SUPPORTING STUDENT'S SPEAKING SKILL DURING PANDEMIC

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ABSTRACT

Since late 2019 the world is transmitted of corona virus diseases- 19. During this pandemic many sectors in the world are changing. Teaching and learning model also changed, almost 4 semesters university may not implement face to face/ direct teaching and learning process, but it should be applied online. Speaking is one of the most fundamental language skills which also used to apply in online, and during this remote learning speaking practice is quite tricky, because it's need to be responded directly and showing speaker's gesture and eye contact. Synchronous and asynchronous speech online is needed to overcome that situation. In synchronous students and lecturer are doing virtual discuss and speaking practice through Google meet, and the asynchronous process is done by recorded video or voice then students need to submit through Google classroom or Microsoft Team, while in synchronous model students and lecturer are doing virtual meeting and interact directly. The method of this research is qualitative descriptive method to explain how speaking online is implemented in process of teaching and learning during this pandemic. There were 115 students as a sample, and the data collection is taking through survey, interview and test. based on the result, it shows that online teaching and learning speaking through synchronous model is the most effective, because in this model lecturer can give feedback automatically while doing virtual learning, and students also are able to communicate directly and practice in the spot time with doing self-repair. Beside of that, teaching speaking also can be implemented through video record with simulate the picture while speaking, that model is quite effective to treat student's speaking skill and they are able to speak and avoid their anxiety.

Keywords: Speaking Skill, Pandemic, Synchronous, Asynchronous, Speaking Practice

INTRODUCTION

During the pandemic, many things have changed not only in Indonesia but also almost all around the world (Orcid et al., 2021). The process of teaching and learning at all levels of education from kindergarten to university also changed massively, it become online learning both synchronous or asynchronous. This way is implemented to limit the virus transmission of quickly (TAS et al., 2021). The learning process at Muhammadiyah University of Tangerang is also inseparable from these rules until 4 semesters of learning must be carried out online. This makes learning speaking skills necessary to find effective ways to make speaking practice process can be accommodated properly.

As we all know that speaking skills are one of the skills that are difficult for Indonesian students to master, this is not only because English is still a foreign language, but also because of limited understanding regarding how to force theirselves to always practice speaking. According to Cooke et al., (2017) To be able to provide effective treatment in online learning, it is necessary to apply 2 ways, namely synchronous and asynchronous. Both methods are considered effective when applied sequentially.

Apart from practicing synchronous and asynchronous speaking, other things that need to be considered by lecturers are the need to provide feedback to students after they practice speaking (Arjulayana et al., 2021b). So, students can know what things they need to improve, and there is also a desire for them to continue practicing because without being ignored and give positive feedback. In addition, students need to practice speaking, lecturers also need to occasionally provide examples of correct speaking, both virtual and through video recordings (Dillenbourg, 1999).

Speaking skills is an art of communication convey verbal messages effectively, as a form of communication to others. As an art, speaking skills are an elegant, expressive and creative art skill. There are many definition of speaking according to expert. Simpson & Obdalova (2014) stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while another definition stated that speaking as the process of transmitting ideas and information orally in variety of situations (Arjulayana & Srikandi, 2016).

As a professiobal educator, knowing the strategy to advocate students speaking skill is needed. During remote learning the implementation of synchronous model and asynchronous model are really advocate due to condition and learning situation. Indonesia is a big city, but does not mean the internet connection has a strong network. The internet connection become one of the big problems beside of having a good device. If rainy and storm are coming the internet connection automatically will be down, and it will need longer time to become normal.

According to those reasons, teaching speaking should be implemented in two models to overcome the problem among students and lecturer (Ali, 2020). Through asynchronous model students can be required to submit their speaking performance in video format through utilize anykinds of social media then give the link to the lecturer, while lecturer

will give the feedback also in vedieo record without worring about the internet connection. In synchronous model students and lecturer can implement virtual meeting, where the students can practice directly and lecturer can give feedback directly (Delahunty et al., 2014).

This research proposes 3 research questions based on the online learning condition during pandemic and speaking skiils, those are; 1) what is the suitable way to be impelented in supporting students speaking skill during pandemic? 2) how is synchronous model to be implemented for speaking skill? 3) how is asynchronous model to be used for speaking skill during pandemic?

To acquire good speaking skill the teacher should consider some criteris, such as; confidence to speak reasonably, honestly, correctly, and responsibly by eliminating psychological problems such as shame, inferiority, tension, weight of tongue and others (Golkova & Hubackova, 2014). The others stattemens from Permana & Arjulayana, (2021) stated that speaking is the ability to pronounce articulation sounds or pronounce words to express, declare, convey thoughts, ideas, and feelings. Based on the explanation above, the researcher concluded that speaking is an active communication process by saying articulation sounds and pronouncing words to express, declare, convey thoughts, ideas, and feelings to others (Luoma, 2004).

The language skills that students must have include four basic aspects, such as listening skills, reading. Speaking, and writing. Skill comes from a skilled word that means capable, capable, and skillful in completing tasks. Language skills are the ability to accomplish tasks and skills in language use both orally and in writing, while skills are thematically a language user's ability to menanggapi secara benar stimulus lisan atau Writing, using grammatically and vocabulary patterns appropriately, and translating from one language to another. Language skills, the more often we learn and practice regularly and regularly in the active communication then the ability of language become more skilled.

Speaking is a spoken productive language skill. It is about how the students produce the language orally. Futhermore, according to Richards (2008) speaking refers to the students produce pieces of language and sees how it turns out that information are feed back into the acquisition process. Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person.

The Purpose of Speaking

The main purpose of talking is to communicate. In order to effectively convey the mind, the speaker must understand the meaning of everything that is to be communicated. Otherwise, speaker and listener should have a good channel to be able to communicative well and understandable. Channel as one of key factor while communication, because the one who is not ready to communicate will not be able to respond or send the message properly (Lucas & Stob, 2015). Some indicators of the objective's achievement are:1)

listener comprehension, 2) listener's attention, 3) listener's perspective, 4) listener's behaviour, beside of those also there will be channel, message, speaker and listener (Wrench et al., 1975).

There are several factors that should be considered for the effectiveness of speech, namely the linguistic and non-linguistic factors. The linguistic factors can be: 1) speech accuracy, the intonation, words choice or diction. While for non linguistic factors such as; the completeness of the event to be delivered, coherency, eye contact, gesture, mimics, and smooth speech.

METHODOLOGY

The method of this research is qualitative approach with descriptive design to explain how speaking online is implemented in process of teaching and learning during pandemic. There were 115 students as a sample. The subject of the research taken from 3rd semester students of Muhammadiyah University of Tangerang majoring English education study program. The data collection is taking through survey, interview and speaking practice. during pandemic university of Muhammadiyah Tangerang implement the online learning although to follow the government's suggestion and avoid from the massive spread of virus.

In collecting the data through survey, the researcher uses some question in format form to be ceklisted related to their preference learning model in pandemic. While for interview researcher use online interview with the total number is 15 questions. the interview is proposed to know students' preference learning model in online, to know student's obstacles in online learning, to know students's understanding between synchronous and asynchronous model, to find out what is the most suitable way to practice their speaking skill, to find out the reasons why synchoronous or asynchronous are can be implemented to support their speaking practice, and etc.

The last is speaking practice to support their speaking practice during pandemic through maximize the utilize of picture media. Through this way, students more confort to speak because they are able to speak while explaining their own picture which they have already familiarize.

## RESEARCH FINDINGS AND DISCUSSION

Concerning to the data analysis, it shows that studens are really enjoyed to practice their speaking skill online (Arjulayana et al., 2021a), because through online they can create their own preference to practice their speaking while represent their digital literacy in pandemic. It can be seen from the picture below:
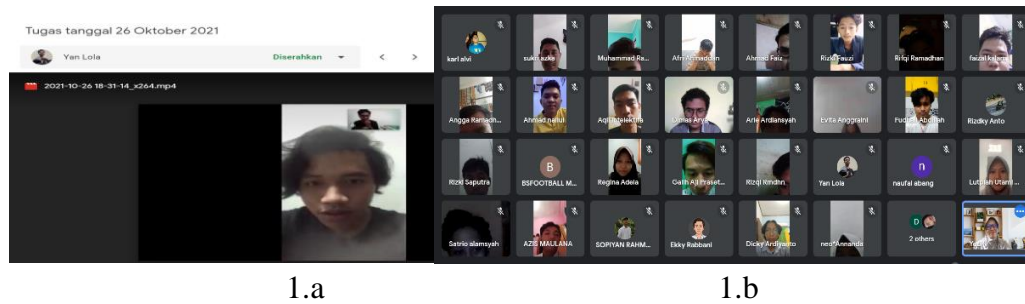
Picture 1: students practice their speaking online virtually, both synchronous and asynchronous models.

Based on the picture above, picture 1.a represented the speaking practice through conversation virtually with their friend then they need to record the video after that they should be able to submit it through Google classroom. While in picture 1.b represented speaking practice in a spot time in front of all friends and lecturer, then lecturer gave the feedback, what should students implemented while practicing their speaking skill such as, wyw contact, because they may note read the note while present their speaking, gesture how they can communicative attractively in synchronous, voice they should practice their speaking in a clear voice and to be able to listened by the listener online (O'Hair, 2010).

Here are the picure about student's interview and student's speaking practice during pandemic
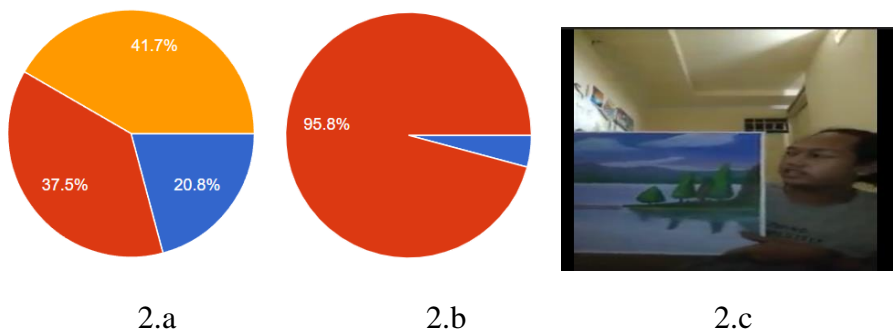
Picture 2: Interview result and speaking practice during pandemic

In responding the interview, picture 2.A show that 41.7% students prefer to practice their speaking performance in synchronous model. Synchrounose more effective for them although they have to face nervous and sometimes getting down, but they can know what exactly their performance is. This because of the lecturer can give their feedback automatically and give the example how to pronounce the words or treat them properly. This result also suitable with the previous research which stated that synchrounous is effective model for advocating students speaking skill (Nagrani et al., 2020).

About 37.5% students prefer to practice in asynchronous model, because through asynchronous they can manage their nervousness certainly, and doing preparation longer,

because when they create a video and it seems incorrect perform, they can revise the video, after they felt the video record is good, they will submit it asynchronous. 20.8% students say they do not have any problem for practicing their speaking both synchronous or asynchronous, as long as they can treat their speaking skill become better.

In conclusion, the synchronous model is the most effective way for students to practice their speaking skill because they can get feedback directly from the lecturer, practice their self-repair while speaking (McNatt, 2019), and treat their self to be stronger in managing their nerveousness and getting communicative directly with their friend who as willing to give a comment related to their friend's performance.

Picture 2.b show that 95.8% students prefer to practice speaking skill while presenting the familiar media. Through this way, they can have more ideas to speak, and without deep anxiety. Showing media, such as picture, or teir mobile phone then they explain what are the benefits of that device, where and when to get it and exactra. They can speak looks naturally while demonstrate their preference's picture/device.

Picure 2.c show students who is presenting his speaking performance while explaining the picture he has.

CONCLUSION

Speaking practice can be implemented online as long as the lecturer can facilitate and give the feedback properly. Synchronous model is one of the most suitable way to advocate student's speaking practice during pandemic (Dillenbourg, 1999).

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