



## THE STRATEGIES APPLIED BY TEACHERS IN TEACHING SPEAKING

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### ABSTRACT

The teaching of English is very important for young learners in the era of industry 4.0. A successful teacher is largely determined by the strategies he/she uses in the learning process. The students in SMP Negeri 1 Sabang were very interested in speaking English. They had won many events in English speaking competitions and mostly reached a good score on speaking test. This research was conducted to find out the strategies used, problems, and the solutions faced by the teachers during a teaching process at SMP Negeri 1 Kota Sabang. The research method of this study is descriptive qualitative by employing observation and interview guide sheets as the research instruments. The participants of this research were three English teachers at SMP Negeri 1 Sabang. The results show that the teachers used various kinds of strategies in teaching speaking; role-play, picture describing, interview, and simulations. It was also found that there were five obstacles during the teaching process; some students disturb their friends, ignore the learning process, bully their friends, lack in vocabulary, and possess limited teaching and learning duration. The solutions in solving the problems show that the teachers use four approaches to solve the problems: teachers maximized student's centered, motivated deeply and sustainably, provided a new vocabulary, and extra time online. It is suggested that English teachers should always find new ideas, strategies, or techniques in teaching-learning so that students are interested in taking part actively in the learning process.

**Keywords:** *strategies, teaching speaking, young learners.*

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## INTRODUCTION

The importance of English cannot be denied in this 4.0 era. It has been taught in Junior High schools until Senior High Schools as listed in the English curriculum objectives. Lauder (2008) states that English is a required subject to be taught at Junior High Schools and Senior High Schools consist of reading, listening, writing, and speaking. Speaking is one of the basic language skills that have to be mastered by EFL students due to its significance and its use for communication. Brown & Yule (1983) described that speaking is one of the subjects where the students are expected to be able to use English in their daily communication. Even English subjects have been taught at the school level in Indonesia for many years, the student's ability to use and communicate with their language for everyday life and other purposes is not yet satisfactory. This happens because of teachers' qualifications, professionalism, teaching methods, strategies used, or other factors.

In obtaining the goal of teaching as has been determined, a strategy used by teachers in teaching speaking is important. Orlich *et al.*, (2010, p. 4) defined a teaching strategy as "thoughtful planning to accomplish something". The strategy in teaching is the plan of activity that is used by the teacher to teach the students to achieve an educational goal. As mentioned by Franzoni and Assar (2009), teaching strategies is the components given to the students by the educators to encourage more understanding of the information. The strategies in teaching speaking can help students to improve their fluency and accuracy in speaking to attain the purpose of the learning outcomes.

Based on the preliminary research, the writer found that students at SMP Negeri 1 Kota Sabang reached a good passing score when the teachers gave the test speaking. They were interested in speaking English. Many students had won events such as storytelling competitions between schools in Sabang and other schools at provincial levels. This implies that the teaching-learning process of English in this school has been done well based on the syllabus in the 2013 curriculum and the English lesson is taught by an integrated four-skills which are reading, writing, listening, and speaking.

There are a few previous studies related to strategies applied by teachers in teaching speaking. First, a study by Maulidar, Gani, and Samad (2019) on teaching speaking at BP2IP Malahayati Aceh, the second previous study was completed by Widyaningsih and Robiasih (2018). The focal points of this study were the strategies utilized by the

English teacher in teaching speaking to the 11th-grade students of SMA BOPKRI 2 Yogyakarta and how the English teacher applies the strategies in teaching speaking. The third previous study was led by Anjaniputra (2013); the study aimed to discover the teacher's strategies in teaching speaking at a senior high school in Sumedang and perceiving students' responses towards the strategies. The following previous study was finished by Ganna (2018). The objective of the study was to research the teachers' strategies utilized in teaching speaking to the students at Senior High School Toraja Utara and to perceive the effects of the strategies utilized on students. The last previous study was finished by Gudu (2015). The goal of this study was to discover the strategies applied by teachers in teaching speaking at eight secondary schools in Eldoret Municipality, Kenya.

From the previous studies can be concluded that there are various strategies in teaching speaking which can be applied by teachers in the classroom; they are role-playing, drilling activity, playing games, describing pictures, discussion, cooperative activities, creative tasks, simulation, dialogues, drama, oral narratives, songs, tongue twister, debate, poem recitation, and story-telling.

Besides, most of the previous studies were conducted on the students at the senior high school level, and there has been no research study conducted on the students at the junior high school level. Therefore, this study intended to investigate the strategies applied by English teachers in teaching speaking at junior high school students in Sabang.

Consequently, in this study the researcher needed to figure out the strategies used by English teachers, the emerging problems, and the prospective solutions in teaching speaking at Junior High School students in SMP Negeri 1 Kota Sabang.

## **LITERATURE REVIEW**

### **Teaching Speaking**

Teaching Speaking is expected to help the students in accomplishing communicative abilities. Teaching speaking is a cycle of move information about the parts of speaking in expanding the students' capacity to impart in the learning process and teach students to make verbally expressed words, express their feelings, thoughts, and minds, and to actuate students in the feeling of connection utilizing social knowledge about the circumstance and the topic. As indicated by Kayi

(2006), teaching speaking implies that the teacher encourages the audience to deliver the English speech sounds and sound patterns, utilize the word and sentence stress, intonation patterns, and the rhythm of the subsequent language, Select suitable words and sentences according to the proper social setting, audience, circumstance, and topic, sort out their contemplations in a significant and coherent arrangement, use language as a method for communicating esteems and decisions, and utilize the language rapidly and unquestionably with few unnatural stops, which is called as fluency. Harmer (2007) communicated that teaching speaking is to train the student to develop their correspondence ability as their English improves, for instance, making them aware of what veritable conversation takes after and helping them use some of the huge articulations.

The purpose of teaching speaking for junior high school students is expected that the learners are would have liked to empower the learner to communicate the importance in short oral conditional discussion and relational to connect in their life. According to Richards (2006) argued that the functions of speaking are divided into three-part, they are talking as interaction, talk as a transaction, and talk as performance. He mentioned that the goal of language teaching is to provide students with communication skills, classroom activities appear to be an important part of the language curriculum. Moreover, Baker and Wstrup (2003) said that the teaching of speaking is ought to have the option to fortify the learning of new vocabulary, grammar, or functional language, allow students to utilize the new language they are found out, and give more development for students to try different things with the language they know in various circumstances and on different topics.

In the process of teaching speaking, the teacher should know the steps of teaching speaking itself. According to Scott (1981) stated that there are three stages in the teaching of speaking, they are; The teacher must state the goals in teaching speaking, the teacher should guide students to do a presentation to make learning meaningfully and actively and students asked to do Practice and create product as part of production skill.

### **The implementation of teaching strategies and techniques in the classroom**

Aggarwal (2014) mentioned that teaching strategy is an example of instructing acts that serve to achieve certain results. Based on Gulo (2002) teaching strategy means instructing learning techniques, that is,

an arrangement, strategy, or arrangement of exercises intended to accomplish a specific instructive objective. Teaching strategies are techniques of settling on choices about a course, a singular class, or even a whole educational program, starting with an examination of the students' qualities, learning destinations, and instructional inclinations of the instructors (MIT, 2002).

Many techniques can be used to promote the teaching of speaking. Kayi (2006) mentioned that there are thirteen activities to promote speaking in the classroom. They are; Discussion, Roleplay, Simulation, Information Gap, Brainstorming, Storytelling, Interview, Story Completion, Reporting, Playing cards, Picture Narrating, Picture Describing, and Find the Difference. Besides, Nation and Newton (2009) said that a various number of speaking teaching techniques are utilized and used in the classrooms for many circumstances. Among others, the techniques of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Moreover, Leo (2013) stated that there are a few techniques in teaching and improving learners speaking skills, they are; Improving students' discussion, Creating Story Telling, Forming Roleplay, and Training interviews.

An educator has a critical function in the teaching and learning activities. Harmer (2003) explained that educator functions as a prompter, participants, and feedback provider have specific importance if the teacher attempting to get learners to speak fluidly and he also stated that the function of an educator in the speaking class is fundamentally required.

Teaching English as a foreign language is known to be challenging and fascinating, and yet it is frequently disappointing. Savignon (2001) brings up a few difficulties of teaching English as a foreign language that incorporates, among others, how structure and capacity ought to be coordinated and the proper standards for students. Copland, F., *et al.* (2014) mentioned that some educators are faced with problems by the absence of preparation, mostly by the absence of knowledge, and somewhat by the absence of resources.

For the last referenced, teachers should think about a few things, for instance, student's age, interest, motivation, and establishment. Experienced or new teachers, regardless, now and again imagine that it's difficult to design their education to suit such assortment in the field. One of the difficulties in managing their classes.

## **RESEARCH METHODOLOGY**

The research method of this study is a case study because the purpose of the research is to investigate and analyze the phenomenon that happens to the subject being observed. Bogdan & Biklen (2007) explained that the characteristics of qualitative research are the natural settings as the direct source of the data. Also, according to Creswell (2007), this kind of research is classified as a case study. A case study is a problem to be studied, which will reveal an in-depth understanding of a “case” or bounded system, which involves understanding an event, activity, process, or one or more individuals.

### **Research Participants**

The subject was chosen through purposive sampling utilized in qualitative research in an attempt to identify precise evidence and condense information regarding the research problems (Palinkas, et al., 2015). The subject of this study is three English teachers at junior high school in Sabang. There are a few diverse purposive sampling methodologies, the sampling should have criteria, they are 1) the teacher has been teaching for at least two years, 2) the teacher teaches junior high school students, and 3) the teacher is an English teacher. The object of this study was the strategies applied by teachers in teaching speaking, the problems faced and the solutions in teaching speaking.

### **Research Instrument**

The researchers obtained the data by employing an observation sheet and interview guide. An observation sheet was used to guide the researcher during the teaching and learning process by checking the lists noted in the sheets. Kayi (2006) proposed thirteen points to promote the teacher's strategies in teaching speaking, i.e. discussion, role-play, simulation, information gap, brainstorming, story-telling, interviews, story complication, reporting, playing card, picture narrating, picture describing and find the difference. Moreover, an interview guide is used as a lead for the researcher during the process of an interview to gather information about the problems faced by teachers and the solutions of the teachers implementing their choices of strategies in teaching speaking.

### **The technique of data collection**

The data were collected through observations and interviews. As referenced already, the two instruments were proposed to be valuable during the time spent leading the research. The processes are expounded as follows: First of all, observation of the process of teaching and learning was carried out by checklist or note-taking of observation sheet and video recording.

Each observation was conducted twice for each teacher where it took 2 meetings of teaching and learning processes. The duration was one and a half hours for each teacher. This process was applied to know the strategies applied by the teachers in the class. The second process of data collection is an interview. The researcher interviewed the teacher by audio recording and taking notes. Moreover, the interview was conducted for 10 to 15 minutes to know the reason for the teachers to apply the strategies, and the interview was the technique the writer used to seize additional information from the English teachers in completing the data which were not covered in the observation.

### **The technique of data analysis**

Data analysis from observation and interview were done qualitatively. After the data were collected, the data were then analyzed using the theory of Miles, Huberman & Saldana (2014). The steps were data reduction, data display, and conclusions.

## **RESULTS AND DISCUSSIONS**

### **Results of Observations**

The results of observation include the teachers' strategies used in the teaching of speaking by three English teachers who teach English to junior high school students in the first semester. The researcher observed the teachers from the start of the lessons until the end of the lesson and conducted in one hour and a half in 2 meetings. The technical implementation of the learning by three teachers shown in the table below.

**Table 1.** Teachers Observation Results

NO	Teachers' Strategies	Teacher 1 (NR)		Teacher 2 (MU)	
		Class	Class	Class	Class
A	PRE- ACTIVITY	8 (1)	8 (2)	9 (1)	9 (2)

1	The teacher does apperception	√	√	√	√
2	The teacher motivates and attracts student's attention	√	√	√	√
3	The teacher reviews the previous lesson	√	√	√	√
4	The teacher states learning objectives	√	X	√	√
	<b>WHILE-ACTIVITY</b>				
5	The teacher relates the lesson with contextual learning	√	√	√	√
6	The teacher explains and provides examples about the lesson	√	X	√	√
7	The teacher does teaching and learning coherently	√	√	√	X
8	The teacher guides students to create group work	X	X	X	X
9	The teacher leads and guides students in their group work	X	X	X	X
10	The teacher uses sources or learning media	√	√	√	√
11	The teacher guides students to talk or speak in English	√	√	√	√
12	The teacher applies techniques in teaching speaking	√	√	√	√
13	The teacher responds to student's participation positively	√	√	√	√
14	The teacher creates a relationship with students emotionally and makes students enjoy learning	√	√	√	√
15	The teacher does teaching and learning based on the allocation time planned	√	√	X	X
	<b>POST-ACTIVITY</b>				
16	The teacher does reflection or reviews about teaching and learning which have been conducted	√	√	√	√
17	The teacher does the evaluation	√	√	√	√
18	The teacher gives feedback and tells the topic for the next meeting	√	√	X	√

Table 1 shows that Teacher 1 (T1) code NR who educated in Class 8 shows that in the pre-activity of the subsequent meeting, the teacher did not tell the topic. This is because that T1 motivates students and she appeared to disregard telling the point that would be learned on that day. Moreover, in the while-activity, T1 did not give any model since she had requested that the students set up the dialogue for the role



play. In numbers 8 and 9, T1 did not request students do group work due to the school arrangements as commanded by the public authority to keep up a protected distance to stay away from the COVID 19 attack. Moreover, the post-activity was done well both in the first and second meetings.

Next, Teacher 2 (T2) code MU shows that the T2 learning activities in the pre-activity are run by class systems as they should. Nonetheless, this did not occur in the while-activity at the second meeting, T2 altered a few activities so the way toward educating and learning was not coherent. Like the past teachers in grades 8, T2 likewise did not request that the students do group work because of the current situation, COVID 19 Pandemic attacks.

## **Results of Interviews**

### *Teacher Tenure*

The first question asked to teachers is about the time of teachers' devotion to the world of education. T1 was asked to answer the question: "How long has she been teaching English." T1 admitted that she has taught English for 12 years. She was also the youngest English teacher in that school. Then, teacher 2 admitted, "I have taught English for 15 years from 2005 to 2020. I have been a civil servant teacher since 2005 and already have a teaching certificate." She admitted that she has got a teaching certificate from the government to prove that she was a professional teacher.

### *Teacher Background*

The next request was T1 was asked to describe her background of the study. Teacher 1 studied at the English teacher training and education faculty of Serambi Mekkah University who graduated in 2007. She was still a regional honorarium teacher who was not civil servants.

Moreover, Teacher 2 was a teacher who had studied in the faculty of teacher training and education at the Ar-Raniry State Islamic Institute (IAIN) in Banda Aceh in which the institute's name had changed to Ar-Raniry State Islamic University. She studied there in 1998 and finished it in 2003. When the question was broadened to her plan in continuing to master degree, she said, "I have not planned to continue my studies in the master program because of my busy life as a teacher and a housewife with three children."

### *Teacher pieces of training and Experiences*

Furthermore, T1 was asked whether she had taken a part in the English teaching training. T2 said " Even though I am not yet a civil servant, I often participate in various teaching pieces of training, especially training on student management. I have an additional job, namely in the student management section. I often replace teachers with civil servant status in this school to attend and represent the school in various kinds of training as requested by the principal." Regarding the seminars and training activities, T2 said that that she had ever got some pieces of training in computers, applications, and teaching methods several times. Activities like this were considered very useful for adding and upgrading teachers' knowledge.

### *Teaching Preparation*

Next, T1 was asked whether she prepared the materials needed before teaching speaking. Teacher preparation determines teacher readiness in teaching. Preparations are made before the teaching process occurs. Based on the results of the interview, T1 prepared teaching materials before teaching and was based on the grade 8 syllabus. Teacher 1 adapted the material to be taught to students with books and additional teaching materials other than the student's textbooks. Then, T2 admitted that "I prepared them by adjusting the material to the student textbooks and if the material and topic of the lesson already exists and are complete in the student textbook, then I will use the book." T2 will also adapt the material to the lesson plans that she had previously designed. This adjustment was so that the learning targets are under the curriculum. If there is the material that was not found in the textbook, then she would look for teaching materials from other sources before the teaching schedule.

### *Teaching Materials and Resources*

The next question is "what are teaching materials and resources that you select and use in teaching speaking?" In terms of utilization and sources of teaching materials, T1 said " In teaching speaking skills, I mostly use teaching materials from the internet such as YouTube through screen displays. Another way is I also read the material I get to students myself based on the material I get from the results of my preparation. If children only focus on textbooks, sometimes students become bored. Thus, I have to provide additional teaching materials so that students understand better. The teaching materials are also more varied."

Next, regarding the teaching materials and resources, T2 said “I usually look for additional sources of teaching materials from the internet that are suitable and then I download them in the form of handouts or videos. The videos I get are usually from You Tube and then I play them using school facilities such as in focus and LCD services. School facilities are complete including the internet, although it is still buffering due to the high number of users, but now schools already have internet access.”

#### *Strategies in Teaching Speaking*

Furthermore, the question about what strategies she used while applying the techniques during teaching speaking, T1 said that the strategy used by the teacher was also supported by the speaking teaching technique applied by the teacher during teaching. She said that she adjusted the technique of teaching speaking to the material or topic being discussed. For example, in teaching narrative text, she usually asked storytelling or expression for role play. she sometimes invited the students to do story completion. They seemed very enthusiastic to play some English games, so she often made cards to do the playing cards technique based on the topic being discussed.

Furthermore, T2 said, "Usually in the classroom there are students who stand out the most." That kind of students in the class attracted more attention to her. She also said, "Students who tend to be too active will be my main concern because they tend to seek the attention of teachers and friends, so I try to understand their character." Sometimes a student could also hinder the learning process, so emotionally she got into his character to understand his will. The goal was that the learning process was smooth and was not interrupted. In line with this, the technique of teaching speaking was done by asking her students to do individual practice and group work if they had to discuss some things in the group. If the curriculum demanded the students to present a procedure of making something such as procedure text genre, she said that she usually asked them to work in groups. However, the condition right now (The attack of COVID 19) demanded the students keep social distancing, so the tasks given were mostly individual.

#### *Reason for using the strategies*

Moreover, T1 was asked to answer the question "what is your reason to use the strategies?". According to T1, the reason that she used the strategy is so that students felt comfortable learning with her. Then,

the reason T2 used certain techniques during teaching speaking was by the material to be studied. She said, "If I teach speaking with the material 'introducing self', I use dialogue techniques to lure students to speak more actively."

### *Obstacles in Teaching Speaking*

Next question was, "what are the obstacles faced during teaching speaking?" Several problems might arise during the teaching process, especially teaching speaking skills in English. Teacher 1 said, "many problems I face in teaching speaking such as interruptions from some students to their friends who were trying to practice speaking in English. Students still do not support each other. " However, teachers are trying to overcome the problems she faced.

T2 also faced obstacles during teaching English, especially when teaching students to speak. In learning English, students were expected to be more active when learning speaking skills, but she faced the main problem that students still lacked sufficient vocabulary to express themselves when practicing speaking English. Students often stopped for a moment when speaking in English, especially when a friend bullied them when they expressed their ideas. Thus, these students felt less confident. She also said, "Another problem was that students did not practice speaking English. Because of this problem, for example, students become lazy to speak. "

### *The solution of the Problems*

Moreover, T1 also needed to respond to the question "how do you overcome the problems you face during teaching speaking?" The obstacles faced by the teacher demanded her to create solutions to solve the problems. T1 said " To deal with the problems, students who tend to disturb the comfort of other students, I will ask him to do additional assignments. But for students who have gone too far, I have to give personal advice."

While, according to T2 in overcoming the previous problem, she tried to motivate her students to be brave in expressing their feelings in the English language. She said, "I try to motivate students to dare to express themselves so that they are accustomed to speaking English." To increase students' vocabulary, she asked students to memorize vocabulary so that they got used to memorizing English words.

### *Teaching Duration*

The last question asked in the interview was "Do you think that the time for speaking class is enough?." T2 said "In the morning class there is very little time. Incidentally I teach in BC class so there is an additional class in the afternoon to continue the lesson in the morning class. If the current condition is due to pandemic attacks of COVID 19, additional classes will be canceled this semester so that learning time is very short."

The duration of teaching English is considered very insufficient by T2 because the material and student learning targets required by the curriculum are very much. She said, "I think it is not enough because the curriculum demands so much that students have to learn." As she explained, the students also have to understand many things but have a little time so that the learning targets are not achieved, so there must be additional hours to learn English.

### **Discussions**

The examination results show that there are different sorts of procedures utilized by the teachers. There are likenesses and contrasts on the utilization of the systems during the time spent educating talking.

In line with this, according to Brown and Yule (1983), talking is the expertise that the students will be decided upon most, in actuality circumstances. It is a significant piece of regular collaboration, and frequently the early introduction of an individual depends on his/her capacity to talk fluidly and exhaustively. Along these lines, teachers have to set up the students however much as could be expected to have the option to talk in English in reality outside the classroom.

The two educators demonstrated that knowing and understanding the conditions and circumstances of students when the learning cycle flourished was significant. This is proposed with the goal that students have an enthusiasm for English exercises. Notwithstanding interest, the teachers' mental and personal way to deal with students is likewise expected, so students are persuaded and understand that their quality methods a ton to the educators.

Under this, Rozimela (2016) said that the unpredictability of instructing English is an unknown dialect at secondary schools in Indonesia is achieved by a few entwined factors which incorporate those managing singular students' very own issues and teachers and frameworks. To specify a couple, students' low inspiration, educators' abilities and views about learning English, restricted introduction to

English use, time distribution, and public assessment become the limitations to arrive at the objectives expressed in the educational plan.

Aside from that, instructive systems, for example, investigating students' states of mind, make the educator know the necessities of every student. In the event that the students' needs have been perceived by the teacher, the following procedure is to utilize strategies that are as per the learning targets. The suitable procedure can make it simpler for students to comprehend the exercises conveyed by the educator.

The preparing system is planned in instructive organizations to encourage the educators' aptitudes (Navarro et al., 2016). Lack of teachers' ability leads to insufficiency among students' learning conduct and results. Along these lines, it leads to deficiencies in by and large authoritative performance (Chen-Chung, Kuan-Hsien, Leon Yufeng, and Chin-Chung, 2016). Various necessities of students can be attended to by giving reasonable training to staff in instructive associations around the world (Chen-Chung et al., 2016). Aside from that, every educator has different deterrents. Some educators have imperatives from themselves, for example, challenges in getting to and investigating instructing materials. A similar issue that is extremely clear and is shared by each teacher is that, first, in each class, there are students who will in general be less strong of viable educating and learning exercises without interference. Moreover, when this exploration information was gathered, instructive exercises traditionally all through Indonesia were being restricted because of the COVID-19 pandemic with the goal that teachers had restricted time because of decreased education length.

Seeing the state of the teacher in utilizing the system to show talking, it is felt that it is very as per the requests of the educational program. The essayist likewise needs to take a look at the perspective and impression of students about the utilization of these procedures. To begin with, it tends to be seen that students feel that the teacher's system is powerful enough regarding moving toward students' very own character. Students discover this procedure likewise fun because the teacher's exertion is to make comfort. Additionally, students feel that if the teacher utilizes certain strategies, the objective is for all students to be effectively required during the learning cycle. Some teachers had a couple of underhanded students who normally became agitators in their classes. In their diaries, those teachers now and again composed that they were frustrated because they could not deal with some mischievous students.

So far, the strategies that have been used by the teacher have made students understand the subject matter because the teacher tries to explain the lesson before asking students to do the speaking task. With this strategy, students will be more motivated to dare to speak up their ideas. However, students felt that the last two semesters of the 2019/2020 school year were disturbed by Pandemic Covid 19 so that speaking practice has a lot of feedback that cannot be done by the teacher because the learning duration has been cut.

## **CONCLUSION AND SUGGESTION**

This study can be drawn some conclusions. First, English teachers in SMP Negeri 1 Kota Sabang use various strategies to improve students' speaking abilities, for this is the main goal in learning English, which is to use English in everyday life. The strategies most often used are role-playing, picture describing, interview, and simulations. Each teacher applies different strategies because they teach a different class. They differ in the students' backgrounds, levels, abilities, and students' conditions. Second, the problems faced by the teachers during the teaching-learning process in the class are as follows: (a) mostly students disturb their friends during the teaching and learning process in the class, so it can disturb other friends and class during the learning process; (b) students talk a lot or ignore the learning process in the class; (c) students bullied their friends; (d) students lacked vocabulary; (d) limited time was available.

Third, the solutions in solving the problems show that the teachers use different approaches to solve the problems, as follows: (a) the teachers maximized the learner's centered process in the learning-teaching process; (b) the teachers motivate the students deeply and sustainably; (c) the teachers provide the vocabulary for the students to memorize; (d) the teachers provide time via online or WhatsApp messages to solve the limited time during COVID-19 conditions.

It is suggested that the teacher must always find new ideas, strategies, or techniques in teaching-learning so that students are interested to take part in the learning process. Then, students sometimes are not in a good condition in learning, and therefore the teacher's responsibility is to always motivate them to follow the spirit of learning and to be active in speaking.

For students, students should not be ashamed to speak and ask the material which cannot be understood, because the language used in the

classroom affects the nature of the interaction, which reveals the available learning opportunities. Students should train to contribute ideas and become more active participants in the learning process.

Finally, as this study is not complete yet, further research is needed to investigate a similar field of research to the present study. Other researchers are expected to look into the other problems which are not investigated in detail or clearly in this study.

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