TEACHERS’ STRATEGIES IN TEACHING SPEAKING IN ONLINE CLASSROOM TO TOURISM VOCATIONAL SCHOOL STUDENTS

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Abstract

Teaching online during the covid-19 pandemic is challenging to teachers. The challenge is to provide an interesting online learning environment to students which is the same with what they give in offline classroom. This becomes challenge because teaching online is new experience for most of the teachers. Effective teaching strategies are needed by students to prevent boredom and improve engagement in the online classroom. This study aims to describe the teachers’ strategies in teaching English online to elementary level students of Triatma Jaya vocational high school. The data was collected through interview and observation. 14 Teachers were interviewed to collect data. Data were analyzed using qualitative descriptive techniques. The result showed that teacher applied some strategies to teach online speaking, for instance interview, role play, discussion, games, and pictures. Teacher used pictures in various activities such as storytelling, describing pictures and picture narrating. However, there were some obstacles encountered while implementing these strategies, namely the unstable internet connection, insufficient knowledge of technology, students could imitate their friends work, and the amount of time spent to practice speaking in online classroom which result to students' boredom.

Keywords: strategy, speaking, online classroom.

INTRODUCTION

English is international language. People around the world use it to communicate globally. Nowadays, the use of English is getting crucial in the world. It is used in different fields for various usages. English language itself has undergone a dramatic change in terms of its use and users. It is now used by much greater of people around the world and far more diverse communicative purposes in the different social setting. (e.g., diverse workplaces and academic encounters) (Renandya and Widodo, 2016:3).

In education sector, English is mainly taught from elementary school until university. However, many students still cannot speak English fluently. The reason of this issue is students studied too many subjects and don’t focus much on speaking skill. In addition to this, teaching emphasized on grammar rule rather than communicative English also cause this. Now, the teacher starts to pay attention more to speaking because many job skills require students to master this skill. Take a waiter for example, he/she will spend most their time using the language in speaking activities. Start from welcoming the quest to billing process. As a result of this, many schools provide higher opportunities to students to speak English to improve their speaking skill so that they can communicate effectively.

People can communicate effectively if they involve some vital skills in using the language. The skills are how students pronounce the words (pronunciation), how they structure the sentences (grammar), how they choose the suitable word (word choice) and how they spell the words (spelling). The ability to master these skills will improve their level in English. Speaking fluently and
confidently is a skill that can help students in their career. It is a skill where communication run effectively and when the listener can understand the message delivered by the speakers clearly.

Besides, as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore, English is widely regarded as a global language (Anggayana, Nitiash & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019). It is done to minimize errors in grammar or English grammar as aspects, such as the use of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018). Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019).

It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019). Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014). Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018).

In the cultural tourism industry is included (Redianis, Putra & Anggayana, 2019). The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari & Anggayana, 2019). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019). The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019).

English is one of the languages that must be mastered (Sudipa, Aryati, Susanta, & Anggayana, 2020). It is important to preserve language and culture in its variety (Anggayana, Suparwa, Dhanawaty, & Budasi, 2020). Millennial residents have a role in national development in various sectors, one of which is the tourism sector (Osin, Purwaningsih, & Anggayana, 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana, Osin, Anggayana, 2021).

The development of speaking skills involves some elements such as pronunciation, vocabulary, grammar, and fluency. Some countries have different ways to pronounce words. This sometimes creates confusion to the listeners and affects their comprehension. The word chosen will also affect the communication. For example, if they say “I am angry” instead of “I am hungry” to say that they need to eat food will give different perception to the listener. If the listener can understand the vocabulary used by the speaker and reply to it with correct vocabulary, the communication will run effectively. So, it is very important to notice the word used in the conversation. Moreover, grammar is also vital in speaking. Example, when we say “I am eaten fish” instead of “I eat fish” to express that we eat fish for our breakfast will also create misunderstanding. So, it is very important to structure the sentence correctly. The last one is fluency. Fluency means speaking easily and without
hesitation. When students can speak fluently, it will increase their self-confidence in the communication. However, the characteristic of spoken language can make oral performance easy as well as, in some cases, difficult. They are clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation and interaction (Brown, 2001:270).

Triatma Jaya Vocational high school is one of the tourism schools in Bali which really concerns to provide the best education to the students. One of the solution to achieve them is through English lesson. If students can speak English properly, they can use it to communicate successfully in their future workplace. At school, students do not merely study English for specific purposes (ESP), but also study general English. General English supports the use of ESP through general knowledge of grammar structure and vocabulary. On the other hand, ESP uses different vocabularies in particular specialized usage. One of the examples of ESP is English for food and beverage. One of the lessons is explaining cook's daily routines using the appropriate verbs for example serve, garnish, grate, cook, etc. So, the tense used is simple present tense and the emphasis is the use of verb 1. So, we can conclude that General English is crucial part to support the use of English for specific purposes.

The students learn three levels of English namely elementary, intermediate, and post Intermediate. The purpose of this course is to deepen their knowledge in four basic skills of English namely reading, listening, writing, and speaking. Among these four skills, speaking and listening are more emphasized than the three skills because in their future career they will use them more often than the other skills.

Teaching speaking is not only about asking the student to speak using the correct pronunciation, grammatical accuracy, and lexical resource, but also provide the best learning environment so that the teaching and learning process can run effectively. Process of teaching and learning in the classroom can be challenging. Brown (2007:7) said that process of teaching involved guiding, facilitating, encouraging, and setting the learning condition. He stated that learning is attainment or information acquisition which indicate cognitive and storage system and memory. Based on the above definition, Brown (2000: 7) divides the components of the definition of learning as follows.

1) Learning is acquisition or getting.
2) Learning is retention of information or skill.
3) Retention implies storage system, memory, and cognitive organization.
4) Learning involves active, conscious focus or and acting upon events outside or inside the organism.
5) Learning is relatively permanent but subject to forgetting.
6) Learning involves some form of practice, perhaps reinforced practice.
7) Learning is a change in behavior.

Teaching methods were experiencing some evolution before today's method. It was started with grammar translation method in which the students translate literature from foreign language to native language. After that structuralism approach which emphasize on linguistic from. After this method, new method emerged named direct method, natural approach, total physical response, audiolingual, silent way and suggestopedia. After this era, communicative language learning was developed emphasized on dialog (Par dede, 2011).

In today's era, teachers should be able to replace the traditional teaching method with the method which involved students in it. In traditional teaching method, teachers were used to teach using teacher centre approach. One of the examples is by explaining the topic to the students, while students just sit passively. This approach didn't involve students in
the class activities which results to students’ boredom and passiveness. Based on this reason, teachers should apply activities which involve students more in the classroom. The activities can be in form of dialogue, role play, game, and other activities.

Brown (2001:275) states that there are principles to design speaking techniques. 1. Use technique that cover the spectrum of leaners need, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. 2. Provide intrinsically motivating techniques. 3. Encourage the use of authentic language in meaningful contexts. 4. Provide appropriate feedback and correction. 5. Capitalize on the natural link between speaking and listening. 6. Give students opportunities to initiate oral communication. 7. Encourage the development of speaking strategies.

Teaching online become challenging to teachers because the teachers must be able to provide an interactive teaching environment. Before covid-19 pandemic, students were free to study in the classroom. However, during the pandemic outbreak, the school use some online platforms to maximize the effectiveness of teaching and learning. The platform used are google classroom and google meeting. They are integrated so that the teachers and students can conduct video call and assignment. The online classroom brings some advantages to teachers and students. One of the advantages is that they can learn about technology, especially students from the community who didn’t use to apply this platform, can learn about it. Disadvantage of this platform is teacher doesn’t know about the student’s state because he/she doesn’t meet directly. Moreover, the WIFI signal which sometimes doesn’t work properly also influences the teaching process. So that’s why teaching speaking in online classroom is a challenge to teachers.

The teacher is defied to be creative to create interesting learning environments to improve students’ engagement in the classroom. It should be comfortable and can support the students’ need. In addition to this, teachers should also apply effective strategies to teach speaking. Teachers should provide suitable strategies so that the students can learn English in interactive way. Interactive teaching is a strategy that supports self-learning of the student during the process as well as their development by engaging them with their peers (Turkben, 2019).

At beginner level, teacher is easy to arrange and see the students’ success and so does failure. Language learning can be stressful; however, it is also can be exciting and enjoyable. Some learners, especially adult learner may find it difficult which often makes them relinquish. On the other hand, if they are succeeded and you can become part of it is a huge accomplishment (Harmer, 1998: 13).

RESEARCH METHODS
This research is qualitative method. The technique used to analyse data was descriptive qualitative analysis. 14 English teachers were interviewed to get the information regarding their strategies in teaching online classroom. These teachers were chosen because they teach elementary level students in Bali International Language Centre.

RESULT AND DISCUSSION
Teachers apply some strategies in teaching speaking in online classroom which can be seen in table below.

Table 1. Teacher methods in teaching speaking

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher 1</td>
<td>Picture describing</td>
</tr>
<tr>
<td>2</td>
<td>Teacher 2</td>
<td>Picture narrating and discussion</td>
</tr>
<tr>
<td>3</td>
<td>Teacher 3</td>
<td>Picture describing and role play</td>
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<tr>
<td>4</td>
<td>Teacher 4</td>
<td>Role play, discussion, game</td>
</tr>
<tr>
<td>5</td>
<td>Teacher 5</td>
<td>Role play and interview</td>
</tr>
<tr>
<td>6</td>
<td>Teacher 6</td>
<td>Interview and story telling</td>
</tr>
<tr>
<td>7</td>
<td>Teacher 7</td>
<td>Story telling</td>
</tr>
<tr>
<td>8</td>
<td>Teacher 8</td>
<td>Picture describing and game</td>
</tr>
<tr>
<td>9</td>
<td>Teacher 9</td>
<td>Role play, Discussion, Interview, picture describing</td>
</tr>
<tr>
<td>10</td>
<td>Teacher 10</td>
<td>Role play and interview</td>
</tr>
<tr>
<td>11</td>
<td>Teacher 11</td>
<td>Role play, game, Interview, picture describing</td>
</tr>
<tr>
<td>12</td>
<td>Teacher 12</td>
<td>Interview</td>
</tr>
<tr>
<td>13</td>
<td>Teacher 13</td>
<td>Game, Discussion, Interview</td>
</tr>
<tr>
<td>14</td>
<td>Teacher 14</td>
<td>Interview and Role play</td>
</tr>
</tbody>
</table>

From the table, teachers' strategies to teach speaking in online classroom are in form of the activities below.

**a. Discussion**
In discussion, teachers give students a certain topic and ask the students to study it. Afterward, they must give their own opinion related to the topic given.

**b. Pictures**
Teachers used pictures to teach speaking in google meeting. They used pictures in these three activities.

**Picture narrating**
Picture narrating is activity where teachers use pictures to present the topic. Example, teachers present pictures in sequence about daily routine. The teacher asks the students to make a story based on the pictures. Example I get up at 6 am after that I take a bath, etc.

**Picture describing**
Teacher gives students interesting pictures and then asked them to describe them. Example, describing neighbourhood and describing family life.

**Story telling**
This is done by sharing the story through the presentation. The teacher reads the story and student listens to it. Later, He/She teacher gives questions to students to test their comprehension about the story. Story telling can improve students’ speaking skills and classroom activities (Marzuki, 2016)

**c. Role Play**
This activity is done by asking the students to read a dialogue about certain topic. Example, at the shop. One student becomes a customer, and the other student becomes the shop keeper. The teacher shared the dialogue on the screen and ask two students to read.

**d. Game**
Game is of the activity which excites students the most. It is one of the methods that can increase student’s engagement. It contains activity that involves them in the learning process and their creative thinking. Moreover, game can train their teamwork in online classroom. Game which is used by teachers is wordwall and quizizz.

**e. Interview**
This activity is to test students’ comprehension after they have studied some topics. The teacher asks students one by one about self-introduction, daily routine, and family in English.

They apply the techniques because of some purposes. They increase the students’ motivation to study, those activities are easy, simple and encourage students so that they can speak out. So that, students are active and engage in the classroom. They teach speaking using google meeting which is integrated with google classroom.

Despite advantages, teachers were also having difficulties in applying classroom activities. Some of the difficulties faced by teachers to apply those strategies in the online classroom are:

**e. The unstable connection.** When the internet connection is down, it’s hard for
the teacher to give a clear explanation. It needs more time also when we do the private lesson.
In addition to this, some students failed to join because of this issue.
f. The student can copy other’s students answer/cheat
g. Not all students know how to use modern tools.
h. Each student had the same opportunity to share their ideas about the pictures or the questions given, and it took a long time in the discussion section.
i. In applying a role play, some of the students failed to understand the situation given and they missed some parts.
j. Difficulties such as handling the student’s voices and they feel bored easily because they must wait their turn and cannot express their thought freely as in the classroom. (Direct learning)
k. I guess the obstacle is that maintenance their mood to keep on our learning and create an attractive material.
l. Students feel embarrassed when expressing their own opinion.
m. Students don’t pay attention properly, sometimes they turn off their camera.

CONCLUSION
Teaching speaking in online classroom is challenging. Teachers are demanded to apply strategies that are suitable to students’ need. To fill this need, teachers apply some strategies to teach online. The strategies are role play, discussion, picture narrating, interview, and storytelling. Teachers apply the strategies because they can stimulate students’ motivation, easy and simple activities, catch their attention and engaging. However, teachers also face difficulty in applying the strategies. They are internet connection, students can copy other’s answer, insufficient knowledge about technology. Length of time spent in speaking, maintaining students’ motivation to study and the reluctance to express their opinion about the topic given.

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