NASKAH PUBLIKASI
STUDENTS' PERCEPTIONS ON SPEAKING INSTRUCTION
STRATEGIES IMPLEMENTED BY TEACHERS DURING
COVID-19 PANDEMIC

PERSEPSI SISWA TERHADAP STRATEGI PENGAJARAN
BERBICARA YANG DITERAPKAN GURU DI MASA
PANDEMI COVID-19

BY:

ADAM NUR HIDAYAT
1911102421026

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR
2023

Naskah Publikasi
Students' Perceptions On Speaking Instruction Strategies
Implemented By Teachers During Covid-19 Pandemic

Persepsi Siswa Terhadap Strategi Pengajaran Berbicara Yang
Diterapkan Guru Di Masa Pandemi Covid-19

Sudarman*, Adam Nur Hidayat

By:

Adam Nur Hidayat
NIM : 1911102421026

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR
2023

HALAMAN PERSETUJUAN NASKAH PUBLIKASI

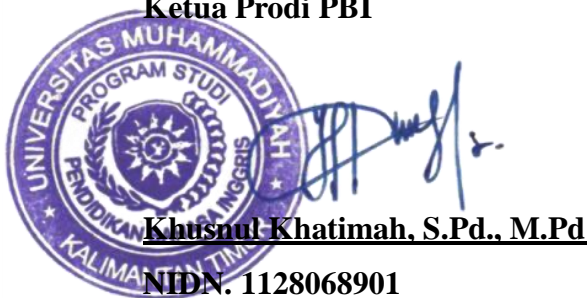**STUDENTS' PERCEPTIONS ON SPEAKING INSTRUCTION STRATEGIES IMPLEMENTED BY TEACHERS DURING COVID-19 PANDEMIC**

Diajukan oleh Adam Nur Hidayat, NIM. 1911102421026

Program Studi Pendidikan Bahasa Inggris S-1

Universitas Muhammadiyah Kalimantan Timur

Menyetujui,   **Samarinda, 28 Agustus 2023**

Ketua Prodi PBI   **Dosen Pembimbing Skripsi**

Khusnul Khatimah, S.Pd., M.Pd   **Sudarman, S.Pd., M.Ed**

NIDN. 1128068901   **NIDN. 1121088702**

LEMBAR PENGESAHAN NASKAH PUBLIKASI

STUDENTS' PERCEPTIONS ON SPEAKING INSTRUCTION STRATEGIES
IMPLEMENTED BY TEACHERS DURING COVID-19 PANDEMIC

Tim Penguji

Samarinda, 28 Agustus 2023

1. **Ibrahim, S.Pd., M.TESOL**
   NIDN. 1116019002

2. **Sudarman, S.Pd., M.Ed.**
   NIDN. 1121088702

Mengetahui,

Dekan Fakultas Keguruan dan
Ilmu Pendidikan

Prof. Ali Saukah, M.A., Ph.D.
NIDK. 891262001

Ketua Program Studi

Khusnul Khatimah, S.Pd., M.Pd
NIDN. 1128068901

Students' Perceptions On Speaking Instruction Strategies Implemented By Teachers During Covid-19 Pandemic

Sudarman*, Adam Nur Hidayat
University of Muhammadiyah Kalimantan Timur
Jl. I.R H. Juanda, Samarinda 75243, Indonesia
Sud520@umkt.ac.id, adamnoah45@gmail.com

ABSTRACT

The objective of this study was to provide a comprehensive account of students' perspectives regarding the instructional tactics employed by teachers for speaking skills development during the Covid-19 pandemic. The present study employed a qualitative descriptive approach, specifically utilizing a case study design. The research population consisted of students from SMK NEGERI 15 Samarinda, with a sample size of six individuals. The data collection method employed in this study was conducting interviews. The findings indicated that pupils held predominantly unfavorable attitudes regarding the spoken teaching tactics employed by educators within the Covid-19 outbreak. The challenges encountered in online learning lessons encompass various factors such as unreliable internet connectivity, time constraints, limitations in accessing and delivering course materials, insufficient availability of examples and feedback, inadequate opportunities for practice, subpar quality of electronic devices, geographical location, reduced opportunities for interactive speaking practice, absence of teacher supervision, and underdeveloped speaking proficiency. Therefore, it may be inferred that students hold unfavorable opinions towards online learning in various courses, encountering numerous challenges during the educational journey.

Keywords: *Students' Perception, Strategies, Speaking.*

INTRODUCTION

In the English language, it is crucial to attain proficiency in four fundamental skills: listening, speaking, reading, and writing. All four fundamental talents hold similar importance and necessitate mastery by pupils, with particular emphasis on the acquisition of speaking skills. Febriyanti (2011) asserts that speech serves as a means of communication through which individuals convey their views to others using either verbal or nonverbal means. The assessment of an individual's language acquisition progress is frequently determined by the extent to which their oral language proficiency demonstrates improvement (Richards, 2009).

The acquisition of speaking skills is crucial for English language learners as it encompasses the oral communication component, which is vital to achieving proficiency in the topic. Verbal communication serves as a tool for interpersonal

interaction, whereby individuals can gauge the proficiency of pupils in the English language through their fluency (Ihsan et al., 2018). In order to effectively prepare for real-world situations, it is imperative that students engage in frequent English speaking practice. According to Hornby's (1995) research, the speaking skill refers to the ability to effectively apply one's linguistic expertise in real-time communication. In summary, verbal communication serves as a means of conveying ideas to another individual, and fluency is a key component of speaking that influences the ease and effectiveness of communication. According to McDonough and Shaw (1993), it has been argued that training focused on speaking skills can offer students numerous opportunities to engage in authentic communication by constructing sentences. This implies that the acquisition of speaking skills by students will enhance their proficiency in utilizing the language effectively. There is a need for Indonesian teachers to prioritize the instruction of speaking skills to their pupils in order to foster proficiency in the English language.

The speaking difficulties observed in Indonesia are associated with deficiencies in vocabulary, grammar proficiency, accurate pronunciation, diminished self-assurance, an unsupportive English-speaking environment, and inadequate language development within the curriculum (Wahyuningsih & Afandi, 2020). Self-confidence plays a pivotal role in the achievement of pupils in their English language learning and speaking endeavors. Self-confidence refers to an individual's capacity to effectively persuade others and make sound judgments when engaging in tasks and adopting a pragmatic approach. The concept encompasses the development of trust within progressively complex contexts and the assurance individuals possess in their judgments or viewpoints. According to Syafitri et al. (2019), those who possess a strong sense of self-assurance are more inclined to engage in verbal exchanges or interpersonal communication, regardless of the setting, be it within the confines of a classroom or in external environments.

The teaching strategy refers to the deliberate actions undertaken by the teacher to implement the instructional plan. It encompasses the teacher's endeavors to employ various instructional elements, such as objectives, materials, methods, tools, and evaluation, with the aim of guiding students towards the attainment of predetermined educational objectives (Sudjana, 2021). The teaching strategy refers to the teacher's practical implementation of instructional methods, which are deemed to be more effective and efficient. In the context of English-speaking education, instructors employ optimal instructional strategies to facilitate the attainment of learning objectives by their pupils. The choice made by educators on the optimal approach for teaching speaking skills is contingent upon their individual beliefs regarding the instruction of speaking. Nevertheless, the efficacy of the teaching methods endorsed by educators for enhancing speaking proficiency may not align with students' perceptions. The preferred technique as perceived by teachers may not align with the perspective of students. Hence, it is imperative for educators to comprehend the perspectives of their pupils on their approach to classroom discourse, in order to gain enhanced understanding of effective strategies that can be employed in future educational endeavors.

Several studies have been conducted to examine students' perspectives towards spoken communication. Idami et al. (2022) conducted a study titled

"Students' Perception towards Teaching Speaking" whereby they demonstrated the necessity for teachers to address multiple variables in order to facilitate the practice and enhancement of students' speaking abilities. The significant role of a teacher is seen in their implementation of collaborative projects or group work as a means to facilitate student participation in spoken communication. Furthermore, Purwaningsih et al. (2020) shown in their thesis that the students had a favorable perception towards the instructional tactics employed by the teacher during the speaking lessons conducted in "Desa Bahasa Sragen." According to the participants, the instructional approach employed by the teacher at "Desa Bahasa Sragen" was found to be effective in facilitating speaking practice and fostering a sense of enjoyment during the learning process. Furthermore, the favorable impressions of individuals are shaped by the novel experiences they encounter during the process of learning English, particularly through engaging in the practice of "Desa bahasa Sragen".

Previous research has mostly centered on examining students' perspectives regarding the implementation of speaking training tactics by teachers within a typical classroom environment. However, there has been a lack of research undertaken specifically on students' perceptions of the oral instruction strategies adopted by instructors during the Covid-19 pandemic. As widely acknowledged, the COVID-19 pandemic necessitated a transition from traditional face-to-face instruction to virtual online classrooms, so compelling educators to devise novel and more demanding pedagogical approaches. Therefore, this phenomenon serves as a source of motivation for researchers to undertake investigations in this particular area of study.

Based on the preceding explanation, the researcher undertook a study named "STUDENTS' PERCEPTIONS ON SPEAKING INSTRUCTION STRATEGIES IMPLEMENTED BY TEACHERS DURING COVID-19.

Method

A. Location of the Research

The locations of this study was in SMK NEGERI 15 Samarinda in academic year 2022/2023. The students at this schools were selected to be the participants in this study.

B. Research Design

The researcher utilized a qualitative descriptive case study approaching to describe the teachers' strategies in teaching speaking during Covid-19 pandemic. The participant that involved were students from 11th grade of SMK NEGERI 15 Samarinda. The in-depth interview have been conducted to figure out the strategies that implemented by their English teachers for speaking strategies during Covid-19 pandemic.

C. Subject of the Study

The subject of this research was students from 11th grade of SMK NEGERI 15 Samarinda and they were involved in an in-depth interview. The students were selected because they had conducted an online English-speaking course during the Covid-19 pandemic. The research participants consisted of six students selected based on student grades, categorized into three characteristics, namely high,

medium, and low. The selection of participants was expected to provide various information based on their perspectives.

D. Technique of Data Collection

The data collection technique used was an interview. A list of interview questions adopted from Nursafitri (2021), it was prepared for a semi-structured interview. Researchers used this technique to collect clarification data and verify what they think about the problem under study. This technique was more open-ended because researcher get information directly from respondents. In this study, researcher used a semi-structured interview method. In this study, interview were conducted to collect data in the form of information about students' perceptions of the teacher's speaking instruction strategies during Covid-19 Pandemic. In addition, the researcher used a voice recorder during the interview. The interview was conducted in Bahasa Indonesia and lasted for about 5-10 minutes for each student.

E. Technique of Data Analysis

The data analysis techniques used in this research was refers to the concept of Raharjo (2017) which classified data analysis, namely:

1. Data Collection

The researcher was the key instrument in this study, so the researcher was responsible to measure the accuracy and adequacy of data and when data collection should end. The researcher also determined the right informant to interview, when and where the interview was conducted.

2. Data Enhancement

The key strategy involved in comprehensively analyzing the data was to carefully consider the wording of the problem presented. When the problem formulation is deemed to be resolved with the existing data, the data is regarded as flawless. However, in cases where the data collected is insufficient to address the problem formulation, it is deemed incomplete. Consequently, the researcher is compelled to revisit the field and gather further data by conducting follow-up interviews with the informants.

3. Data Processing

Once the data was deemed to be of high quality, the researcher proceeded with data processing activities, including verifying the accuracy of the data, organizing the data, conducting coding procedures, categorizing the data, and rectifying any ambiguous responses obtained during interviews. This stage was conducted in order to facilitate the subsequent analytical stage.

4. Analysis Data

Upon the completion and verification of the interview transcripts, the researchers proceeded with the analysis of the collected data. The analysis of case study data and qualitative research, in general, necessitates the direct involvement of the researchers themselves. This is due to the fact that researchers serve as crucial instruments in these processes, with a comprehensive understanding of the intricacies inherent in the issues under investigation.

5. Analysis Data Processing

The process involves the organization, sorting, grouping, coding, marking, and categorization of data into distinct segments depending on certain criteria. This

enables the acquisition of findings pertaining to the formulation of the stated problem. This series of activities facilitates the consolidation and simplification of qualitative data, which is typically dispersed and accumulated, hence enhancing its comprehensibility. In qualitative research, it is important to note that there is no universally accepted or standardized data analysis approach or technique. However, the following procedures might serve as a helpful guide in doing qualitative data analysis:

    a. The researcher thoroughly examined the complete transcript in order to gather comprehensive information from each transcript.

    b. These overarching messages were then organized and collated for specific purposes. By analyzing these unique signals, it will be possible to discern the overall pattern of the data. In addition, the data were organized into groups according to the order of occurrences, categories, and typology. In accordance with customary practices in qualitative research, the analysis of case study data commenced with the researcher's presence in the field, both during the data collection phase and with the completion of data collection.

Findings and Discussion

A. Findings

In this section, the researcher will present the results of the interviews based on the problem statement mentioned in Chapter 1;

"What are students' perceptions on speaking instruction strategies implemented by teachers during the Covid-19 Pandemic?"

The student's answers are categorized into two main concepts. The two key concepts were developed by the researcher based on the students' positive and the negative thoughts of speaking instruction strategies implemented by teachers during the COVID-19 Pandemic. The two key concepts are "Advantages" and "Challenges". The "Advantages" implied the positive effects of the treatment, whereas the "Challenges" implies the negative effects of the treatment. The "Advantages" consisted of seven subcategories namely Learning Media, Learning Materials, Positive Interaction, Facilities, Learning Space, Motivation, and Improve Speaking Skills, while the "Challenges" consisted of eleven subcategories namely Limited Time, Internet Connection, Lesson Materials, Material Delivery, Lack of Examples & Feedbacks, Lack of Practice, Interaction, Living Space, Learning Gadgets, Lack of Teachers Supervision, and Undeveloped Speaking Skills.

The table below displays the data collected from the interviews. This table shows students' perceptions of the strategies implemented by teachers during the COVID-19 Pandemic.

Table 1. The Frequencies and Percentage of the Students' Answers in the Interview

Students' Answers	Frequencies of key concepts found in students' answers (N 42)
Advantages	
- Learning Materials	3
- Improve Speaking Skills	3
- Learning Media	2
- Facilities	2
- Positive Interaction	1
- Learning Space	1
- Motivation	1
Challengers	
- Interaction	6
- Internet Connection	5
- Material Delivery	5
- Lack of Examples & Feedbacks	3
- Undeveloped Speaking Skills	3
- Living Space	2
- Limited Time	1
- Lesson Materials	1
- Lack of Practice	1

- Learning Gadgets	1
- Lack of Teachers Supervision	1
Total	42

N = Frequencies of the key concepts found in the Interview

Table 4.1 reports a summary of students' perceptions of speaking instruction strategies implemented by teachers during the COVID-19 Pandemic. In terms of positive aspects, the students expressed that they had appropriate learning materials provided by the teacher during online learning. The students felt that the implementation of the strategy had improved their speaking skills. In addition, the students were able to receive appropriate learning media, and good facilities to study. Additionally, the students also get positive interaction, learning space, and motivation in online learning.

In relation to the adverse consequences of the treatment, the students expressed that they perceived the duration of online learning to be insufficient. Additionally, they highlighted that a problematic internet connection can impede the efficacy of the online learning experience within their homes. Furthermore, they noted the inadequacy of lesson materials and the challenges associated with comprehending the instructional delivery by the teacher. The absence of examples and feedback provided by the teacher, coupled with a dearth of opportunities for English speaking practice, were also identified as detriments. Moreover, the students indicated a lack of engagement in interactive activities, suboptimal learning environments, limited access to necessary technological devices for online learning, insufficient teacher supervision, and the underdeveloped speaking skills of the students.

a. Advantages

Learning Materials

Most students reported that the Learning Materials provided by the teacher were well-prepared and adequate during online learning.

Excerpt 1 : *"In my opinion, the preparation for online learning was quite well, starting with learning media from the school such as Zoom, and appropriate learning materials provided by the teacher"* [Student 1]

Excerpt 2 : *"It was quite good for preparation especially for materials"* [Student 2]

Excerpt 3 : *"I think the lesson materials and learning media were quite good during online learning."* [Student 6]

Improved Speaking Skills

Students reported that they could improve the speaking skills taught by the teacher. In addition, students recognized that they could learn new words and pronunciation in speaking.

Excerpt 4 : *"I feel a bit improvement on my speaking skills."* [Student 2]

Excerpt 5 : *"I feel my speaking is a bit improved after learning from YouTube videos provided by teachers. I learnt a lot of vocabulary and pronunciations."* [Students 3]

Excerpt 6 : *"I feel my speaking is improved. I learnt a lot of new words and the pronunciations."* [Student 4]

Learning Media

From the interviews, the students expressed their positive impressions of the learning media used in the lessons. They stated that the preparation in online learning is quite ready and the media from the school is adequate during online learning.

Excerpt 7 : *"In my opinion, the preparation for online learning was quite well, starting with learning media from the school such as Zoom"* [Student 1]

Excerpt 8 : *"I think the lesson materials and learning media were quite good during online learning."* [Student 6]

Facilities

For facilities and infrastructure during online learning, few students have no obstacles or disruptions so that students can follow the learning well.

Excerpt 9 : *"There was no problem with the facilities and infrastructures."* [Student 1]

Excerpt 10 : *"I found no obstacles. The connection and home were really conducive."* [Student 6]

Positive Interaction

In learning for students, although it is done online, a few students can interact during online learning.

Excerpt 11 : *"I think the interaction among students was quite active, but not with teachers."* [Student 4]

Learning Space

There was one students feeling that learning space for the student during the learning process feels safe and undisturbed.

Excerpt 12 : *"I found no obstacles. The connection and home were really conducive."* [Student 6]

Motivation

Student can perform well during online learning because they are motivated by the speaking class.

Excerpt 13 : *"I feel satisfied with the results despite only learning from YouTube because I really love English."* [Student 4]

b. Challenges

Interaction

Most of students revealed that there was lack of interaction during the speaking class between teachers and students. The students also claimed that teachers' and students' interaction during online speaking class was somewhat passive.

Excerpt 14 : *"The interaction among teachers and students during online learning was really low, either in synchronous or asynchronous learning."* [Student 1]

Excerpt 15 : *"I think the interactions during speaking online class were somewhat passive."* [Student 2]

Excerpt 16 : *"The interactions among teachers and students were very low because teachers did not really give us chances to interact one another, either in Zoom or Google Classroom."* [Students 3]

Excerpt 17 : *".... but not with teachers."* [Student 4]

Excerpt 18 : *"There was almost no interaction during online learning."* [Student 5]

Excerpt 19 : *"I think the interaction was very low during online learning."* [Student 6]

Internet Connection

Most of students admitted that they experienced bad internet connection during the online speaking class. One of the students revealed that the bad internet connection was because they lived in an isolated area. The bad internet connection made the learning process interrupted.

Excerpt 20 : *"but, the internet connection was the barrier for both teachers and students."* [Student 2]

Excerpt 21 : *".... and the internet connection was not really good."*

[Student 2]

Excerpt 22 : *"I experienced poor internet connection because I lived in an isolated area. It was not effective for Zoom meeting."* [Student 3]

Excerpt 23 : *"The internet connection was also bad."* [Student 4]

Excerpt 24 : *"I also had bad internet connection."* [Student 5]

Material Delivery

Students claimed that lesson materials were not delivered well due to some reasons. First, the language used by teachers was too formal and difficult to understand. Students also admitted that the teachers only sent the materials through Google classroom without sufficient explanation.

Excerpt 25 : *"I think that teachers were not well prepared in delivering the lesson materials. Their language use was really difficult to comprehend."* [Student 4]

Excerpt 26 : *"I think that the learning preparation was not really well. In addition, rarely did teachers conducted meeting via Zoom."* [Student 5]

Excerpt 27 : *"I think the strategy for speaking online class was not effective because the lesson delivery with too formal language use was really difficult to understand."* [Student 2]

Excerpt 28 : *"It was not effective because teachers only sent us lesson materials from YouTube which were not relevant for speaking practices."* [Student 3]

Excerpt 29 : *"The speaking strategy was not effective during online learning. Teachers tended to provide lesson materials on Google Classroom"* [Student 6]

Lack of Examples & Feedbacks

One obstacle experienced by students was due to the lack of examples and feedbacks from teachers. Students revealed that the strategy implemented by teachers during online speaking class was not effective because teachers did not provide sufficient examples and feedbacks.

Excerpt 30 : *"I think the strategy implemented for speaking online class was not effective because teachers did not really give examples and feedbacks."* [Student 1]

Excerpt 31 : *"Speaking class during online learning was not effective because teachers did not really give correct feedbacks and examples. Teachers only provided basic lesson materials without a clear direction for practices."* [Student 4]

Excerpt 32 : *"The speaking strategy was not effective during online learning. …. and rarely provided speaking examples."* [Student 6]

Undeveloped Speaking Skills

In terms of speaking skills, students claimed that their speaking skills were not improved. It assumes that the strategy implemented by teachers during online speaking class was not effective for the students.

Excerpt 33 : *"I have no improvement in speaking skills."* [Student 1]
Excerpt 34 : *"My speaking skill is not improved."* [Student 5]
Excerpt 35 : *"The improvement was only on my pronunciation of words."* [Student 6]

Living Space

Two students admitted that the situation at their home was not conducive for learning during the online speaking class. They claimed that the situation at home was too crowded and disturbing for learning.

Excerpt 36 : *"I think the problem was that my house was not conducive for learning,"* [Student 2]
Excerpt 37 : *"The situation in my house was so crowded and disturbing for online learning."* [Student 4]

Limited Time

In addition to the positive impacts, there were also negative impacts from the interviews. The students reported that they were very limited during the online class in terms of time allocation. Students complained that the time allocated to perform the strategies was too short. This implies that the students need more time to adjust to the learning provided.

Excerpt 38 : "…. *but there were some obstacles such as the duration of learning which should have been 40 minutes but only done in 20 minutes*." [Student 1]

Lesson Materials

One student thought that the learning preparation was not really good. He or she thought that the lesson materials were too theoretical, in which they expected something more practical.

Excerpt 39 : *"I think the preparation was not really good especially in lesson materials that was too theoretical. We needed something more practical."* [Student 3]

Lack of Practice

One student expected the learning to be more practical than theoretical. He or she claimed that teachers did not really give them chances to practice their English.

Excerpt 40 : *"It was not effective because teachers did not give enough chances to practice speaking. They mostly asked us to do written tasks as homework."* [Student 5]

Learning Gadgets

One student experienced learning gadget that he or she used was not compatible for online learning tasks, as shown on the excerpt below.

Excerpt 41 : *"My mobile phone was not compatible for online tasks."* [Student 5]

Lack of Teachers Supervision

One student admitted that teachers used to ask the students learn on their own. In fact, the student expected something that was more collective.

Excerpt 42 : *"I was dissatisfied because teachers mostly asked us to learn by ourselves."* [Student 3]

B. Discussion

This study presents findings from the research question regarding Students' Perceptions of Speaking Instruction Strategies Applied by Teachers during the COVID-19 Pandemic. This study used qualitative descriptive case study research as the research design. All data collected from the research instruments provided information about the research findings. Data was obtained by conducting semi-structured interviews with 6 students from grade 11. The results from this study show that the treatment in this study had a negative rather than positive effect on their speaking learning.

According to the results as presented in Table 4.1 above, there are more negative perceptions revealed by students than the positive ones. It can be concluded that based on students' view, there are too many challenges that students encountered in learning speaking during the Covid-19 pandemic. Some issues such as lack of interaction, bad internet connection, poor material delivery, lack of examples and feedbacks from teachers, undeveloped speaking skills, unconducive learning space, limited time for learning, ineffective lesson materials, lack of practice, poor learning gadgets, and lack of teachers' supervision were found in students' interview.

On the other hand, Table 4.1 also shows some positive perceptions of speaking strategies implemented by teachers during Covid-19 pandemic. Students provide positive feedbacks on learning materials provided by teachers, improving

speaking skills, appropriate learning media, adequate facilities, positive interaction between teachers and students, conducive learning space, improved motivation.

The results of this present study were in line with Purwaningsih (2020), who also find that that facilities provide by the teachers in learning English, especially in speaking class was quite appropriate. Basically, the teacher has prepared effective learning media, such as media for online meeting and media for students' learning process. Moreover, strategy that used by teacher increasing the students' motivation in learning speaking in English. In this result the strategy that implied by the teachers such as giving material through YouTube videos could increase the students' motivation in learning English speaking.

In addition, the results of this study were not in line with Mutaat (2022). It found out that students' perception tended to focus on the interesting topic rather method/strategies which require them to speak one by one. The students also found to prefer to have a group work and discussion for their speaking activities instead of single presentation.

Conclusion

The aim of this study is to know Students' perceptions on speaking instruction strategies implemented by Teachers during Covid-19 Pandemic. To answer the research questions, the researcher used a qualitative descriptive case study approach and the data collection technique used was semi-structured interviews to describe teachers' strategies in teaching speaking during the Covid-19 pandemic. The participants to be involved are 6 students from grade 11 of SMK NEGERI 15 Samarinda. In-depth interviews were conducted to find out the strategies implemented by their English teachers for speaking strategies during the Covid-19 pandemic. Each student was interviewed for 5-10 minutes, students answered 6 questions in an interview session and only one meeting.

This result of this study showed that there are more negative perceptions revealed by students than the positive ones. It can be concluded that based on students' view, there are too many challenges that students encountered in learning speaking during the Covid-19 pandemic. Some issues such as lack of interaction, bad internet connection, poor material delivery, lack of examples and feedbacks from teachers, undeveloped speaking skills, unconducive learning space, limited time for learning, ineffective lesson materials, lack of practice, poor learning gadgets, and lack of teachers' supervision were found in students' interview.

It also showed that there are some positive perceptions of speaking strategies implemented by teachers during Covid-19 pandemic. Students provide positive feedbacks on learning materials provided by teachers, improving speaking skills, appropriate learning media, adequate facilities, positive interaction between teachers and students, conducive learning space, improved motivation.

Suggestion

Based on the findings and discussion stated in the previous chapter, the researcher would like to give some suggestions to several related parties. First, the teacher should have better preparation of delivering material that can be easily

understood by the students. Second, the teacher should build a better interaction between teacher and students. Third, teacher should give example and feedback during the learning process so that students can understand the material easily and could do English speaking in better way.

References

Aguilera, L. C. (2012). Productive Language Skills Learning and Teaching: Speaking and Writing. *Public Aciones Didactiacs*, 163.

Brown., H. D. (2004). *Language Assesment: Principles and Classroom Practices.* Pearson Education.

Brown, H. D. (1994). *Principles of language learning and teaching*. Prentice Hall Regents.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge university press.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. Longman.

Cole, R. W. (2008). *Educating everybody's children: Diverse teaching strategies for diverse learners*. ASCD.

Dwintasari, Y., Kurniawati, F., Psikologi, F., & Indonesia, U. (2019). *Persepsi Siswa Terhadap Instruksi Guru yang Mengembangkan Strategi Belajar Regulasi Diri*. 57–77.

Febriyanti, E. R. (2011). Teaching speaking of English as a foreign language: problems and solutions. *Jurnal Bahasa, Sastra, Dan Pembelajarannya*, *1*(2), 133–146.

Graham-Marr, A. (2004). *Teaching skills for listening and speaking. Retrieved, April, 9, 2009.*

Guspa, A., & Rahmi, T. (2017). Hubungan antara persepsi terhadap financial reward dengan komitmen kerja pada Atlet. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, *5*(1), 1–11.

Harmer, J. (2007a). *" How to teach English", Essex, Pearson Education Limited*.

Harmer, J. (2007b). The practice of English language teaching 4th ed. *England: Pearson Education Limited*.

Hornby, A. S. (1995). *Oxford Advanced Learners Dictionary of Current Language*.

Idami, Z., Wati, S., & Balqis, R. (2022). Acitya : Journal of Teaching & Education. *Acitya: Journal of Teaching & Education*, *4*(1), 175–188.

Ihsan, M. (2018). Using the participation point system in teaching speaking skills. *English Education Journal*, *9*(2), 176–191.

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, *12*(11), 1–6.

Kayi, H. (2017). Teaching Speaking: Acticities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 1.

Kotler, P. (2000). Analysis, planning, implementation and control 9th edition. *New Yersey: Prentice Hall International*.

Mudjia Raharjo. (2017). Studi Kasus Penelitian Kualitatif: Konsep dan Prosedurnya. *Malang: UIN Maulana Malik Ibrahim Malang*.

Nichols, R. (2007). *Thomas Reid's theory of perception*. Clarendon Press.

Nursafitr, P. (2021). *EFL Students' Perceptions of Online Learning in Speaking*

Course During The Covid 19 Pandemic Thesis.

O'malley, J. M., O'Malley, M. J., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge university press.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*.

Phillips, S. (1993). *Young learners*. Oxford University Press.

Purwaningsih, N. I., Wijayanto, A., & Ngadiso, N. (2020). Students' Perceptions of the Strategies Used by Teachers in Teaching Speaking in Desa Bahasa Sragen. *ELS Journal on Interdisciplinary Studies in Humanities*, *3*(4), 543–551. https://doi.org/10.34050/elsjish.v3i4.11750

Richards, J. C. (2009). Teaching listening and speaking: From theory to practice (RELC Portfolio Series). *Singapore: Regional Language Center, June*.

Robbins, J. A. (1996). *Between 'hello' and 'see you later': Development of strategies for interpersonal communication in English by Japanese EFL students*. Georgetown University.

Shaw, C., & Mcdonough, J. (1993). Materials and Methods in ELT. *A Teacher's Guide*.

Siregar, N. A. G., & Primasari, W. (2015). Strategi Komunikasi Instruksional Guru Bahasa Indonesia Dengan Siswa Di Smp Amal Mulia Klapanunggal Bogor. *Makna: Jurnal Kajian Komunikasi, Bahasa, Dan Budaya*, *6*(1), 32–41.

Situju, H. D. (2018). Komunikasi Instruksional Pada Proses Pembelajaran di Lembaga Kursus Bahasa Inggris English Language Center (ELC) Education Palu. *KINESIK*, *5*(3), 76–90.

Sudjana, N. (2021). *Dasar dasar proses belajar mengajar*. Sinar Baru Algensindo.

Sufi, W., & Efastri, S. M. (2019). Model Pengelolaan Program Pendidikan Anak Usia Dini di TK Islam An Nur Kota Pekanbaru. *Jurnal Pelita PAUD*, *4*(1), 57–68.

Syafitri, A., Yundayani, A., & Kusumajati, W. K. (2019). Hubungan antara kepercayaan diri siswa terhadap kemampuan berbicara Bahasa Inggris. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*.

Telaumbanua, A. (2018). Peranan guru pendidikan agama Kristen dalam membentuk karakter siswa. *FIDEI: Jurnal Teologi Sistematika Dan Praktika*, *1*(2), 219–231.

Uesaka, Y., Manalo, E., & Ichikawa, S. (2007). What kinds of perceptions and daily learning behaviors promote students' use of diagrams in mathematics problem solving? *Learning and Instruction*, *17*(3), 322–335.

Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. *European Journal of Educational Research*, *9*(3), 967–977.

Walgito, B. (2010). Pengantar Psikologi Umum, Edisi Revisi. *Yogyakarta: CV. Andi Offset*.

Wiyani, N. A. (2017). *Manajemen PAUD Berdaya Saing*. Gava Media.

PERSEPSI SISWA TERHADAP STRATEGI PENGAJARAN BERBICARA YANG DITERAPKAN GURU DI MASA PANDEMI COVID-19

<1 %

43 **repository.ucb.ac.id**
Internet Source

<1 %

44 **eprints.uny.ac.id**
Internet Source

<1 %

45 **www.scielo.br**
Internet Source

<1 %

46 **mail.mjltm.org**
Internet Source

<1 %

47 **www.academypublication.com**
Internet Source

<1 %

48 **www.csdcomets.org**
Internet Source

<1 %

49 **Submitted to Badan Litbang dan Diklat Kementerian Agama RI**
Student Paper

<1 %

50 **garuda.kemdikbud.go.id**
Internet Source

<1 %

51 **opus.lib.uts.edu.au**
Internet Source

<1 %

52 **www.scilit.net**
Internet Source

<1 %

53 **dergipark.org.tr**
Internet Source