan lebih tertarik dalam berlatih skill speaking karena melihat gurunya dapat berbicara bahasa inggris dengan baik dan benar. Atau bisa juga dengan penugasan secara kelompok agar mereka</i></p>

	<i>kelompoknya.)</i>	<i>saling berinteraksi menggunakan bahasa target, sehingga siswa bisa saling tahu bagaimana pronunciation yang benar.)</i>
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Based on the interview with Mrs. Restu, an effective way according to Teacher 1 to facilitate students plenty of practice in speaking considering the limited learning time is to invite students to recite a word or sentence together. The second is to give students a group video speaking assignment, and send their video results. Teacher 1 giving assignments in groups is because of the benefits of group assignments is in the process of doing it, students indirectly learn how to speak English well together with their group friends and that is a good thing for student's speaking practice facilities. So if assignments are given individually, the impact is that besides students not understanding where their mistakes are, students don't have the space to practice their speaking skills with other people.

While based on the interview with Teacher 2, the way she did to giving more practice in effective way is by not directly translate material or instructions with *bahasa*. So she familiarizes students with listening to the teacher when reading texts in English with clear and correct pronunciation, so students can be more interested in practicing speaking skills because they see the teacher can speak English properly and correctly. The second is the same as Teacher 1, which is a group assignment so that students can correct each other if there is an error in the pronunciation of a word or sentence.

**Tabel 4.1.3.7 data display interview with T1 & T2.**

<b>Question</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
With limited learning time while feedback still need to be given to students, In what situations do you give feedback to students? (Dengan waktu pembelajaran yang terbatas sedangkan feedback juga perlu diberikan kepada siswa, pada situasi apa	At the end of each teaching & learning process I always give feedback to students, to find out the extent of their understanding of the material. (Pada setiap akhir pembelajaran selalu saya lakukan feedback kepada siswa, untuk mengetahui sejauh mana pemahaman	For feedback, I usually give in the middle or at the end of the lesson. For example, when students make mistakes in pronunciation, I remind them by saying "excuse me" later, if students still pronounce wrong, I will give an example of the correct pronunciation. At the end, I

<i>Ibu memberikan feedback pada siswa?)</i>	<i>mereka terhadap materi yang saya sampaikan.)</i>	usually give feedback after practice session as a form of evaluation. (Untuk feedback biasa saya berikan ditengah atau diakhir pembelajaran mas Indra. Contohnya pada saat siswa melakukan kesalahan dalam pelafalan, saya mengingatkan dengan bilang “excuse me” nanti jika siswa masih salah melafalkan baru saya beri contoh pelafalan yang benar. Kalau diakhir biasanya sehabis praktek saya berikan feedback sebagai bentuk evaluasi.)
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Based on the interview with Teacher 1, she always provides feedback to students at the end of the learning process. She did that with the aim of knowing students' understanding of the material that had been conveyed in class. This basically needs to be done by the teacher, because as educators, teachers are not only required to convey material but also teachers must have a sense of responsibility to make the student understand about the teaching material. While based on the interview with Teacher 2, she gave feedback to students in the middle or at the end of learning activities. The most common is at the end of the lesson; usually after practice she gave feedback as a form of evaluation. For those who are in the middle of learning, she gave the example such as when students make mistakes in pronunciation; she reminds students by saying “excuse me” later if students still pronounce wrong then she gave examples of correct pronunciation.

**Tabel 4.1.3.8 data display interview with T1 & T2.**

<b>Question</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
In a pandemic condition that causes limited offline learning activities, how do you assess student's mastery of speaking skills effectively?	The way that I did is by assessing them in practice with their groups when performing or when doing group speaking assignments, as well as giving a written test in the form	I assess the student on each lesson, so every time I teach in that class I observe in general how the students' speaking skills are, later what I think needs special

<p><i>(Dalam kondisi pandemi yang menyebabkan kegiatan pembelajaran luring terbatas, Bagaimana cara Ibu menilai ketuntasan speaking skill siswa dengan efektif?)</i></p>	<p>of understanding the test in the form of a dialogue.  <i>(Kalau saya caranya ya dengan menilai mereka dalam praktek dengan kelompok mereka saat tampil atau saat mengerjakan tugas speaking berkelompok, serta pemberian test tulis yang berupa pemahaman terhadap test yang berupa dialog.)</i></p>	<p>attention, I try to provide a stimulus to provoke the interest of the students to be more involved in the learning process so that at the time of practice assessment is not too burdensome for the student.  <i>(Saya memberikan penilain kepada siswa itu pada setiap pembelajaran mas, jadi setiap mengajar dikelas itu saya mengamati secara umum bagaimana kemampuan speaking siswa, nanti yang menurut saya perlu dapat perhatian khusus itu berusaha saya berikan stimulus untuk memancing minat siswa tsb untuk lebih terlibat dalam proses pembelajaran agar pada saat penilaian praktek tidak terlalu memberatkan siswa tersebut.)</i></p>
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In assessing the mastery of student's speaking skills, Teacher 1 through interviews with researchers stated that the effective way that she used to assess students' speaking skills is by practice it with their groups when they performing, and another way was by giving a written test which students asked to write down their understanding of a dialogue presented. From this statement, the researcher can conclude that, to overcome the problem of limited time in assessing the mastery of student's speaking skills, Teacher 1 uses the group work assignment method rather than individual tests which certainly shorten the assessment time.

While, based on the interview with Teacher 2, the way she did for assessing the mastery of student's speaking skills is to observe and assess students in each lesson. So every time she teaches in class, he generally observes how student's speaking skills are. Later on, students who, according to her, need special attention, she tries to provide a stimulus to provoke student's interest to

be more involved in the teaching learning process. So that during the practical assessment, it is not too burdensome for the student and the results are not disappointing.

**Table 4.1.3.9 data display interview with T1 & T2.**

Question	Teacher 1	Teacher 2
<p>In the learning process, do you usually end the lesson if it is felt that the students have been able to absorb the material presented or vice versa?  <i>(Dalam proses pembelajaran apakah Ibu biasa mengakhiri pembelajaran jika dirasa siswa sudah mampu menyerap materi yang disampaikan maupun sebaliknya?)</i></p>	<p>Usually, if there is still time left but I have finished explaining the material, I will ask the students whether they have understood it or not, if so, I will end it then I give an exercise assignment to measure it. However, if in the end the test results do not meet the standards, then at the next meeting, before moving on to the next material, I will briefly re-explain the material that has not been understood well by students.  <i>(Biasanya, jika masih tersisa sedikit waktu namun materi sudah selesai saya jelaskan, saya akan bertanya kepada siswa apakah sudah faham atau belum, kalau sudah ya saya akhiri dan saya berikan tugas latihan untuk mengukurnya. Namun jika pada akhirnya hasil tes tidak memenuhi standart, maka pada pertemuan berikutnya, sebelum melanjutkan ke materi berikutnya, saya akan sedikit menjelaskan kembali materi yang belum sepenuhnya dipahami oleh siswa.)</i></p>	<p>If I have finished delivering the material but there is still time left, I will end the learning session for that day. Then I give a glimpse of introduction term or general description of the material for the next meeting, so that students have a basic understanding of the material at the next meeting.  <i>(Iya mas, jika materi sudah selesai saya sampaikan dan waktu masih tersisa, saya akan tetap mengakhiri pembelajaran materi untuk hari itu. Lalu sedikit saya kasih istilahnya pengantar atau gambaran umum tentang materi untuk pertemuan selanjutnya, agar siswa mempunyai bekal pemahaman materi dipertemuan selanjutnya.)</i></p>

From the interview with Teacher 1, if the material has been delivered and time is still left, then ask “is there any a question or material that can’t be understood yet?” If the student answers that they understand, she hold a test to measure student’s understanding and end the lesson. If in the end the test results do not meet the standards, then at the next meeting, before moving on to the next material, Teacher 1 briefly re-explain the previous material that has not been fully understood by students. While based on the interview with Teacher 2, she stated that if the material had been delivered but there was still times left, then she still end the lesson for that day. Later, she gave a little general understanding of the material for the next meeting, so that students have a little understanding of the material for the next meeting.

#### 4. Questionnaire

It was used to ask the informants of the research, which are the tenth grade students of Science 1 and Social 4 SMAN 1 Campurdarat Tulungagung academic year 2020/2021 as supporting data to validate the main data from the interview. The students are given a questionnaire to fill in according to the actual situation they experienced during the learning process. The contents of the questionnaire are based on the teaching speaking skill strategy by Killian (2014) which was specially developed by the researcher and questions in the interview guide which are interrelated.

**Table 4.1.4.1 data display questionnaire from Science 1 and Social 4.**

<b>Teaching Speaking Strategies by Killian (2014)</b>	<b>Construct</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Setting clear lesson goals</b>	The teacher provides an overview of the material to be delivered before the learning process begins. ( <i>Guru memberikan gambaran umum tentang materi yang akan disampaikan sebelum proses pembelajaran dimulai.</i> )		3	24	3
	The teacher gave students the motivation to attract more students' interest in the material to be delivered. ( <i>Guru memberikan siswa motivasi untuk lebih menarik minat siswa terhadap materi yang akan disampaikan.</i> )	2	3	19	6

Based on the first statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, 24 students agreed (A), 3 stated neutral (N) and 3 stated strongly agreed (SA). From these data, the majority of students agree with the statement that the teacher provides an overview of the material to be delivered before the learning process begins. The researcher conclude that the teacher has been able to overcome the problem of shorter learning time without reducing Killian's strategies of teaching speaking (2014) point setting clear lesson goals.

Meanwhile, based on the second statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 19 students who agreed (A), 6 students states strongly agreed (SA), 3 students were neutral (N) and 2 students stated disagreed (D). From these data, the majority of students agreed with the statement that the teacher gave students the motivation to attract more students' interest in the material to be delivered. It can be concluded that in teaching English speaking skills in this pandemic situation, teachers are able to implement Killian's strategies of teaching speaking (2014) setting clear lesson goals and attract student's interest in the learning process.

**Table 4.1.4.2 data display questionnaire from Science 1 and Social 4.**

<b>Teaching Speaking Strategies by Killian (2014)</b>	<b>Construct</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Showing and Telling</b>	The teacher gave an example of the pronunciation of a word or sentence to be pronounced together. ( <i>Guru memberikan contoh pelafalan suatu kata atau kalimat untuk ditirukan bersama.</i> )	1	11	16	2
	The teacher conveys the material well (easy to understand). ( <i>Guru menyampaikan materi dengan baik (mudah untuk dimengerti)</i> )		10	13	7

Based on the third statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 1 students state disagreed (D), 2 students who strongly agreed (SA), while 16 students stated agreed (A) and 10 students were neutral (N). From these data the majority of students agree with the statement that the teacher provides examples of the pronunciation of a word or sentence to be imitated together, it can be concluded that the teacher is able to implement Killian's strategies of teaching speaking (2014) Showing & Telling points to help students understand and pronounce language words or sentences. English

properly. Meanwhile, based on the fourth statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, 10 students stated neutral (N), 13 students agreed (A) and 7 students strongly agreed (SA) that the teacher could convey the material well and it was easy to understand. From the results of the questionnaire, it can be concluded that teachers are able to adapt to online and offline learning systems so that students can also understand the material presented by the teacher well.

**Table 4.1.4.3 data display questionnaire from Science 1 and Social 4.**

<b>Teaching Speaking Strategies by Killian (2014)</b>	<b>Construct</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Showing and Telling</b>	The teacher uses several media in delivering learning materials (example: video, power point, e-book, resume) ( <i>Guru menggunakan beberapa media dalam menyampaikan materi pembelajaran (contoh: video, power point, e-book, resume)</i> )	1	4	21	4
	Sources of learning materials are available on the e-learning system. ( <i>Sumber materi belajar tersedia pada sistem e-learning.</i> )	2	6	21	1

Based on the fifth statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, 21 students agreed (A), 4 students stated neutral (N), 1 students stated disagreed (D) and 4 student strongly agreed (SA). From the results of data collection, the majority of students agreed that teachers use several media in delivering learning materials (eg videos, power points, e-books, resumes). While the results of the research in the sixth statement, namely the source of learning materials available in the e-learning system, there were 21 students who agreed (A), 6 students were neutral (N), 2 students were disagreedd (D) and 1 student said they disagree (D). From the results of data collection, the

majority of students agreed that the teacher provided sources of learning materials in the e-learning system. The data shows that in teacher's answer in interview about Killian's strategies of teaching speaking (2014) showing and telling points, the teacher can apply it well and its validity can be verified.

**Table 4.1.4.4 data display questionnaire from Science 1 and Social 4.**

<b>Teaching Speaking Strategies by Killian (2014)</b>	<b>Construct</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Questioning for Checking Understanding</b>	The teacher gave short questions in the middle of learning to students to measure students' understanding of the material being presented. (eg. quiz) ( <i>Guru memberikan pertanyaan singkat ditengah pembelajaran kepada siswa untuk mengukur pemahaman siswa tentang materi yang sedang disampaikan. (contohnya kuis)</i> )		10	18	2

Based on the seventh statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there are 18 students stated neutral (N), 10 stated agreed (A), and 2 stated strongly agree (SA) that the teacher gave short questions in the middle of learning to students to measure student's understanding of the material being taught. The data is relevant to what the teacher said in the interview session in dealing with problems. If teaching and learning process feels flat or passive, the teacher gave a short question to measure the extent to which students understand the material presented. The data shows that the teacher can apply the method of questioning for checking students' understanding by Killian (2014) well and the teacher's answers in interviews can be verified regarding their validity.

**Table 4.1.4.5 data display questionnaire from Science 1 and Social 4.**

<b>Teaching Speaking Strategies by Killian (2014)</b>	<b>Construct</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Plenty of Practice</b>	The teacher invites students to recite a word or sentence individually or together. ( <i>Guru mengajak siswa melafalkan suatu kata atau kalimat secara individu ataupun bersama.</i> )	1	8	19	1
	The teacher conducts a test in the middle or at the end of the learning for students to pronounce a word/sentence. ( <i>Guru melakukan test ditengah atau diakhir pembelajaran kepada siswa untuk melafalkan suatu kata/kalimat.</i> )	2	13	14	1

Based on the eighth statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 19 students who agreed (A), 8 students were neutral (N) and 1 student each stated disagree (D) and strongly agree (SA). From the results of data collection, the majority of students agreed that the teacher invited students to recite a word or sentence individually or together. While in the ninth statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 14 students who agreed (A), 13 were neutral (N), 2 disagreed (D) and 1 student state strongly agreed (1). From the results of data collection, the majority of students also agreed that the teacher did a test in the middle or at the end of the lesson for students to pronounce a word or sentence. The data shows that teachers are able to adapt to the problem of shorter learning times during this pandemic while still paying attention to the completeness of student's speaking skills. So from the results of the research data, the researcher can conclude that in Killian's strategies of teaching speaking (2014) points plenty of practice, the teacher is able to apply it well and its validity can be verified.

**Table 4.1.4.6 data display questionnaire from Science 1 and Social 4.**

<b>Teaching Speaking Strategies by Killian (2014)</b>	<b>Construct</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Providing Students with Feedback</b>	The teacher gave feedback to students to appreciate interest in learning. ( <i>Guru memberikan feedback kepada siswa untuk mengapresiasi minat belajar.</i> )		8	20	2
	The teacher provides solutions to students who have difficulty absorbing speaking material. ( <i>Guru memberikan solusi kepada siswa yang mengalami kesulitan dalam menyerap materi speaking.</i> )		6	14	10

Based on the tenth statement on the teachers' performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 20 students stating agreed (A), 8 neutral (N) and 2 student stating strongly agreed (SA). From the results of data collection, the majority of students agreed that the teacher gave feedback to students to appreciate interest in learning. While in the eleventh statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 14 students who agreed (A), 10 students strongly agreed SA) and 6 others were neutral (N). From the results of data collection, the majority of students also agreed that the teacher provided solutions to students who had difficulty absorbing speaking material. The data shows that the teacher is able to implement Killian's teaching speaking strategies (2014) points providing students with feedback well and its validity can be verified.

**Table 4.1.4.7 data display questionnaire from Science 1 and Social 4.**

<b>Teaching Speaking Strategies by Killian (2014)</b>	<b>Construct</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Be Flexible About How Long It Takes to Learn</b>	The teacher delivers the material on time (the material has been completed before the test). ( <i>Guru menyampaikan materi dengan tepat waktu (materi telah selesai sebelum test)</i> )		8	19	3
	Teachers provide flexibility in learning times and learning resources. ( <i>Guru memberikan fleksibilitas dalam jam pembelajaran maupun sumber belajar.</i> )		9	20	1

Based on the twelfth statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 19 students stating agreed (A), 8 were neutral (N) and 3 student stating strongly agreed (SA). From the results of data collection, the majority of students agreed that the teacher delivered the material on time (the material had been completed before the test). While in the thirteenth statement on the teacher's performance questionnaire in teaching English speaking skills which was distributed to students as informants, there were 20 students who agreed (A), 1 students strongly agreed (SA) and 9 others were neutral (N). From the results of data collection, the majority of students also agreed that teachers provide flexibility in learning hours and learning resources. The data shows that with all conditions of time constraints and problems with online learning media, teachers are still able to implement Killian's teaching speaking strategies (2014) point be flexible about how long it takes to learn well and its validity can be verified.

## B. Data Finding

This sub-chapter presents findings on data analysis of English teacher's problems and how they are faced the problems in teaching speaking at SMAN 1 Campurdarat Tulungagung. Related to the objectives of the research are: (1) What kinds of the problems faced by the teachers on teaching English speaking skill at SMAN 1 Campurdarat Tulungagung during a pandemic situation academic year 2020/2021? (2) How do the teachers overcome the problems to teach speaking skill at SMAN 1 Campurdarat Tulungagung during a pandemic situaton academic year 2020/2021?

### 1. The Problems Faced by the Teachers in Teaching Speaking Skill at SMAN 1 Campurdarat Tulungagung Academic Year 2020/2021 during a Pandemic Situaton

**Table 4.2.1 Problems Encountered**

No.	Kinds of the Problems	Description of the Problems
1	Problem in offline learning	<ul style="list-style-type: none"> <li>- Limited times to covey the learning objectives, explaining the material, conduct practice or tests, and to assess the mastery of student's speaking skill.</li> <li>- Students more passive, nothing to say, and low or uneven participation.</li> </ul>
2	Problem in online learning	<ul style="list-style-type: none"> <li>- Internet Acces Difficulties. Students of SMAN 1 Campurdarat are mostly were live in mountainous areas where the internet network connectivity is not well covered and insufficient internet data packages.</li> <li>- The Problems in Using Online Learning Media. Students did not have the smartphones which able to carry out online learning because of not compatible or because the internal memory is full, small number of student did not know how to operate the learning media application properly.</li> <li>- Difficulties in Managing Online Learning Class. Students late in absent, late in submitting the online assignment, and lack of students interest to participate in online learning.</li> </ul>

### a. Limited Times of Offline Learning

In facing this pandemic, schools are allowed to carry out teaching and learning activities, but it is different from before the COVID-19 pandemic, now schools have opened and carry out teaching and learning activities on condition that they adhere to health protocols. Health protocols include continuing to wear masks, limiting the number of students by only allowing one parallel class per day to enter, the rest are required to take online learning, and shorten offline learning time. T1 stated that the challenge was the limited times of offline learning. Following the interview conducted with the teacher, she said:

*“The main problem that arises when offline is the problem of very limited learning time. So the teacher must have an effective way to do tests or exercises, how to convey material, and how to convey learning objectives.” (“Kalau masalah yang muncul saat luring utamanya pada masalah waktu pembelajaran yang sangat terbatas, jadinya guru harus mempunyai cara yang efektif untuk melakukan test atau latihan, cara menyampaikan materi, maupun cara menyampaikan tujuan-tujuan pembelajaran.”)*

Furthermore, T2 also face this problem, she says:

*“For offline classes, the problem that I face perhaps is just a matter of short learning time, so I think sometimes it’s not optimal in explaining the material in the class.” (“Kalau untuk kelas luring masalah yang saya hadapi mungkin cuma masalah waktu pembelajaran yang pendek sehingga kadang kurang maksimal menurut saya pada saat menjelaskan materi dikelas.”)*

Based on data taken from interviews, the challenges faced by the two teachers when teaching English speaking skill during new normal situation are same, namely the limited learning time in offline learning. This can cause the teacher to be less than optimal to convey the learning objectives, explaining the material and to conduct practice tests in the middle of

learning. So, the teacher must be able to summarize the material as densely as possible but can be delivered without taking lot of time and the material can be easily understood by students.

### **b. Students are Passive in the Learning Process**

Speaking is one of the important skills that students should be master in English. Generally speaking is more difficult than the other skill, students have many difficulties in speaking ability such as lack of vocabulary, afraid of making mistake, nothing to say, etc. The research conducted at SMAN 1 Campurdarat found that:

In a short conversation on pre-observation the researcher found a problem, namely the low of student's interest in learning. Then in classroom observation, the researcher found that students seem passive in English teaching & learning activities.

T2 through interviews with researchers suggested one of the factors that students became passive, namely:

*“Lack of student's speaking skills must be guided one by one to produce correct pronunciation” (“Kurangnya kemampuan speaking siswa jadi harus di tuntun satu persatu untuk pronunciation yang benar.”)*

Based on the findings above, lack of student interest and participation are the difficulties faced by teachers when teaching English speaking during pandemic situation. Teachers have to manage it and find a solution, so that learning objectives can be achieved and students have sufficient speaking skills.

### c. Internet Access Difficulties

In conduct online learning classes, communication between teachers and students requires good internet access connectivity so that the online teaching and learning could process runs well. Meanwhile, some students at SMAN 1 Campurdarat Tulungagung faced limited internet access. Students are not facilitated properly because of poor signal coverage and problems with insufficient internet data packages.

T1 stated that the challenge in conduct online learning was the internet access. Following the interview conducted with the teacher, she said:

*“The problem faced in online learning is, of course the problem of internet network connectivity for students. It could be due to insufficient internet quota or because the signal network is not good, because many of the students here live in mountainous areas, so the strength of the internet network connectivity is weak.”* (“Pada saat daring masalah yang di hadapi pastinya masalah sambungan internet pada siswa. Bisa disebabkan kuota internet yang kurang mencukupi atau karna jaringan sinyal yang kurang bagus, karena siswanya disini banyak yang bertempat tinggal di daerah pegunungan, sehingga kekuatan sinyal internetnya lemah.”)

Furthermore, T2 also face this problem, she says:

*“From online learning, the problem that often arises is the difficulty of internet access. The difficulty in accessing the internet occurs because of the difficulty of signaling in their homes, and it also affects the online learning process, such as being late for absent and taking online classes and many students who do not respond.”* (Dari pembelajaran daring masalah yang seringkali muncul ya pada kesulitan akses internet mas. Kesulitan akses internet tersebut terjadi karena susahnya sinyal di rumah mereka, dan berpengaruh juga terhadap proses pembelajaran daring, seperti terlambat absen dan ikut kelas online serta banyak siswa yang kurang merespon.”)

Based on data taken from interviews, the problems faced by the two teachers were almost the same, namely limited internet access from students when conduct online learning. The first is because most of the students of SMAN 1 Campurdarat Tulungagung were live in mountainous areas where the internet network connectivity is not well covered and the second is insufficient student's internet data packages.

#### **d. The Problems in Using Online Learning Media**

In addition to offline learning, online learning is also applied at SMAN 1 Campurdarat Tulungagung using internet applications as a medium for delivering material and giving assignments in learning. The online learning media is using the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explain the learning material so that students could understand more easily which is then sent in the WhatsApp Group. Besides WhatsApp the teachers also uses Google Classroom, Google meet and Zoom Meeting as a medium for further learning.

Below is a conversation between researcher and T1. She explained that:

*“Obstacles sometimes arise from students, there used to be a small number of students who were late for Google Meet because they had to borrow someone else's smartphone first, because their smartphone's internal memory was full.” (“Kendala atau masalah terkadang muncul dari siswa, dulu ada sebagian kecil yang terlambat masuk ke Google Meeting karena harus meminjam smartphone orang lain terlebih dahulu, karena memori internal smartphone-nya sudah penuh seperti itu.”)*

Furthermore, the researcher conducted interview with T2, She said:

*“For online learning media, I use a learning video that I sent in the WhatsApp Group because once ever used Zoom Meeting, I waited too long for students to enter because of signal problems and students who didn't know how to operate the application.” (“Untuk media pembelajaran*

*online, saya menggunakan video pembelajaran yang saya kirimkan di Grup WhatsApp karena pernah saya menggunakan Zoom Meeting itu kelamaan nunggu siswa masuk karna kendala sinyal dan siswa yang kurang tau cara pengoperasian aplikasinya.”)*

Based on the data above, the two participating teachers also mentioned that they used internet applications as a medium in delivering material and giving assignments in learning process. The first is, problems sometimes even arise from the students, for example when researchers make observations in online classes, when T1 provides a link to enter Google Meeting, there are students who don't understand how to operate it. Second is the problem is that there are a few student who are late to the Google Meeting because they have to borrow someone else's smartphone first, because the smartphone's internal memory is full. From the results of the interview with T2, it was also found that there were obstacles in the use of online learning applications that made her prefers to use the learning video that she sent in the WhatsApp Group because she used to use Google Meeting, it took too long to wait for students to enter because of signal problems and students who didn't know how to operate the application.

#### **e. Difficulties in Managing Online Learning Class**

The teaching and learning process conducted between online and offline is quite different. A good classroom management can affect the teaching and learning process, if both teachers and students in a good circumstances it is easy to succeed in the teaching and learning objectives. Below is the result of the researcher interviewed about challenges when managing online classes, T1 said:

*“In online learning, when the teacher gave questioning in the middle of teaching and learning process, the only students who want to respond are mostly the same students. But as a teacher, I will still try to provoke other student's responses by guiding them to want to answer” (“Kalau pada*

*online itu kalau guru memberikan questioning ditengah pembelajaran, yang mau merespon ya cuma itu-itulah saja. Tapi ya bagaimanapun sebagai guru akan tetap saya usahakan buat memancing respons siswa lainnya dengan tetap memandu mereka untuk mau menjawab.”)*

Another opinion from T1, she said:

*“Besides of the connection problems, when carrying out learning at Google Meetings, some students didn’t turn on the On Cam mode, so the teacher doesn’t know whether the student are listening or not, and the online assignments are often late or don’t even submitted because students don’t listen or don’t know how to do submit the tasks.” (“Selain masalah koneksi, pada saat Google Meeting siswa ada beberapa siswa itu tidak menyalakan mode On Cam, jadinya guru tidak mengetahui siswa ini sedang menyimak atau tidak, serta tugas online seringkali telat atau bahkan tidak mengerjakan karena siswa tidak menyimak atau tidak tahu cara pengumpulan tugasnya.”)*

The result of the researcher interviewed about challenges when managing online classes with T2, she said that:

*“For online learning, it becomes an obstacle for teachers is to make the learning process active.” (“Untuk online learning memang itu menjadi suatu kendala bagi guru untuk membuat proses pembelajaran yang aktif”)*

Based on the findings above, it can be concluded that the online learning applied at SMAN 1 Campurdarat Tulungagung, T1 & T2 expressed difficulties and preferred to do offline classes. The problem are, first one is Students who are less orderly absent in online learning make the teacher have to wait for the student to login and even instruct student friends who have not entered to chat them privately. The second is teacher faced difficulties to create an active online class. Passive online class students cause teacher could not directly explain and know the extent of student’s understanding of the material provided by the teacher via online learning media such as WhatsApp group or Google Classroom.

## 2. Ways to Overcome the Problems Faced by the Teachers in Teaching Speaking Skill at SMAN 1 Campurdarat Tulungagung Academic Year 2020/2021 during a Pandemic Situation

**Table 4.2.2 The Solution by the Teachers**

No.	Kinds of the problems	The Solutions
1	Limited Times of Offline Learning	Explain the learning objectives during online learning, giving the student assignment in group to shorten assessment time and to make students practice a lot on their own group in the process of doing the assignment.
2	Students are more passive in learning	Providing the learning topic that is interesting and relates to students, so that later the students are become more interested in the teaching and learning process.
3	Internet Acces Difficulties	Before moving into next material during offline learning, the student asked the students whether the material taught during the online learning could be understood well or not. If it's not, the teacher briefly re-explain the online learning material during offline learning.
4	The Problems in Using Online Learning Media	Choosing online learning media which are familiar for the students and surely easy to use.
5	Difficulties in Managing Online Learning Class	Gave an extension time when collecting the online learning assignments, more inviting students to interact by providing the interesting learning topics related to student activities or what students have experienced so that they can be involved in the learning process

### a. The Solution of Limited Times in Offline Learning

The problem of shortened offline learning times during this pandemic has made teachers face new challenges in facing the 2020/2021 education system. However, as educators, teachers are required to be able to adapt well to these situations. In the research that the researchers made at SMAN 1 Campurdarat, especially for the tenth grade English teacher, the

researchers found several solutions that the teacher did to overcome the problem of shorten time in teaching student's English speaking skills.

The first is the solution of limited times problem when giving the setting clear lessons goals. Because if it is done in detail as usual before the pandemic conditions, it takes a lot of time, so the solution according to T2 based on interview is:

*"The solution to explain the points of the learning objectives will be conveyed via WhastApp Group to save offline time and so that students understand the material to be studied." ("Solusinya untuk menjelaskan poin-poin tujuan pembelajaran akan saya sampaikan via WhastApp Group untuk menghemat waktu luring dan supaya siswa memahami materi yang akan dipelajari.")*

Furthermore, the researcher conducted interview with T1, she said:

*"For learning objectives, I usually deliver in online learning to save offline learning time." ("Untuk tujuan pembelajaran biasa saya sampaikan dipembelajaran daring untuk menghemat waktu luringnya.")*

Based on the data above, the solutions provided by T1 & T2 in overcoming the shortened learning time while conduct offline learning is, the objectives of learning materials are given to students in online learning. So that the offline learning time can be used as effectively as possible to explain the material or ask students which the material cannot be understood well during online learning.

The second is the solution of limited time for offline learning to practice speaking, she said:

*"By practicing directly reciting a word or sentence together during the learning process in class and giving them assignments to make speaking practice assignments in groups. Because group speaking assignments have many benefits apart from not taking time to measure student's mastery of speaking skills, in the process students will indirectly learn how to speak*

*English well with their group mates.” (“Dengan praktek langsung membaca suatu kata atau kalimat bersama saat proses pembelajaran dikelas dan memberikan tugas pada mereka untuk membuat tugas praktek speaking secara berkelompok. Karena tugas speaking kelompok mempunyai banyak manfaat selain tidak memakan waktu saat mengukur ketuntasan kemampuan speaking siswa, dalam prosesnya siswa secara tidak langsung akan belajar bagaimana berbicara bahasa Inggris dengan baik bersama teman satu kelompoknya.”)*

The second solution by T2 has the similarity as the T1 statement, she said:

*“I don’t directly interpret the material or instructions in bahasa, so I make it a habit for students to listen to me when reading English text to students with clear and correct pronunciation, so students will be more interested in practicing speaking skills because they see the teacher can speak English well and right. Or it could be with group assignments so that they interact with each other using the target language, so that students can know each other how to pronounce correctly.” (“Saya tidak langsung mengartikan materi atau intruksi dengan bahasa, jadi saya biasakan siswa untuk mendengarkan saya saat membacakan text bahasa inggris kepada siswa dengan pronunciation yang jelas dan benar, dengan begitu siswa akan lebih tertarik dalam berlatih skill speaking karena melihat gurunya dapat berbicara bahasa inggris dengan baik dan benar. Atau bisa juga dengan penugasan secara kelompok agar mereka saling berinteraksi menggunakan bahasa target, sehingga siswa bisa saling tahu bagaimana pronunciation yang benar.”)*

The reason T1 & T2 gave an assignment in groups is because of the advantages of group assignments, in the process of doing it students directly or indirectly learns speaking skills together with their group friends and that is a good thing for student’s speaking practice facilities. While another way to get students to practice their speaking skill according to T2 is, to get students used to listening to the teacher when

reading text in English with clear and correct pronunciation. So the students could be more interested in practicing their own speaking skills because they see the teacher can speak English properly and correctly.

The third is the solution of limited offline time in assessing the mastery of student's speaking skills, she said:

*"For me, the way is by assessing them in practice with their groups when performing or when doing group speaking assignments, as well as giving a written test in the form of understanding the test in the form of a dialogue." ("Kalau saya caranya ya dengan menilai mereka dalam praktek dengan kelompok mereka saat tampil atau saat mengerjakan tugas speaking berkelompok, serta pemberian test tulis yang berupa pemahaman terhadap test yang berupa dialog.")*

The reason T1 uses the groupwork assignment method rather than individual test is:

*"Because group speaking assignments have many benefits apart from not taking time to measure student's mastery of speaking skills, in the process students will indirectly learn how to speak English well with their group mates." ("Karena tugas speaking kelompok mempunyai banyak manfaat selain tidak memakan waktu saat mengukur ketuntasan kemampuan speaking siswa, dalam prosesnya siswa secara tidak langsung akan belajar bagaimana berbicara bahasa Inggris dengan baik bersama teman satu kelompoknya.")*

While according to T2, the way she did for assessing the mastery of student's speaking skills is, she said:

*"I give an assessment to the student on each lesson, so every time I teach in that class I observe in general how the students' speaking skills are, later what I think needs special attention, I try to provide a stimulus to provoke the interest of the students to be more involved in the learning process so that at the time of practice assessment is not too burdensome*

*for the student.” (“Saya memberikan penilaian kepada siswa itu pada setiap pembelajaran mas, jadi setiap mengajar dikelas itu saya mengamati secara umum bagaimana kemampuan speaking siswa, nanti yang menurut saya perlu dapat perhatian khusus itu berusaha saya berikan stimulus untuk memancing minat siswa tsb untuk lebih terlibat dalam proses pembelajaran agar pada saat penilaian praktek tidak terlalu memberatkan siswa tersebut.”)*

Based on the data finding above, the T1 & T2 solution in overcoming the limitations of offline learning time for conducting assessments is to give speaking assignments in groups, so that it saves time when assessing. While another way was done by T2 is observe and assess students in each teaching learning process. So every time she teaches in class, she generally observes how student’s speaking skills are. Later on, students who need special treatment, she tries to provide a stimulus to provoke student’s interest to be more involved in the teaching learning process. So that during the practical assessment, it is not too burdensome for the student and the results are not disappointing.

#### **b. Providing Students with Interesting Learning Topics**

The ability to speak English requires a number of supporting potentials which to achieve it requires seriousness, strong will, and must study and practice seriously and continuously for quite a long time. Learning English, especially language skills, requires appropriate efforts to increase the value of student’s language skills. The use of interesting learning model could improve student’s ability to speak English fluently. In the research that conducted at SMAN 1 Campurdarat, the researchers found several solutions that the teacher did to overcome the problem lack of students participation. In the interview session with the researcher, T1 stated that the solution that she did are:

*“By providing interesting and easy topics, so students can connect more with the material so that when doing assignments or exercises they*

*don't find it difficult to develop it.” (“Dengan memberikan topic yang menarik dan mudah, sehingga siswa dapat lebih nyambung dengan materi sehingga pada saat mengerjakan tugas atau latihan mereka tidak merasa kesulitan dalam mengembangkannya.”)*

She also stated the second solution as follow:

*“I always praise them for their efforts to answer whether the answer is correct or not, so that they remain enthusiastic in participating in learning, if students have difficulty I will guide them to find answers together so that students can find the right answer.” (“Dengan selalu saya berikan pujian pada mereka atas usahanya utk menjawab terlepas jawabannya benar atau masih belum, supaya mereka tetap semangat dalam mengikuti pembelajaran, jika siswa kesulitan saya akan memandu mereka utk mencari jawaban bersama-sama sehingga para siswa bisa menemukan jawaban yang benar.”)*

While based on T2 opinion, the solutions that she gave are:

*“To attract student’s interest, it can be done through interesting learning videos, you can also watch it from YouTube so that students can practice to hone their speaking skills even better. In offline classes as a teacher, I must be able to provoke students to want to talk so that learning does not become teacher centered which usually makes students bored and passive.” (“Untuk menarik minat siswa dapat dilakukan melalui video pembelajaran yang menarik bisa juga melihat dari YouTube agar siswa bisa berlatih untuk mengasah kemampuan speaking yang lebih baik lagi. Kalau pada kelas luring selaku guru, saya harus bisa memancing siswa untuk mau bicara agar pembelajaran tidak menjadi teacher centered yang biasanya menjadikan siswa itu bosan dan pasif.”)*

T2 also stated:

*“By change the queation with more interesting questions that if students are not too difficult to find the answers, so that students can be*

*more active in participating in learning activities. For online learning, it is indeed an obstacle for teachers to make the learning process active, but I still as much as possible ask students about which ones cannot be understood from the material I have shared, so that students want to be involved in the learning process.” (“Mengganti pertanyaan yang lebih menarik yang sekiranya siswa tidak terlalu sulit untuk menemukan jawabnya, sehingga siswa dapat lebih aktif lagi untuk mengikuti kegiatan pembelajaran. Untuk online learning memang itu menjadi suatu kendala bagi guru untuk membuat proses pembelajaran yang aktif, tapi saya tetap semaksimal mungkin menanyakan siswa tentang mana yang belum bisa difahami dari materi yang sudah saya share, agar siswa mau melibatkan diri pada proses pembelajaran.”)*

Based on the data finding above, the T1 & T2 solution to overcome the problem of students are more passive in the learning process is by choosing a learning topic that is interesting and relates to students, so that later in addition to students becoming more interested to the teaching and learning process, students can also understand the material presented even faster because their curiosity that also grows during the learning process.

### **c. Briefly Re-Explain the Online Learning Material when Offline Learning**

In order to organize online learning, it is important for both teachers and students to have a good internet connection and sufficient data packages. In research that has been conducted at SMAN 1 Campurdarat, researchers found a solution to overcome the problem of internet access difficulties. T1 stated that the solution of internet access difficulties in learning following the interview result is, she said:

*“I will ask students whether the material taught during online classes can be understood or not. If not, I will briefly re-explain the online learning material when offline learning and give an extension of time when submitting assignments.” (“Saya akan menanyakan kepada siswa*

*apakah materi yang diajarkan selama kelas online dapat dipahami atau tidak. Jika belum, saya akan sedikit menjelaskan kembali materi kelas online saat kelas offline dan memberikan perpanjangan waktu saat mengumpulkan tugas.”)*

In line with solution that was done by T1 above, T2 also said:

*“As for how to solve it, when moving into the next material I will give a brief explanation of the material that has been delivered in the online learning” (“Untuk cara mengatasinya itu ketika akan moving into next material saya akan memberikan penjelasan singkat tentang materi yang telah disampaikan di kelas daring.”)*

Based on the data finding above, the T1 & T2 solution to overcome the internet acces difficulties is when moving into next material during offline learning, the student asked the students whether the material taught during the online learning could be understood well or not. If it doesn't, the teacher briefly re-explains the online learning material in offline learning and gave an extension of time in submitting assignments.

#### **d. Chose an Easy-to-use Learning Media Application**

Media is an important component in teaching learning process. It is used to support the teacher in teaching and help the student in accepting the material because media can be used as variation in teaching learning process. Teaching media helps the students for getting material easily and clearly, so they can get comprehension about the material. In research that has been conducted at SMAN 1 Campurdarat, researchers found a solution to overcome problems that arose regarding using online learning media in teaching and learning process. Below is a conversation between researcher and T1, she explained that:

*“When learning online, I use their smartphone by using online media mainly by using WhatsApp groups because it is easier and both teachers and students are also familiar with the application” (“Pada saat daring*

*saya memanfaatkan smart phone yang mereka punya, utamanya dengan menggunakan WhatsApp grup karena lebih mudah dan guru maupun siswa juga sudah familiar dengan aplikasi itu”)*

In line with T1 statement, T2 said that:

*“For online learning media, I use a learning video that sent in the WhatsApp Group because once I used Zoom Meeting, I waited too long for students to enter because of signal problems and students who didn’t know how to operate the application.” (“Untuk media pembelajaran online, saya menggunakan video pembelajaran yang saya kirimkan di Grup WhatsApp karena pernah saya menggunakan Zoom Meeting itu kelamaan nunggu siswa masuk karna kendala sinyal dan siswa yang kurang tau cara pengoperasian aplikasinya”)*

The solutions are given by T1 & T2 is more using the WhatsApp application by utilizing the WhatsApp Group feature as the online learning media. The teacher uses video assistance in explaining the material which is then sent in the WhatsApp Group, so that students understand more easily because they already know how to operate the application properly.

#### **e. Invite Students to Interact during Online Learning**

One of important thing that indicate teacher success in teaching learning process is how he or she can manage class well by creates effective teaching. The teacher should be smart in reading the class condition so she can use the best way in managing class. In teaching speaking, sometimes teacher faced difficulties to create the active class to make the students become good participant and want to speak English especially in online learning. In research that has been conducted at SMAN 1 Campurdarat, researchers found a solution of difficulties in managing online learning class. Below is the result of the researcher interviewed about the solutions that teachers do to overcome the difficulties of managing online classes, T1 said:

*“In online learning, when the teacher gave questioning in the middle of teaching and learning process, the only students who want to respond are mostly the same students. But as a teacher, I will still try to provoke other student’s responses by guiding them to want to answer” (“Kalau pada online itu kalau guru memberikan questioning ditengah pembelajaran, yang mau merespon ya cuma itu-itu saja. Tapi ya bagaimanapun sebagai guru akan tetap saya usahakan buat memancing respons siswa lainnya dengan tetap memandu mereka untuk mau menjawab”)*

Furthermore, the researcher conducted interview with T2, she said

*For online learning, it becomes an obstacle for teacher’s is to make the learning process active. But I still as much as possible ask students about which ones cannot be understood from the material that I have shared, so that students want to involve themselves in the learning process” (“Untuk online learning memang itu menjadi suatu kendala bagi guru untuk membuat proses pembelajaran yang aktif, tapi saya tetap semaksimal mungkin menanyakan siswa tentang mana yang belum bisa difahami dari materi yang sudah saya share, agar siswa mau melibatkan diri pada proses pembelajaran.”)*

The solution given to make a good class condition of learning based on the results of the interview with T1 is the teacher tries to provoke student responses by guiding them to want to answer; if students have difficulty then the teacher guided students to find the correct answer. While, based on the interview with T2, if she faced with a situation where students are less responsive or passive, T2 as much as possible to ask the students about which ones cannot be understood from the material the material that she had shared, so that students could be more involved in the learning process.