Strategies to Teaching Speaking Online
(A Case Study at University of Halu Oleo Kendari)

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Since Covid-19 pandemic globally widespread, education has gradually transformed into more digitalized. Schools and educators are forced to be more eligible in using technology and online devices. This study will examine the effectiveness of online platform used to teaching speaking and the teaching speaking comparison between online and face-to-face classroom. In collecting the data, live online class observation was conducted to identify the strategies of teaching speaking. In the end of this study, the writer found that either online or face-to-face meeting has positive and negative impacts toward teaching speaking English.

Keywords: teaching speaking online, strategy, English, technology, digital

INTRODUCTION

Speaking is a fundamental language skill in which we communicate and exchange information. To be able to speak well, this ability requires our proficiency in teaching a second language. As teachers, we must be apprehensive that speaking involves more than simply using words to articulate what we are thinking as well as how we could transfer our meaning to students well.

During pandemic spread widely in Indonesia, schools and universities must be closed. As a result, this phenomenon has gradually triggered education practitioners and teachers to set up their online learning system. Education has changed dramatically where teaching is undertaken remotely and on digital platforms. With this sudden shift away from the classroom, some wondered whether the adoption of online learning will continue and how it would impact our education system.

Since the government decided to apply this system into the educational sector, teachers are forced to be innovative, responsive, and become well-high technology users. Many online learning platforms keep emerging, yet it couldn't solve problems happening during the learning process. Teachers got confused with many options as they should adjust their needs with students. Ironically, not all students have gadgets or laptops and covered by an internet connection. At this moment, teachers must be flexible, open-minded, and creative to deal with these problems.

Teaching speaking online in a massive class is more challenging. Probably one of the greatest challenges is making sure everyone is happy with the technical side of the classroom. As one of

the lecturers at the University of Halu Oleo Kendari, managing more than 60 students at once teaching has become one of the challenges that a writer should handle. The background of students and their lack of motivation in studying speaking have been one of the concerns a teacher should overcome during teaching speaking. For instance, mostly students don't want to speak in speaking class due to lacking of required vocabularies and being afraid of making errors.

Teaching speaking in online speaking class is more complex than teaching speaking face-to-face. Barriers and problems come insistently during the learning process going on. They do not simply come from students themselves but also teachers. Therefore, strategies to teach speaking online are essential and required so that the learning process would be more effective and it could embrace the standards of comprehensive learning.

Methodology
The research of this study used descriptive qualitative and online class observation to identify the effectiveness of teaching speaking strategies. The data of the background of students was taken by polling and Google form. The population of this study was 68 first-year English Literature students of Halu Oleo University who take Basic Speaking as their subject. This state university is located in Kendari, South East Sulawesi.

Findings and Discussions
Based on the writer's research to her first-year English Literature students of Halu Oleo University, nearly 66% of students started to learn English when they were in Senior High School. Meanwhile, only 28% of students studied English when they were still in Junior High School. Surprisingly, there were 2% of students studied English when they are in university.

Students started to learn English

■ Kindergarten/Primary Levels   ■ Junior High Schools   ■ Senior High Schools   ■ University
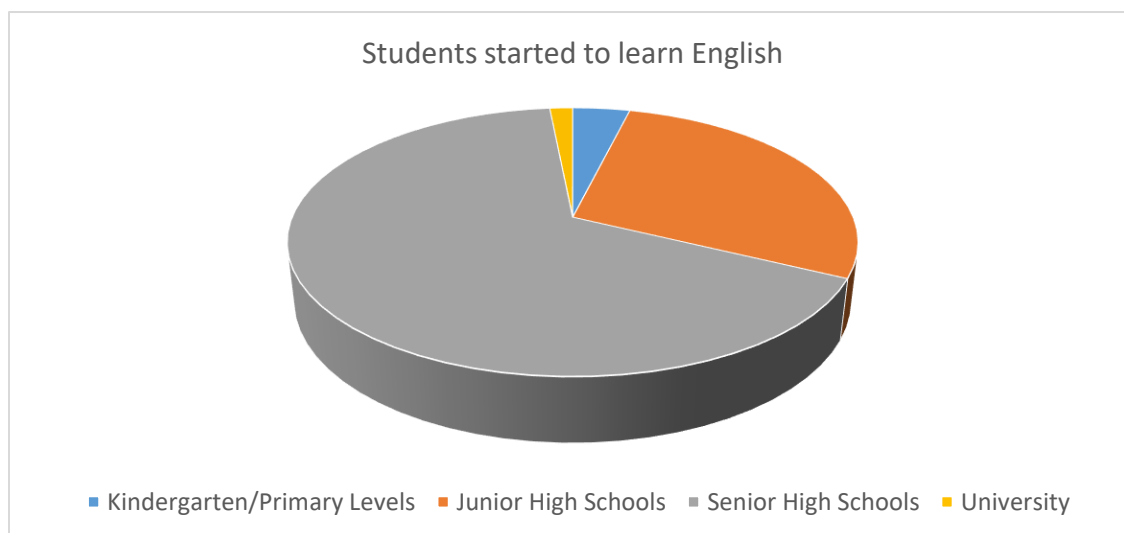
From the diagram above, we may conclude that the level of students' comprehension in studying English is still on average. However, its result does not apply to Speaking skills. Speaking English at schools in South East Sulawesi has not become a necessity yet. Students merely learned English subjects for academic purposes, not as a practice. As a result, there was overlapping between Speaking skill and theory. So, it is important for teachers to have the ability to cope with these different speaking situations.

There are strategies of teaching speaking online that teachers could apply, such as:

1. Design some digital content for your class, such as handouts, PowerPoint, video, or audio. One of the most important things to remember is that you need to balance variety. Plan 3 or 4 different tasks per lesson, with simplicity and don't try and pack too much into one class. Remember to make the most of the screen to support all stages of the lesson. For example, having a welcome screen for the beginning and a thank you screen at the end. The use of images, icons, tables, and illustrations are needed to support your instructions and tasks. Preparing all of this beforehand and the lesson will flow easily. It leaves teachers free to monitor the conversations.

2. Choosing online learning platforms, such as zoom or Google classroom. Nowadays, students and teachers are very common to Google classroom since it is user friendly and free. It has features that enable users to adjust their needs, such as uploading teaching materials and designing assessment forms. Teachers could supervise the participation of students and manage their online classes easily. To conduct an online meeting forum, Zoom could be one of the best options since it is commonly used in webinars or conferences. Students and teachers are more aware of using this app as it has some interactive features, such as recording, breakout rooms, or chatbox. Setting up breakout rooms for small group discussions is helpful for managing a speaking class in a massive number. You could pop in and out of each one and give your feedback to your students. By applying this method, speaking class could be more effective and engaging.

3. Feedback. While conducting a breakout room on Zoom, teachers could pop in and out to check whether the class going on in a conducive way. This aims to collect feedback from students when they are in a small group. This method is helpful and effective considering not all students could get rid of their shyness speaking in a big class.

4. Giving a conclusion. After the online class ended, teachers are required to give a conclusion on what they learned.

A. The Effectiveness of Online Platform to Teaching Speaking
Since pandemic grows widely, teaching speaking has met its problems. It is not only about the tools being used but also the strategies for teachers to teaching speaking online. During the online learning process, the writer used online platforms to enable the atmosphere of the online class more conducive and fun. They are Elsa Speak (checking pronunciation) which could be installed in their smartphone, Google Classroom (a platform where you may upload contents of teaching

materials, links of assessment, or video learning), Zoom (a platform where you and your students could interact lively) and Wordwall (a platform for games). These online platforms have some effect and are helpful to build the environment more fun and comfortable, such as:

1. Provides individual learning opportunities for students. Many students can easily lack the motivation to pay attention to their ages. Therefore, through apps and technology, students can discover their way of learning that works for them, and students will be more encouraged to learn.
2. Offers easier access to information. They can access online resources to support their learning in all format that best suits them.
3. Voice recording and analysis tools. Live online classes are usually recorded so both teachers and students can go back and watch and listen to the interaction again. This is great for feedback, consolidation, and correction. This could be something that doesn't usually happen in face-to-face classrooms and is helpful with speaking. Students become more aware of themselves as speakers and once they overcome the initial shyness it helps them monitor their progress.
4. Developing English language proficiency through social media. Students can share ideas with their fellows, arranging meet-ups, and improve their convenience.

B. Comparison Online and Face-to-face Teaching Speaking

Based on the research, there are some differences between online and face-to-face teaching speaking, such as:
1. Online learning has limited space. It means there is no live or two-way interaction between teacher and students. Students couldn't engage with teacher intensely and the building of emotional awareness is not established properly. In another side, face-to-face or traditional classroom enables teacher to be more participative either emotionally or physically dealing with the students' psychology aspect.
2. Online teaching is lack of technical issues, such as internet connection. As we know that the internet development in Indonesia still needs improvement. Not all students have computer devices or smartphone and covered by stable internet connection. Moreover, the condition could get worse if they live in a remote place or out of connection reaching area.
3. Voice recording and smart features
Most of our online students these days have had experience of online communication either at work or socially. They're used to video chats and live text messaging. These are the main tools in any online speaking activity. In zoom, there is a feature called recording that enables teacher to record all session starting from the beginning until the end. The recording feature allows teachers to concentrate on evaluating the output and makes it much easier to give targeted and personalized feedback.

4. Reliability and Validity

   Reliability and validity are one of six test qualities used in speaking assessment (Bachman, 1990). In traditional classroom, teachers could easily check and supervise the pronunciation of students in real action. This situation will be different compared to online learning.

Conclusion

In the end of this study, the writer found that either online or face-to-face meeting has positive and negative impacts toward teaching speaking English. In essence, what helps students get better at speaking *online* is the same as what helps them get better at speaking *offline*.

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