

How to Develop Oral Communication Skill of Junior High School Students: The Experience of a Good EFL Teacher

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Abstract

As Covid-19 pandemic has caused the closure of schools for a long period of time, English teaching and learning process must be conducted online. To know how English teachers conducted online teaching, the present study investigated the experiences of a good EFL teacher in using different kinds of strategies to develop Junior High School students' oral communication skill. Using a narrative research design, data were collected from semi-structured interview with a Junior High School English teacher using purposeful sampling to provide rich information to answer research question. The results of the thematic analysis showed a big theme that emerged, i.e., strategies to develop the students' oral communication skill. This big theme is divided into four sub-themes: strategies to develop the students' dialogue skill, strategies to develop the students' monologue skill, strategies to develop the students' fluency, strategies to develop the students' accuracy. In addition, the results of this research are expected to give meaningful contribution, not only for the other English teachers but also for the other researchers.

Keywords: *Oral communication skill, teacher's experience, narrative research, EFL teacher, strategies*

I. INTRODUCTION

The new Covid-19 pandemic has caused various impacts on our community, including the closure of schools from kindergarten level up to college for a long period of time, policy that requires staying at home, and moving offline teaching learning model to online. Such policies are held to minimize crowd and maintain distance, because one of the core factors that trigger the spread of this virus is the existence of an activity without social distancing. Although online teaching learning is nothing new, the use of investment in educational technology has skyrocketed since the Covid-19 outbreak (Li & Lalani, 2020; Lei & So, 2021).

In order to live in the 21st century, someone needs to possess 4Cs that stand for communication, collaboration, critical thinking and creative thinking skills (Chung, Yoo, Kim, Lee, & Zeidler, 2014). With these skills, individuals will be able to respond and overcome the complex problems emerging in the 21st century (Kivunja, 2015). In response to the competencies of the 21st century, school curriculum is required to equip them with such

skills through different school subjects and assignments directing towards the formation of such skills. English subject is the one that is potential to develop students' ability to gain oral and written communication skills, because the goal of communicative language teaching (CLT) is to attain communicative competence, i.e., the ability to understand English texts (listen and read) and produce English texts (speak and write) for different purposes. Therefore, it is also the job of the English teacher to provide learning activities that give students opportunities to use English for communication in the classroom.

In EFL context, it takes a great effort on the parts of EFL students to develop oral communication skill due to the fact that English is not used for daily communication among the Indonesian people out of the classroom. Therefore, English teacher will play an important role in providing exposures of English through a variety of strategies. Using classroom language during the teaching and learning process is one of the strategies that the English teachers can employ (Murcia, 2001). In using classroom language teachers use English to fulfill many different functions, such as to greet students, to explain the lesson, to give instructions, and to say good bye. In addition, the English teachers may use communicative activities, such as role plays, discussion, and debates (Lazaraton, as cited in Murcia, 2001). To support students' success when learning in class, especially when developing oral communication skill takes place, a good EFL teacher must have several characters, such as the ability to create students-centered classrooms, and provides sufficient content knowledge for students (Witcher, 2003; Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015).

Due to the recent emergence of the COVID-19 pandemic, all life areas around the world have been collapsed, including the education field, which has occurred from elementary school to university level. As the COVID-19 pandemic spreads, there has been an increasing move towards teaching online, on the basis of the closure of schools and universities (to maintain social distancing). Therefore, there is a need to gravely rethink, revamp and redesign our current education which is undergoing an unprecedented situation (Martinez, 2020; Mishra, Gupta, & Shree, 2020), such as making an unfreeze phase that can provide an opportunity between the system and stakeholders to make further motivation and readiness, e.g., integrating technology in the teaching and learning process that allows teachers to teach students in a method in which they will not only feel comfortable, but also they will be able to meet the demands of technology in 21st century (Siegal et al, 1996; Mishra, Gupta, & Shree, 2020).

In recent years, a number of studies to explore the teacher's experience in developing students' oral communication skill during Covid-19 pandemic have been conducted. Jaca (2021) investigated the effect of storytelling in online class during Covid-19 pandemic on students' oral communication skill. The results indicated that the use of storytelling developed students' expressive language. Yulianti and Sulistyawati (2021) also conducted a similar study on the subject of oral communication skill. They examined the use of focus group discussion to help students who took personal development and public speaking courses enhanced their public speaking skill. The findings revealed that their oral communication skill increased at the end of the program. Doludenko (2021) researched the activities that were used to help Russian students work on their oral skills during online teaching and learning. The findings revealed that using regular individual and paired recordings, Google Sites, and Google Docs allowed the instructor to monitor student progress in real time and helped students to develop oral communication skill and continued speaking Russian regularly even when they did not meet in person. Based on studies above, it can be concluded that using the right strategies can help students develop their oral communication skill.

From the results that have been obtained from previous researches, it can be found the gap which is the basis of the present study. Previous research focused more on the effect of teaching methodology on students' oral communication skill without discussing more about how the English teachers assisted their students to develop oral communication skill. In addition, different participant was also found between previous studies and the present study. Even though Byrne (1986) (as cited in Alam and Uddin, 2013) said that oral communication is a two-way process between speaker and listener and implicate productive speaking skills and receptive comprehension skills, the present study here is about oral communication skill that only focused on speaking skill. Focusing only on speaking skill because as we know, students' English speaking skill is still at a low level if it is compared with other skills like writing, reading, and also listening skill. Besides, most of their anxiety level increases when they are asked to speak in English, and it causes their speaking score to be not good. So, this research is needed which aims to further develop their oral communication skill (speaking skill). Regarding the findings of the previous researches, this research expanded and confirmed the results of previous researches by discussing more about how a good EFL teacher of a Junior High School helped his students to develop oral communication skill during the online English teaching and learning process which focused more on discussing the strategies used by the English teacher when developing the students' oral communication skill.

This study focused on investigating the research question as follows:

How are a good EFL teacher's experiences in using different kinds of strategies to develop oral communication skill of Junior High School 1 Kencong's students in online English class during Covid-19 pandemic?

II. REVIEW OF RELATED LITERATURE

2.1 Communicative Competence: The Goal of CLT

In the context of English Language Teaching (ELT) in Indonesia, communicative competence (CC) has become the goal of ELT since the 1984 English curriculum and must be used as a foundation to develop models of language teaching and evaluation (Saukah, 2004).

Grammatical competence, sociolinguistic competence, discourse competence, and also strategic competence are the competences that contained in communicative competence. The grammatical competence relates to knowledge about language (vocabulary, morphology, syntax, and phonology/graphology), while the sociolinguistic competence is related to understanding language use by considering socio-cultural norms (choice of words, style, politeness, etc). The sociolinguistic competence is demonstrated by the ability of using language in relation to contexts of language use. Discourse competence refers to the ability to construct or understand various kinds of language rules in the forms of cohesive texts (political speech, application letter, scientific article, and story), whereas the strategic competence is related to knowledge about various verbal and nonverbal communication strategies (Michael et al, 1980; Yufrizal, 2017). Based on the explanation above, communicative competence not only covers oral but also written communication. In this research, the focus was on the English teacher's experiences in developing students' oral communication skill. Teacher played an important role to facilitate the communication process in the classroom.

2.2 The Concept of Oral Communication Skill

Because English has become a global need in international circles as a means of communication among people all over the world, many people are trying various ways to improve their English. The purpose of communication itself is to convey information from one person to another. If someone wants to be proficient in English, there are several ways and methods that can be done, such as making English as a daily means of communication in English class at school and/or in English courses. Nowadays, English is widely used throughout the world as a medium both of written and spoken communication. Oral (spoken) communication means expressing thought or information to someone by speaking directly (Singh, 2012). Another statement was also made by Živković (2014) (in Nikolic, Stirling, & Ros, 2017) who said that oral communication skill is an important basic competency that must be achieved for all disciplines. With the mastery of oral communication skill, it is very possible for students to work successfully in a professional environment, because they can practice the skill(s) that has been obtained from the class to the workplace.

English is an international language that can facilitate communication among the people all over the world. Therefore, it becomes one of the official subjects in formal education system in Indonesia. Due to the importance of English for communication, it is highly desirable to be proficient in the context of communication in English, especially in the context of oral communication. Each individual needs to be given the skill to be able to communicate effectively, which we usually say as communication skill. Communication skill is defined as a skill that enables people to convey information to others so that it can be received and understood (Singh, 2012). Communication skill can also be interpreted as an integral part of an entire learning curriculum (Cochrane and O'Donoghue, 2008; Morales and Rosa, 2008; Kunioshi, et al, 2012; Prescott, et al, 2012; Berjano, Sales-Nebot, and Lozano-Nieto, 2013), as cited in Nikolic, et al. (2017).

It is known that today, English plays an important role in everyday life. The most basic medium of communication is speaking. Good English speaking skill is required in every aspect of our life. Those with advanced knowledge of English will be much more likely to advance their careers. Reflecting on the importance above, there is a great need for everyone to develop communication skill in English, especially developing their English spoken/oral communication skill.

2.3 The Nature of a Good EFL Teacher

The good quality of teacher (in abroad sense, and EFL teacher especially) is certainly important in education. This can affect the success of the class and the students taught by the teacher. If a teacher has good characteristics, criteria, and quality in teaching in the classroom, it will open the opportunity for successful teaching in the classroom. A good teacher in carrying out his duties has various competencies needed in transferring knowledge to his students, which include pedagogic competence, personality competence, professional competence and social competence (government regulation number 19 of 2005; Hakim, 2015). According to Suparno (2002: 52) (in Taniredja and Abduh, 2016), pedagogic competence is an ability in learning or education possessed by teachers which includes various kinds of abilities such as the ability of understanding the students' characteristics and their development, as well as mastering an appropriate and constructive evaluation system, that is able to improve students' abilities.

According to the National Education Standards, article 28 paragraph 3 point B (in Taniredja and Abduh, 2016), personality competence is a ability that is steady, stable, mature, wise and dignified possessed by a teacher, as a role model for students. Professional

competence is defined as the ability to master broad and deep learning materials possessed by a teacher, including mastery of curriculum content and substance of scientific subjects philosophically (Jamal, 2009:157; Hakim, 2015). In that regulation number 19 of 2005 (as cited in Hakim, 2015) stated that social competence includes the ability of teacher to communicate and socialize, both when the teacher is in school and when placing himself in the community.

Some people argued that a good EFL teacher quality is represented in several aspects, as can be seen from the mastery of subject, and appropriate teaching methods, while others highlight the personal characteristics of the teacher, including “charisma”, compassion, humor, innovation, and honesty (Zhang & Watkins, 2007; Al-Mahrooqi, et al., 2015). Another opinion expressed by Brosh (1996) (in Al-Mahrooqi, et al., 2015), good EFL teachers are they who focus on understanding the material, preparing interesting lesson, helping students to be independent, and dealing with students fairly during the teaching process.

Witcher (2003) (in Al-Mahrooqi, et al., 2015) divided good EFL teacher characteristics into three main categories, i.e., instructional competence (teacher’s ability to create students-centered classroom, provide sufficient content knowledge, and maintain a professional attitude), personality (related to teacher’ patience and understanding, warmth, willingness to get to know their students), and teacher-students relationship (this is very important point where interpersonal relationship in the classroom is considered more important than the nature of teaching itself). Davis (2001) (in Al-Mahrooqi, et al., 2015) argued that teaching and learning relationship created by teacher and students can directly contribute to learning outcomes and students’ achievements themselves, e.g., will make students more active in participating in teaching and learning process, students can have more confidence to take part in competitions, and make students more accomplished.

2.4 Teachers’ Strategies in Developing Oral Communication Skill

In the process of developing oral communication skill, teachers need some strategies. Lazaraton (in Murcia, 2001) claimed there are many ways to promote oral skill in ESL/EFL classrooms. The first one is using the discussion activity. Next about speech prepared by the teacher. The third strategy is the English role play. With the role play to be practiced by students, this will require students to talk when practicing it. In the role play, students can do it in groups with other students according to the number of roles required. Wulandari (2020) mentioned there are several strategies that can be used to teach and develop Junior High School students’ speaking skill. In her research, she mentioned several strategies that could help the teacher, such as using discussion strategy, story-telling, guessing game, role play, direct speaking, movies, pictures, and living object.

Like the others, Anjaniputra (2013) also mentioned about useful strategies. He claims that cooperative activities, role-play, creative tasks, and drilling are the strategies that can help teachers develop their students’ speaking skill. Nation and Newton (2009) described several techniques for speaking focusing on early meanings. These techniques enable learners to produce spoken language especially in a single sentence alternately. First is the description. This involves students making statements based on pictures. The statement can be in the form of a description, comparison, showing the difference between two pictures, and so on. Students can take turns producing their own sentences around the group. Second is twenty questions. The teacher or the student thinks of an object and writes its name on a piece of paper. Students ask yes/no questions, for the example, “Is it in the room?”, “Is it small?”. What is the answer have to be known before students ask 20 questions, and the person who

guessed correctly thinks of the next object and other students ask questions. According to Kayi (2006), there are some activities which are useful to promote speaking in a second language, i.e., discussion, role play, storytelling, interviews, story completion, reporting, picture narrating, describing the picture, and find the differences from the pictures/things given. He argues that these activities are methods/techniques that can be used by educators to develop students' oral communication/speaking skill.

At the time of Covid-19 pandemic, there are several strategies for teaching speaking online that can be applied by teachers. Gultom (2020) stated there are several strategies to teach speaking in online class. First, design some digital contents, such as handouts, PowerPoint, videos, or audio. Second, choose online learning platform, such as zoom or google classroom. Google classroom is widely used by teachers and students because it is free and user-friendly. To start online meetings, one of the best options is using zoom. Setting up breakout rooms for small group discussion is helpful for managing large speaking classes. Third is feedback. When doing a breakout room on zoom, teachers can pop in and out to check if the class is going on in conducive way. It aims to collect feedback from students when they are in small groups. This method is very helpful and effective considering that not all students can get rid of the shyness of speaking in a large class. Last is provide conclusions. As the closing of the online class, the teacher asked to provide conclusion at the end of the lesson about what have they learned. Rusandi (2021) claimed that storytelling, dialogue, opinion/idea, and sing a song are the strategies that can be used by English teacher to develop students' oral communication/speaking skill in online class.

2.5 Previous Studies on Oral Communication Skill in ELT

There are some previous researches about oral communication skill (speaking skill) in ELT in online class during Covid-19 pandemic. In Indonesia, Swari (2020) did a research. She investigated whether using gossiping technique can develop students' oral communication skill during Covid-19 pandemic and it also aimed to describe the application of gossiping as one of the techniques which can be used in teaching speaking which focuses on intermediate level students. The results showed that gossiping technique can be a way to keep students engage in the process of teaching speaking in the classroom, so it can improve students' mastery in speaking skill context.

In Banyuwangi-Indonesia, Pradana, Prastika, and Pambayun (2021) investigated the perceptions and experiences of students in using digital storytelling in online teaching and learning during pandemic for developing speaking skill by employing a qualitative approach. In this research, 12 male and 22 female EFL students in X science class were recruited. The research findings revealed that the perceptions and experiences of students in using digital storytelling during online teaching learning had positive perception, and it also confirmed that digital storytelling was a very helpful educational tool for EFL students in improving their speaking skill.

In Kudus-Indonesia, Syafiq, Rahmawati, Anwari, and Oktaviana (2021) examined the effect of YouTube videos in students' speaking skill and how to implement the YouTube videos in teaching learning process. To see how YouTube videos improved students' speaking skill during online class, this study used the action research design. All non-English program was involved as participants in this study, and the samples were 85 first semester college students of Kudus Muhammadiyah University in 2020 that was chosen using the purposive sampling. The research results showed that YouTube video as English learning material could successfully improve students' speaking ability including fluency, vocabulary, pronunciation, grammar, and content.

In University in Saudi Arabia, Alzamil (2021) investigated students' experience toward teaching English speaking online versus face-to-face during the Covid-19 pandemic. In this research, he recruited eighteen second-year male Saudi students who were studying English at a Saudi University as the participants. The results showed that participants had positive attitudes toward the importance of speaking English and they appreciated the benefits that online learning offers, but they felt it could not replace the face-to-face learning.

In Philippines, Jaca (2021) investigated the effect of storytelling in online class during Covid-19 pandemic on students' oral communication skill. As the research design, this study employed both the quasi-experimental and descriptive-exploratory research methods. 2 groups of college classes in a state university in Cebu City, Philippines, were recruited as the participants of this study (one group served as the experimental group, and the other as the control group). The results indicated that the use of storytelling has developed students' expressive language, provided students the opportunity to speak (express their ideas), positively impacted the students' oral communication skills, helped students to communicate their thoughts and feelings, and also it offered opportunities for students to participate in class when teaching learning process takes place.

In Indraprasta University, Baron (2021) examined the influence of Video Project Model on EFL students' speaking skills in Covid-19 pandemic by employing experimental research design. The participants were 25 postgraduate students in English Department of Indraprasta University, Jakarta (15 boys and 10 girls) that received English speaking subject. Findings of this study revealed that video project can successfully improve students' speaking ability.

In Bekasi-Indonesia, Guci and Siahaan (2021) researched whether or not zoom meeting on e-learning gave a positive impact on students' English-speaking skill. The experimental research design was applied in this research, with 2 groups of control (was not given treatment) and 2 groups of experiment (was treated with zoom). The participant was 40 students in grade 9 which were divided into two groups (20 students for the control group, 20 students for the experiment group). The results showed that the application of zoom meeting in online class had an influence and significance on the student' ability to speak, and the average value of the experiment classes was greater that the value of the control classes.

In Tuban-Indonesia, Nisaiyah, Fitrianiingsih, and Rohmah (2021) examined the strategies used by teachers to teach speaking in Covid-19 pandemic. The researchers conducted this research with the qualitative approach, and the participants were the English Teachers at MTs Tarbiyatul Islam Soko Tuban. The results of this research highlighted that English teachers at MTs Tarbiyatul Islam Soko Tuban mostly used Whatsapp and Google Classroom media to support the online teaching and learning process, by utilizing the facilities and services available on those media.

In Jordan, Saed, Haider, Al-Salman, and Hussein (2021) explored the effectiveness of using YouTube videos in teaching the speaking skills among EFL students in Jordan, whether YouTube Video has a positive impact on one's oral communication ability. The researchers conducted this research with the experimental research design with the sample of 80 students attending oral skill classes in a private university in Jordan. The participants were equally divided into a control group (that did not use YouTube video) and an experimental group (which did), with 40 students each. As the findings, this study reported the significant progress in the speaking performance of the students in the group of YouTube experiment. This study recommended YouTube videos could be used to improve students' speaking skill, and teacher can apply it into the EFL classroom.

Most of the previous studies examined the effect of teaching methodology on students' oral communication skill through the experimental and the classroom action research. How the English teachers assisted their students to develop oral communication skill was not found. To fill the gap, the present research investigated how a good EFL teacher of a Junior High School helped his students to develop their oral communication skill during English teaching and learning process. This research focused more on the experiences of a good EFL teacher in using different kinds of strategies to develop oral communication skill of Junior High School students in online class.

III. RESEARCH METHODS

3.1 Research Design

This research was designed as a narrative research because it aimed to know the experiences of a good Junior High School EFL teacher in using different kinds of strategies to develop the students' oral communication skill in online English class during the Covid-19 pandemic. Josselson (2007) stated that a narrative research is a type of research that reflects on people's lived experience. In line with this, Connelly & Clandinin (1990) (in Listiyanto and Fauzi, 2016) further confirmed that narrative researchers write narratives from individual experiences. By reading other people's experiences, practitioners may get meaningful inspirations implementable in other contexts.

The present study followed Creswell's procedures (2012) in conducting the narrative research that consists of: (1) identifying phenomena to be studied, (2) selecting person to become the participant, (3) collecting individual's story, (4) retelling the story from the individual, (5) building collaboration with participant-storyteller, (6) reporting finding about participant's experience, and (7) making validation of the report accuracy.

3.2 Research Context

The research context was determined purposefully by considering whether or not a school had implemented online teaching of English during Covid-19 pandemic. This research explored the English teacher's experiences in facilitating/guiding the students to acquire their oral communication skill during the Covid-19 pandemic. I chose one of Junior High Schools in sub-district of Jember that has implemented online English teaching during Covid-19 pandemic. The interview was conducted with one of the English teachers in this school in an attempt to obtain data (story) from him to be analyzed to answer the research question.

3.3 Research Participant

The participant in this study was selected purposefully in order to provide rich information to answer the research question (Patton, 1990; Creswell, 2012). The participant must be a good EFL teacher who: (1) has passed teacher certification, (2) conducted online English learning during Covid-19 pandemic, (3) taught speaking skill during online class, (4) had experience to be a mentor of English competition (preferably), and (5) agreed to be the participant.

The procedures of recruitment were as the following: (1) listing the names of Junior High School English teachers at SMPN 1 Kencong who have passed teacher certification from the administration staff, (2) asking the school headmaster whether all teachers are required to conduct online learning during Covid-19 pandemic, (3) interviewing the English teachers whether or not they taught speaking skill instead of other skills during online class, (4) asking the English teachers who are/ is in charge of mentoring students for joining

English competition, (5) deciding one of the English teachers meeting the criteria who has willingness to be the research participant.

3.4 Data Collection Method

The data collected were the English teacher's experiences in using different kinds of strategies to develop oral communication skill. To collect the data for this research, I did the interview with a good EFL teacher in Junior High School who had been selected. The purpose of the interview was to get in-depth information about the English teacher's experiences in using different kinds of strategies to develop students' oral communication skill. In collecting the narrative data, I used semi-structured interview. In this semi-structured interview, researcher used an interview guide in the form of interview questions that researcher had created as a source to guide the interview. In conducting the interview, researcher asked further questions to gain in-depth information about the participant's experiences in using different kinds of strategies to develop oral communication skill (Barkhuizen, Benson, & Chik, 2013).

The interview questions focused on the teacher's experiences in developing Junior High School students' oral communication skill (speaking skill) using different kinds of strategies. In this study, I used open-ended questions to reveal the English teacher's experiences in using strategies to develop students' oral communication skill. Some of the examples that I asked were: (1) What strategies does she/he use for developing students' speaking skill? (2) Which strategies does she/he frequently use to develop fluency and accuracy? In addition, I also confirmed whether or not the English teacher had once used discussion, role play, conversation/ interviews, story-telling, guessing game, picture description, and drilling in online teaching of speaking during Covid-19 pandemic.

During the Covid-19 pandemic, the interview process was conducted face-to face with the participant by following strict health protocols (3M). The procedures for conducting interview were listed as follows. First, I made questions based on the interview guide that I had made. I used Indonesian to avoid misunderstanding with the participant. Next, an appointment with the teacher to talk about a good time and place to conduct the interview was made. After that, the interview with the teacher was conducted. The teacher was asked about his experiences in using different kinds of strategies to develop the students' oral communication skill. I recorded the interview by asking permission from the teacher. In addition, I also took notes to crosscheck my notes with the results of the interview. The interview transcript was the data that were analyzed further. Because the final report had to be written in English, the result of interview as the data of the present study was transcribed and translated into English.

3.5 Data Analysis Method

The research data in the form of interview transcript were analyzed by using thematic analysis. Thematic analysis is one of the ways to analyze qualitative data to identify patterns or to find themes through collected data (Braun & Clarke, 2006). With the same view, Fereday & Cochrane (2006) stated that thematic analysis effective to explore the qualitative data in detail in order to find the patterns.

The data were analyzed by using the procedures proposed by Braun & Clarke (2006) as stated in the following:

- (1) Becoming familiar with the data. The data in the form of interview transcript reviewed for initial codes.

- (2) Generating initial codes. The existence of the same patterns from the data that have been obtained was generalized into the same codes.
- (3) Searching for themes. The different codes were sorted and organized into a broader overall theme level.
- (4) Reviewing themes. Themes were reviewed in their entirety in the entire data set that had been obtained.
- (5) Defining and naming themes. After the theme review was carried out, the themes were given final names.
- (6) Producing the final report. The final report was organized based on the themes that emerged after naming the themes. The last step was translating the transcript into English.

The theme appeared from the data (the interview transcript) was the English teacher's experiences in using different kinds of strategies (e.g., discussion activity, role play, interview, storytelling, guessing games, pictures, living objects, movies, etc.) to develop oral communication skill. Not all the strategies might appear from the data, depending on which strategies that the English teacher used, frequently used, rarely or never used to develop his students' oral communication skill.

IV. FINDINGS AND DISCUSSION

This study aimed to explore the experiences of a good EFL teacher in using different kinds of strategies to develop his Junior High School students' oral communication skill in online English class during Covid-19 pandemic. The results of the thematic analysis showed that there is a category of a big theme that emerged, i.e., strategies to develop the students' oral communication skill (4.1). This big theme is divided into four sub-themes: strategies to develop the students' dialogue skill (4.1.1), strategies to develop the students' monologue skill (4.1.2), strategies to develop the students' fluency (4.1.3), strategies to develop the students' accuracy (4.1.4). The most representative data extracts from the participant's response presented in each theme.

4.1 Strategies to Develop the Students' Oral Communication Skill

Table 1. The teacher's experiences in using strategies to develop the students' oral communication skill.

Participant	Data Excerpt
P	<i>The strategy was that I gave an example first <u>during the zoom meeting especially, or via WhatsApp</u>. Yes, first the example, how to present. How to present students' monologue. <u>So, there was a model first. Then I invited the students to discuss, the discussion about how to make the monologue text. So, the students might be asking through WhatsApp asking how it was. So that later I would also serve via WhatsApp that discussion. Then I asked my students to practice too. So, practice, I would listen to the pronunciation later, maybe the accuracy, and of course there was intonation, maybe there needed to be improvements later I would tell my student so that other friends would also know because later I would respond via voice note also in the group, in that class group. After that, I asked my students to record their work through voice note. So, to record it, then that recording would be sent as a task after going through the process, so it was not suddenly presented, so I processed it from making the monologue text first. So, how the students greet, and then how to introduce, introducing themselves, then telling the topic, what topic had to convey, were what I told my students first. So, in online situation, first, gave the students models. That was the strategy that I used so that the students could present their work</u></i>

	<i>according to the requested monologue.</i>
P	<i>Zoom was also used.</i>
P	<i>Okay. Discussion was still a discussion because it was sharing idea. Then the picture actually motivated the students. So, I gave students picture, and then I hoped the students made the sentence based on the picture, and then to present. Well, it actually challenged the students. So, the text actually varied between the students. It was even the wealth of students so that this picture was very helpful in developing students' ideas in making sentences.</i>

a. Zoom Meeting

The above quote illustrates the teacher who experienced using zoom to develop his students' oral communication skill. In online teaching and learning that he conducted with his students, he used zoom as a strategy as well as a medium to interact with students. At the beginning of the lesson, he gave a model using zoom to the students about how the learning activities they had to do that day. It can be concluded that zoom meeting was the main media or strategy that the teacher used.

b. Modelling

From the quote above, it can be explained that the next strategy used by teacher in developing students' oral communication skill in online class was using modelling strategy. At the beginning of class, the teacher gave examples to students about how to present their work, such as how to present a monologue text (if during the lesson of that day the discussion was about monologue text). By modelling strategy like this, the teacher assumed that students would be more understand about the material and the feeling confused when doing assignments would be more avoidable.

c. Discussion

Another strategy used by the teacher who was selected as the participant was the discussion strategy. As in the quote stated above, discussion was used by the teacher during online class as a means to discuss the steps for making a text with the students which would be used as students' assignment at that time. If on that day the topic that would be the student's task was about a monologue text, then the teacher discussed with students via zoom meeting or WhatsApp about how to make a monologue text. He also said that discussion was also used in class, because it was indeed for sharing ideas.

d. Making a Monologue Text

A monologue text was used as a strategy for developing oral communication skill because the teacher thought that monologue text was a text that must be delivered individually. When presenting, the student must be able to bring the text alone, without being accompanied by other students. So, making and presenting the monologue text was one of the most effective ways to develop the students' oral communication skill. However, in making it, first, of course, the teacher provided a model of how to make a monologue text and also how to present it, and when students' task regarding to the monologue text finished, students had to send it to the teacher via voice note found on WhatsApp.

e. WhatsApp

Almost the same as the use of zoom meeting, WhatsApp in online class was used as a medium of interaction between the students and the teacher. At the beginning of the lesson, the teacher sometimes used WhatsApp to provide learning materials, provide brief examples of how to complete assignments, and sometimes he used it as a medium for collecting students' assignments. Discussions, and questions-answers between the teacher and the

students were not infrequently they did via WhatsApp. For the teacher, WhatsApp was also a very convenient medium when he provided feedback to the students.

f. Practicing

The quote above also illustrates about teacher's experience in using practicing strategy to develop his students' oral communication skill in online class during Covid-19 pandemic. According to the participant, practicing strategy was very important to be applied to students to minimize mistakes when students submit their assignments. Before submitting the finished speaking skill assignments to the teacher, students were asked to practice first and sent it via voice note in WhatsApp group. After that, the teacher listened and when there was something needed to be addressed, the teacher gave feedback in that WhatsApp group.

g. Feedback

Based on the quote above, it also illustrates the teacher's experience when developing students' oral communication skill using feedback strategy. Feedback was given by the teacher when students finished practicing speaking before the speaking assignment was sent as a finished task. With the feedback provided by the teacher through the WhatsApp group, all students would know where were their mistakes and would be able to minimize errors when submitting assignment which actually finished.

h. Voice Note

According to the quote above, WhatsApp voice note was used as a medium for sending the students' assignments related to speaking skill. Through voice note, the teacher was able to hear easily about the intonation, pronunciation, and accuracy of the students regarding the speaking skill assignments that they had done and sent via voice note in the WhatsApp group, and it made easier for the teacher to provide feedback regarding those assignments. If there was something needed to be fixed, the teacher would be able to convey it directly via voice note to that English class WhatsApp group, so that all students in the class could know the feedback given by the teacher.

i. Direct Speaking

Direct speaking is an activity that is delivered by someone directly to convey a certain purpose. This strategy is very useful if it is used to develop students' English speaking skill. In the online class that had been done, the teacher used this strategy to develop students' oral communication skills by asking the students to record their work on that day (related to speaking skill) through voice note contained on WhatsApp group. This activity was used as the students' presentation and direct speaking.

j. Reporting

According to the quote above, reporting was also used as a strategy by teacher in online class. In practice, this strategy was used by asking students to report the speaking skill assignments that they had done via voice note (WhatsApp) to the teacher. They had to report and present their monologue text assignment (if the task of that day about monologue text), starting from greeting, introducing themselves, and telling the topic.

Table 2. The teacher's experiences in using strategies to develop the students' oral communication skill.

Participant	Data Excerpt
P	<i>Discussion was still a discussion because it was sharing idea. Then the picture actually motivated the students. So, I gave students picture, and then I hoped the students made the sentence based on the picture, and then to present. Well, it actually challenged the students. So, the text actually varied between the students. It was even</i>

the wealth of students so that this picture was very helpful in developing students' ideas in making sentences.

k. Sharing Idea

According to the explanation above, we can know that sharing idea was also used by participant to develop students' English oral communication skill in online class during the Covid-19 pandemic. He thought that when students shared idea with other students, it encouraged the students to speak. If the speaking activity was carried out frequently, it was likely that the students' oral communication skill increased. In addition, sharing idea with others could open up new insights that might be used as additional knowledge.

l. Picture Narrating

Just like the others, picture narrating was also one of the strategies that teacher used in online class to develop students' oral communication skill. From the quote above, we can know that the picture actually motivated students. Teacher gave a picture, and then he hoped the students made the sentences based on the picture, and then to present. According to him, these activities challenged the students. The text obtained from the students' process of making sentences according to the picture varied between the students. He thought this picture was very helpful in developing students' ideas in making sentences.

Table 3. The teacher's experiences in using strategies to develop the students' oral communication skill.

Participant	Data Excerpt
P	<i>PowerPoint as a tool as well. I made a PowerPoint, and I had made it into one, <u>so it was a PowerPoint plus video</u>. So, in it I made video and PowerPoint to convey the material that I gave to the students <u>through google classroom</u>. So, I recorded it there. I recorded from the lesson that I had previously made a PowerPoint so that the students were more comfortable. So, visually they would see, while <u>in audio they would also listen to how to pronounce every word</u>.</i>

m. PowerPoint

The quote above illustrates that PowerPoint was also used as a means to convey material by the teacher. He used PowerPoint to deliver the learning material that day, which he sent to google classroom. With an interesting PowerPoint, then the delivery of material became more fun, including the delivery of material about speaking skill.

n. Video

The next strategy about the video strategy. Teacher also used video to develop students' speaking skill by combining them into one with PowerPoint, so PowerPoint plus video. When making a PowerPoint, the teacher also included a learning video in it, then it was sent to google classroom to deliver the material. With the video, students would tend to be easier when they wanted to listen how to pronounce every word.

o. Google Classroom

According to the quote above, it can be seen that google classroom was used to send learning material in the form of PowerPoint by the teacher. With a fairly easy way of access to go to google classroom, this strategy was used, so that students were more comfortable. With the material that had been sent by the teacher, they could immediately learn it, including material on speaking skill. By studying diligently, students' speaking skill would be very likely to increase.

p. Audio

The next strategy that the teacher used to develop students' oral communication skill was the audio strategy. In its application, the audio was combined with a PowerPoint containing the learning material on that day and sent to google classroom. According to the

teacher, visually students would see, while in audio students would also listen to how to pronounce every word.

4.1.1 Strategies to Develop the Students' Dialogue Skill

Table 4. The teacher's experiences in using strategies to develop the students' dialogue skill.

Participant	Data Excerpt
P	<i>The strategy was <u>sharing, sharing idea with friends, Sharing opinion, and sharing idea</u>. So, to complement each other.</i>

a. Conversation

As well as developing oral communication as a whole, students' dialogue skill also needs to be continually developed. According to the quote above, the first strategy that English teacher used to develop students' dialogue skill was conversation strategy. Conversation is a speaking activity carried out by two people alternately. According to the teacher, with this strategy students would automatically exchange information with their friends, and students would be very motivated to keep taking turns speaking, which caused their speaking skill developed.

b. Sharing Opinion/Idea

The quote above illustrates that in developing students' dialogue skill, teacher also used sharing opinion/idea strategy. According to the participant, when sharing idea/opinion, students could exchange information with their friends, so that they could complement each other regarding that information. On the other hand, indirectly they also practiced their speaking skill, and by practicing, it was possible that students' oral communication skill developed.

4.1.2 Strategies to Develop the Students' Monologue Skill

Table 5. The teacher's experiences in using strategies to develop the students' monologue skill.

Participant	Data Excerpt
P	<i><u>I asked my students to do storytelling, told stories, according to their daily activities, their activities, that in nowadays might be more challenging maybe that way, and if students told what they had experienced, it would be more enjoyable. So that students were more motivated to make the text and conveyed their ideas, according to the expected topic.</u></i>

a. Storytelling

Based on quote above, it can be concluded that the strategy which was used by teacher to develop students' monologue skill was storytelling strategy. According to the teacher, in its application, students were asked to tell story according to their daily activities, which might be more challenging for students. He also explained that it was more enjoyable for students to share what they have experienced, so that they were more motivated to write the text and conveyed their ideas according to the expected topic.

4.1.3 Strategies to Develop the Students' Fluency

Table 6. The teacher's experiences in using strategies to develop the students' fluency.

Participant	Data Excerpt
P	<i><u>When there was a zoom meeting, then I gave the models. So, it could be called that I also drilled my students, practicing using drilling, so I asked the students to repeat "what I say" to the students. So, I told them to repeat what I said so that later the accuracy and fluency would be in accordance with what the students should be saying here. So, using drilling practicing, then I would correct whether it was true or</u></i>

not.

a. Modelling

The next strategy discussed is a strategy to develop students' fluency. The first strategy was the modelling strategy. According to the quote above, during the initial meeting using zoom meeting, the teacher first gave an example of what activity students had to do that day, especially activity regarding speaking skill. With this example, the confusion of students to carry out learning activity on that day was very likely to be overcome.

b. Drilling

Based on the quote above, the teacher also used drilling strategy to develop students' fluency. According to him, he applied the drilling strategy when students practiced. He asked the students to repeat what he said, and the fluency had to match. At the end of the drilling, the teacher corrected whether or not the sentences that had been conveyed by students were correct.

c. Speech Prepared by the Teacher

The quote above explains that speech prepared by the teacher was also used by teacher to develop students' fluency. According to his explanation, this strategy was applied by first the teacher gave example of how to pronounce a text to students and then asked students to repeat what he said. In this way, it was the obligation of students to speak, and the students' fluency would be increasingly trained.

d. Direct Speaking

The next strategy to develop students' fluency used by the participant was direct speaking. According to the quote above, the teacher asked students to directly repeat the sentences or texts spoken by him, which later they could send via voice note. He also added, by applying this method, the students' accuracy and fluency would be in accordance with what the students should be conveying here. At the end of the activity, the teacher also gave feedback on the correct or incorrect students' pronunciation, fluency, and accuracy.

e. Feedback

The quote above illustrates the last teacher's experience in developing students' fluency, using feedback strategy. After students practiced speaking according to what the teacher asked, at the end of the activity the teacher gave feedback whether their fluency was correct or still needed to be addressed. With this feedback, students would know how to pronounce correctly, and it was very encouraging for their speaking skill to continue to develop.

4.1.4 Strategies to Develop the Students' Accuracy

Table 7. The teacher's experiences in using strategies to develop the students' accuracy.

Participant	Data Excerpt
P	<i>The accuracy with fluency sometimes are actually one package. So, one is fluent as well as accurate. For accuracy and fluency, <u>I had to drill students many times, so they had to practice it many times, the strategy was like that, while I listened. So, if there was a pause, my students usually I asked not to text-book too much, the important thing was that the main idea had been caught. So, the main idea was the important thing, even if you used other words. So, students could develop their ideas, in order to facilitate their presentations, facilitate conveying ideas, so they were not stuck on one word which was sometimes difficult to remember even though they could use other words to facilitate the delivery of their presentations.</u></i>

a. Drilling

Based on quote above, teacher's experience that is described is the experience of developing students' accuracy. In developing it, the first strategy that was used by teacher

was drilling strategy. He revealed, fluency and accuracy are actually one package, and to develop them, teacher trained students continually to get used to speak English. One of the ways is to drill them in order to be good at presentations. He said that for a presentation, students did not have to memorize exactly the same as what was written in the book. They can replace it with other words. The important thing was that the main idea was appropriate.

b. Practicing

The quote above illustrates that practicing also used as a strategy to develop students' accuracy. After the teacher drilled the students to be able to speak accurately, the students had to practice speaking while the teacher listened. With this frequent practice, it was likely that the accuracy of students when speaking could increase.

c. Direct Speaking

The above quote mentions that direct speaking strategy is the last strategy which was used by the teacher to develop students' accuracy in online class. According to the teacher's explanation above, students were asked to speak directly (do a presentation), then the teacher listened regarding its accuracy. He explained to his students in their presentations didn't be too text-book. If in the presentation students forgot a word, it could be replaced with another word, as long as the main idea remained the same. With this way, students could develop their ideas and continued their presentations.

The findings of the present study are in line with Rusandi's opinion (2021), stating that there are several strategies to develop oral communication skill during online teaching and learning, such as storytelling, dialogue, opinion/idea, and sing a song. In addition the findings are also in line with some results of previous studies by Jaca (2021) who investigated the effect of storytelling in online class during Covid-19 pandemic on students' oral communication skill, Guci and Siahaan (2021) who researched whether or not zoom meeting on e-learning gave positive impact on students' English-speaking skills, Nisaiyah, et al. (2021) who examined the strategies used by teachers to teach speaking in the Covid-19 pandemic. From the teacher's experience in using different kinds of strategies to develop students' oral communication skill in online class during Covid-19 pandemic described above, it can be concluded that choosing the right strategy can help students develop students' oral communication skill, especially during online English class.

V. CONCLUSION AND SUGGESTIONS

Based on the results of data analysis and discussion, it was concluded that Junior High School English teacher developed the students' oral communication skill through four different strategies, i.e., strategies to develop dialogue skill, monologue skill, fluency, and accuracy. In developing the students' oral communication skill as a big theme, the teacher used different kinds of strategies, i.e., zoom meeting, modelling, discussion, making a monologue text, WhatsApp, practicing, feedback, voice note, direct speaking, reporting, sharing idea, picture narrating, PowerPoint, video, google classroom, and audio. When developing the students' dialogue skill, the teacher used conversation and sharing opinion/idea strategies. He also used storytelling strategy to develop the students' monologue skill. For developing the students' fluency, he used various strategies, i.e., modelling, drilling, speech prepared by the teacher, direct speaking, and feedback. In addition, he also used various strategies for developing the students' accuracy, like using drilling, practicing, and direct speaking strategies.

Considering the result of this research, it is suggested that the English teachers use the various kinds of strategies to develop the students' oral communication skill, such as

strategies to develop dialogue skill, monologue skill, fluency, and also accuracy, especially in online English class during Covid-19 pandemic. The teachers may also develop other effective strategies for developing oral communication skill/speaking skill that can be applied in online class. For future researchers, the results of this research may provide a reference to conduct further studies to extend the implementation of oral communication strategies in other educational contexts by applying different research design, such as classroom-based action research.

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