

## **CHAPTER V**

### **RESEARCH DISCUSSION**

In this chapter, the researcher presents the discussion from the research conducted at SMAN 1 Campurdarat Tulungagung to answer the research question. The result of observation and interview and questionnaires are discussed as the following:

#### **A. Problem Faced by Teachers on Teaching Speaking**

##### **1. Limited Times of Offline Learning**

Based on the Joint Decree of the Four Ministers regarding Guidelines for the Implementation of Learning in the Covid-19 Pandemic Period number 443-5847-2021, explained that face-to-face learning is carried out alternately every day; the number of students 50% (fifty percent) of the classroom capacity; and a maximum of 4 (four) hours of study per day. According to Nadiem in an online press conference, Friday (11/20/2020), He gave an example, for students in PAUD schools who want to learn face to face are allowed only 5 students, from the usual 15 students. The number of students for primary and secondary education is 18 people, from the usual maximum of 36 students. Meanwhile, for special schools that have been allowed to study face-to-face, 5 students are allowed, from the standard, usually 8 students.

Based on the data obtained in the research findings indicate that the limited time for offline learning raise up the difficulties for teachers in convey the teaching material. The institution of education should aware about this issue, because English language in this global era is an important thing that has to be mastered by the students. According to (Brown, 1994; Burns and Joyce, 1997) cited on (Lumbangaol, 2019, 4 (1), p. 76) defines that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is a crucial part of language and it became a communicative skill for the students.

The second problem faced by the teacher in teaching speaking during this pandemic situation is the limited time of offline learning in practice to assess the student's speaking ability. This problem must be fully handled by the teacher because the main aspect of speaking is in practice. Astrawan (2013, p. 67) cited on (Rozalinda, 2021, 15(1)) he argue speaking is one of the skills that must be mastered and really must be able to be practiced in the field with other people as the interlocutor.

In conclusion, limited time of offline learning is become the problem in teaching speaking in teaching and learning process at SMAN 1 Campurdarat. The limited time for offline learning makes the learning process is difficult to carry out, especially in speaking which requires more time to interact more in class to practice speaking English. Therefore, the teacher must make an effective learning to achieve the learning objectives of each material.

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

The second problem that researchers found when conducting research at SMAN 1 Campurdarat in the process of teaching and learning activities was that students were passive, and low or uneven participation. Its line with Nurhayati (2016, 1(1), p. 53) stated problems of speaking include inhibition, nothing to say, low confident or uneven participation, mother-tongue use.

### **a. Inhibition**

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy or the attention that their speech attracts.

### **b. Nothing to say**

Even if they are not inhibited, you often hear learner complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each person has very little time to talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

### **3. Internet Access Difficulties**

Online Learning can be defined as an effort to connect learners (learners) with their learning resources (databases, experts / instructors, libraries) which physically separated or even apart but can communicate with each other, interact or collaborate (Molenda, 2005, p. 182). Based on this opinion, it can be concluded that online learning is cannot be done by face-to-face learning but is mutually communicative or connected through internet media.

Internet, as a tool and platform is considered as the main key both formal and informal education (Nurhayati, 2020 5(2), p. 270). However, in teaching and learning process at SMAN 1 Campurdarat, the reseracher found that the teachers face the problems that come from the teacher itself or from the students about it. Among the problems are the teacher's and student's internet network is not smooth because many of them live in mountainous areas where the signal strength is not good enough for taking online classes. According to Haryono (2003) cited in (Waryanto, 2006, 2(1), p. 21) argue there are some difficulties in online learning, namely: 1) Internet use requires adequate infrastructure, 2) expensive internet usage, 3) communication via the internet is often slow. Therefore it must be admitted that in this country, internet network connectivity still needs to be improved and extended to more remote areas.

In conclusion, good and even internet network connectivity is the most important part of running this online learning system. But in its implementation, many students face problems with poor internet network connectivity. It has become one of the major obstacles and challenges that must be solved through several parties if the government wants to implement

online learning with maximum results. Because in this limitation time of offline learning process, online learning must be used optimally so that learning objectives can be achieved as well.

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

Online learning offers learners chance to practice and acquire the skills needed for communicative competence as well as to get to know their own learning styles, their strong and weak parts in the target language and to study in collaboration with their partners who are geographically distant to them (Pallof, 2007, p. 35). Based on this opinion, in online learning even though physically teacher and students is far away, the use of technology in online learning can channel and stimulate thoughts to students so that student interest in online learning goes well and can make students appeal to online learning. The changing of teaching media during a pandemic is important to be investigated. It is because in the past, teachers usually taught face-to-face in the classroom, but now because of this condition, they have to make use of online learning as the media in teaching optimally.

Based on data finding, the researcher found during interviews with teachers at SMAN 1 Campurdarat, she stated that at the first time, she had a bit problems in using online learning media such as Google Classroom and Zoom, but after she looked for how to operate the online learning application on YouTube video, she was able to handle the operating problems properly. This problem was also experienced by students in offline learning observations that researchers did in the WhatsApp group. There is a student who does not understand how to operate the online learning media applications and another is some students cannot install the online learning application because of the smartphone's internal memory already full. This finding is in line with This finding is in line with Munir (2009, p. 176) in his book he argued one of the difficulties of learning via online according to is still lack of knowledge and ability to operate applications, the web, and the internet properly, that's because there are differences in the abilities and

understanding of students and teachers in operating online and internet teaching.

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

The application of online learning aims to facilitate the learning process during the COVID-19 pandemic through the use of communication technology. This is in accordance with the opinion of Brown (2002) cited in (Waryanto, 2006, 2(1), p. 12) that online learning is a learning activity that utilizes internet network as a method of delivery, interaction and facilities and is supported by various other forms of services. Some of the advantages of using online media on the internet, including providing opportunities for students to pay attention to language forms, as a means of providing input modification, providing various learning resources such as the availability of sources or materials and learning styles to be used, for collaborative projects, as a tool for multimodal practice such as visual, audible or written, and as a fun medium (Brown H. D., 2007, p. 201). Based on this opinion, online learning provides opportunities for students to make the best possible use of technology in learning by utilizing internet media and online learning as an access to the learning process easily and quickly.

Based on data finding, there are problems that teachers experience when managing online classes. The first one is students who are less orderly absent in online classes making teachers wait and even teachers instructing student friends who have not entered to chat privately. This data finding is in line with Munir (2009, p. 177) stated, one of the difficulties of learning via online is highly needed motivation and high independent learning ability of the students themselves. Nurhayati (2019, 19(1), p. 14) also stated most of people agree that to prepare creative students, definitely they need to conduct mutual interaction process and become all their responsibilities, those are family, school, and society. This means that online learning can run well if it is supported by independence or a sense of responsibility for students to take part in learning well.

The second problem is that students in online classes are passive, so the 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. Some students are less enthusiastic to participate in online learning even though they are supported by adequate facilities, such as computers, smartphones, and the availability of an internet network. They are less concerned about the importance of learning English speaking skill. This problem can also be caused by a lack of student awareness about the importance of following the learning process well. This problems are in line with the disadvantages of online learning by Sari (2015, p. 29) in her journal she stated the learning process through online learning uses internet services, requires students to learn independently without depending on the teacher, if students are not able to learn independently and their learning motivation is low, it is difficult to achieve learning goals as well.

## **B. The Problem Solving by the Teachers**

### **1. Limited Times of Offline Learning**

The regulation shortens offline learning hours from the minister of education, it causes problems for teachers, and especially in the topic of this research are English teachers. From the research conducted at SMAN 1 Campurdarat Tulungagung on the tenth grade English teacher, there were several solutions that the teacher did to overcome the problem encountered in teaching speaking during pandemic situation.

The first is the solution of the short time in explaining the learning objectives and setting goals lesson. Based on data finding, the thing that teachers did to overcome this problem is the teacher must be prepare an accurate lesson plan with the available learning time before starting to teach in class during this pandemic so that the material can be delivered properly. This solution is in line with Snow (2006, p. 66) One of the hardest things for beginning teachers (and even more experienced ones) is to accurately predict how long any particular activity take the time. Sometimes an activity that

they thought would only take a few minutes engages students for a whole class period; other times, an activity that they thought would generate discussion for at least thirty minutes dies after only three. So, make sure that the lesson plan includes an estimated time for each activity.

The third is the solution to overcome the limitations of learning time in facilitating students in practicing speaking is the teacher provides is to indirectly interpret the material or instructions with language, so the teacher familiarizes students with listening to the teacher when reading English text to students with clear and correct pronunciation, so students could be more interested in practicing speaking skills because they see the teacher can speak English well and correctly. It lines with (Takumi Uchihara, 2019, p. 559) in his journal stated that learning vocabulary through listening is one type of learning through meaning-focused input. This teaching method is called the Direct Method, also known as the Natural Method, it is used to learn a number of different languages not only English. The main focus of this method is oral skills and is taught through repeated practice.

The second solution of shortened offline learning time during this pandemic to conduct practice and assess student's speaking ability is, the teacher giving group assignments rather than individual tests to shorten the assessment time, this method is in line with the solution from (Ur, 1996, p. 121) point of use group work. According to (Ur, 1996, p. 121) the use of group work can increase the amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

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

In teaching, teachers need to know the students habit preferences and improvise teaching strategies or modify teaching material to generate students more interesting in the materials such as asking them to observe the local context, assigning the pupils and providing with the close environment context (Nurhayati, 2018 18(1), p. 100). Based on research finding the

solutions of students are more passive in learning is, by providing interesting and easy topics for students. This method is in line with the problem-solving theory of Penny Ur (1996, p. 121) in her book she argued make a careful choice of topic and task to simulate interest, a good topic is one to which learners can relate using ideas from their own experiences and knowledge. For example, as found in data finding, before explaining the material, the teacher asked what activities the students would do after school and then the students answered, these questions made students unconsciously get involved to the material.

The second, solution when student more passive in learning is the teacher tries to stimulate student responses with questions about the material being presented. If students have difficulty answering the questions given by the teacher, the teacher guided the students to find the correct answer together, so that students can find the right answer without taking a long time. This method is in line with the teachers roles in teaching speaking by Byrne (1997, p. 2) as conductors and monitors, the teachers allow the learners to work under their direction.

### **3. Briefly Re-Explain the Online Learning Material when Offline Learning as the Solution of Internet Access Difficulties**

In this pandemic condition, teachers are required not to be present in the same room as students but learning takes place in a different place. Distance learning is carried out using media assistance in the form of electronic devices such as smartphones or laptops that are connected via the internet network. Learning from home is implemented with a distance learning system. A study conducted by Chun (2016, p. 77) summarizes that distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT).

In the aspect of Indonesian education, of course those affected to students and teachers that may not be able to quickly adapt to this condition. One of



the causes is internet network connectivity which is not evenly distributed in every area in Indonesia. Based on the research findings, there are some students who are often late for online learning, there are also students who do not have sufficient internet quota to access the learning videos provided by the teacher in online learning. The impact is that online learning cannot be used optimally for some students. Solutions are given by teacher based on research finding is, when offline class, the teacher asked the students whether the material taught during the online class could be understood or not. If its not, the teacher briefly re-explained the online class material during offline classes and gave an extension of time when collecting assignments. This solution is in line with the teacher's role as stated in the law. Number 14 of 2005 concerning TEACHERS AND LECTURERS, CHAPTER I Article 1 Paragraph 1 teachers as Supervisors, meaning that teachers are expected to assist, improve, and critically assess the teaching process.

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

Hikmah (2020) argue the most common challenge in implementing this online learning is lack understanding of teachers and students in the use of technology and limited internet network access. The use of media must be related to the subject matter to avoid students from being confused with the material presented. According to Majid (2011) as cited on (Padilla, 2021, p. 63), learning media is a tool used to make it easier for students to understand the learning material. So based on this opinion, teachers must be smart in choosing online learning media that students could understand how to use them easily. Astini (2020, p. 13) argue applications that are effectively used in the online learning process are the Google Classroom application and the zoom application, while for the lower classes the application that can be used very effectively is WhatsApp group application.

Based on the research findings through interviews with researchers, the two participating teachers stated that they used online learning applications as a medium for explaining material or giving assignments. The media uses WhatsApp application by utilizing the WhatsApp Group feature, the teacher

uses video assistance in explaining the material so that students could understand more easily which then sent to WhatsApp Groups. This solution is in line with Ameli (2020, p. 28) in her journal she argue one of the e-learning methods that are easy, cheap, and instant to use is the WhatsApp application. The researcher also agrees with the selection of the media because by using WhatsApp application as an e-learning, it can reduce the use of large internet data, so that it does not burden students economically and the whatsapp application can also be used in conditions of poor internet network connectivity, meaning that it can be used wherever students are.

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

According to Kearsley (2000:78) as cited in (Robert Woods, 2001 (3), p. 263) the most important role of the instructor in online classes is to ensure a high degree of interactivity and participation. This means that in conducting online learning, the cohesiveness of teachers and students is needed. Therefore, it is hoped that educators can be even more creative in the online learning process, not just doing assignments or explaining material. Educators must be able to prepare a fun and challenging learning methods or activities so that students are more enthusiastic.

Based on research finding, the way teachers do to manage online classes is to provide interesting learning videos, chose topics related to student activities or what students have experienced, and prioritize using the whatsapp application by utilizing various features of the application. (Ana Maghfiroh, 2020, 2(4), p. 111) The features available on the Whatsapp application were the reciprocating messaging the form of documents, images, audio, and video, either privately/personally or in groups.

In conclusion a well management of learning can make a good impact to the teaching learning process. In order for classroom management to run effectively, educators are required to be able to create exciting learning from home for students.