

Teachers' Strategies in Teaching Speaking during Pandemic at SMAN 1 Jongkong

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ABSTRACT

In speaking English, students have problems with limited vocabulary, pronunciation accuracy, self-confidence, and others. The teacher's strategy has a lot of influence on improving students' speaking. During this pandemic situation, teacher must apply the appropriate strategy in teaching speaking, since the classroom situation is different. The research aimed to identify the teachers' obstacles in teaching speaking and to find out the teachers' strategies in teaching speaking during pandemic at SMAN 1 Jongkong. The design of this research is the qualitative research which case study. The subjects of this research were two English teachers who teach English in tenth and eleventh grades of SMAN 1 Jongkong. The data of this research were collected by observation, interview, and documentation. The data were analyzed by: data reduction, data display, and drawing conclusion. Then, to point out the trustworthiness of the data, this research used triangulation method. Triangulation method was used in this research to compare the outcomes of interviews and the findings of observations. It means that in checking the data validation, researcher has to compare some method of collecting data that have been used (observation, interview, and documentation) in order that the data collection was in the same place or portion. The result of this research shows that the students found obstacles in learning speaking during pandemic situation, such as problem with internet connection because they were located in remote area which had poor connection and students were mostly passive during the online learning process because they felt ashamed and scared to answer teacher's question, since they still had to adapt the current learning situation. Therefore, the English teachers applied various strategies to achieve the goals in teaching speaking. The strategies were storytelling, conversation practice, discussion, and translation.

Keywords: Pandemic, Speaking, Teachers' obstacle, Teachers' strategy

1. INTRODUCTION (Times New Roman 12pt, Bold, Capitalized)

According to the Constitution No. 20 of 2003 training is a cognizant and arranged exertion to make an environment of learning and the learning interaction with the goal that understudies effectively build up their capability to have strict profound strength, poise, character, insight, respectable character, and abilities required without anyone else, society,

the country, and country. However, at this time education went through many processes of change in the learning system. Due to the spread of a disease, the COVID-19 virus, which requires the government to make changes to break the chain of spreading the virus (Covid-19) through learning from home since campus and schools are temporarily closed. Therefore, the government has imposed an appeal for changes in the learning process in the education sector which is carried out online. Therefore, the teacher is required to change the mindset and strategies that will be used for the successful of teaching learning process.

A strategy is described in the world of education as a strategy, method, or series of activities designed to attain a specific educational objective (David, J., 1976). It is possible to view learning strategies as a preparation that involves a set of activities designed to achieve such educational objectives. In addition, (W. Gulo, 2002: 2) defines a strategy is a process, or series of activities aimed at achieving a specific educational objective.

The learning strategy is an action plan for the use of strategies and the use of different divisional tools or abilities designed to accomplish those objectives (in learning goals). Thus, during this pandemic, educators, especially English teachers, are required to make new plans and actions to carry out the learning process online. This is because, particularly for learning to speak, learning English requires a mature strategy.

According to (Ur, 1996:121), there are several ways in which teachers approach some of the speaking class problems. i.e. use the group work, base the activities on easy language, and give some instructions or training in discussion skills. While (Hamnuri, 2007:7) said the technique is a way for someone to apply a system that can run efficiently and effectively. The success of speaking in teaching depends on the approach used by the instructor in the class.

Speaking is an activities requiring or involving more individuals in which the participants have to act what they listen and make their contribution at high velocity, both the listeners and speakers (Brown, 2004: 140). Speaking is an integrated meaning-building process that involves generating and receiving and processing data (Brown, 1994:98). The speaker must understand the person they are talking to as a listener to infer that. For whatever excuse or based on a clear purpose, the individuals talk.

There have been several attempts to identify the factions of speaking in human contact. Brown and Yule (in Richards, 2008: 21) made a valuable comparison between the communicative functions of speech in which social relationships are maintained and the transaction functions in which information is shared are used. Brown and Yule (Richards,

2008: 21) divide the speech feature into a three-part form: (1) talk as interaction, (2) talk as transaction, (3) talk as performance.

There are six types of speech practices, according to (Brown, 1994: 271), namely: Imitative, Intensive, responsive, Transactional (dialogue), and Interpersonal (dialogue), (Handayani, 2019) said that Speaking is the method of forming and expressing meaning using terms that are both verbal and nonverbal. Speaking becomes the most valuable skill because quick and efficient contact in daily life is crucial. Speaking is the most important skill and learning English speaking skills is necessary for second language and foreign-language learners. They interact with each other when someone talks and use the language to express their feelings, emotions, and reasoning. They also share information with other people through contact. Speaking is an important aspect of language teaching since one of four basic language skills is required.

The results of interviews with English teachers at SMAN 1 Jongkong during the pandemic were conducted remotely or online. This distance learning is carried out using an application recommended from schools, namely the classroom application and the WA application if the internet is not smooth, said the teacher. With distance learning using this application, learning has not been optimal due to constraints regarding internet access. These constraints cause teachers to be limited in providing the learning process to students optimally. The instructor faced a problem during the teaching and learning process in normal class at SMAN 1 Jongkong, where most of the students were still passive in speaking lessons in any conversation or discussion.

(Al-Hosni, 2014) examined factors that cause speech problems such as students are anxious about making errors that opponents fear, or are just shy. Students do not have the motivation to speak out. Learning activities should be productive and successful. In the technique of the teaching and learning process, both teachers and students must conduct an activity for the first duty of developing strategies and following students in learning activities. According to (Silver, et al, 2007) "The aim of teaching is to have a shared discussion about one common core of learning that brings these various individuals together. The strategy is the method or style of preparation used by the instructor to accomplish this objective".

The characteristics of good speaking practices, according to (Penny Ur, 2008), the first is that the learners are talking a lot. This means that what they think expresses a lot, they can articulate their thoughts. The second is that a level playing field. Students not only listen

to whatever the speaker talks about throughout the learning process but also respond with their opinions. And then highly motivated, students will get motivated to develop their speaking skills well.

The research aimed to identify the teachers' obstacles in teaching speaking and to find out the teachers' strategies in teaching speaking during pandemic at SMAN 1 Jongkong. This study reveals some teacher's experiences that related to some obstacles and strategies that are found and implemented in teaching speaking.

2. RESEARCH METHOD

The design of this research is the qualitative research which case study. The subjects of this research were two English teachers who teach English in tenth and eleventh grades of SMAN 1 Jongkong. . The research was conducted in the field of qualitative research. According to (Lodico, M.G. Dean T. Spaulding, Katherine H. Voetle, 2006: 264) qualitative research focuses on the study of observed sciences as well as on giving. It is point to the emotions of the research participants and their experiences. If done via contact with the subject through in-depth interviews, the intent of concepts can be understood carefully.

Qualitative research studies are needed to explore this social phenomenon of distance learning students. The key concepts, ideas, or processes which qualitative research studies are central phenomena (Creswell, 2002). In addition, qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research (Creswell, 2009). Case study research is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. The researcher uses case study because this research is focused on very special interest, the research looking for the detail of interaction with its contexts. In this research, the special interest is the activities of teaching and learning English.

The research was conducted at Senior High School 1 Jongkong. It is situated in West Borneo's Jongkong Kapuas Hulu. The research was carried out in the 2021 academic year. This research was on August 2020. Two teachers were the intended participants for this study. The first is Mrs. A. She is the English teacher of XI and XII grade, and has been teaching for 16 years. The second participant is Mrs. R. She teaches X grade students, and she has been teaching English for two years. She is young and passionate in teaching. Since she is still fresh graduate, she thinks that she needs to learn many things

from the senior teachers in SMAN 1 Jongkong.

The sources of data are the subjects who might provide data for study as a material or analysis. The sources of data in this study are the subjects from which the data can be collected for the purpose of research (Arikunto, 2010:129). In this study, the researcher used an interview guide to obtain the data from research subjects. The following table shows the interview guideline for researcher to have interview with participants.

Table1. Interview Guideline

No.	Questions
1.	How is the practice of English teaching at SMAN 1 Jongkong, especially in this pandemic situation?
2.	How is the implementation of teaching speaking at SMAN 1 Jongkong in online learning?
3.	What materials or medias are used to teach speaking in online learning?
4.	How is the process in delivering speaking material in online learning?
5.	What technique or strategy do you use in teaching speaking during online learning in this pandemic situation?
6.	Why do teachers use that technique or strategy?
7.	In the teacher's opinion, how effective that technique/strategy to teach students' speaking?
8.	What are the problems in teaching speaking in online learning using that technique/strategy?
9.	How does the teacher solve the problem that faced by students in speaking practice?
10.	How does the teacher evaluate students' speaking skill?

The investigator may collect qualitative documents during the process of research. Social documents (e.g. media, meeting notes, official reports) or confidential documents (e.g. personal newspapers and journals, letters, e-mails) may be covered by (Creswell, 2009). Some documentation such as photographs and files were used in this study as a document.

Three primary points of qualitative data analysis are explained, according to (Miles and Huberman, 1994:10-11). These are data reduction, display of data and drawing and verification of conclusions. A data collection activity and the data

analysis activity are cyclical and interactive processes. Data reduction refers, based on (Miles and Huberman, 1994:10), to the method of selecting, concentrating, modifying, abstracting, and interpreting the data that occurs in written field notes or transcripts. Data display is the next stage in data review. The researcher shows the accumulated data in ordered and compressed information after collecting and reducing the data that will lead to conclusion. After information is presented in the form of tables; the researcher may view it and draw conclusions and verification. The next move carried out by the writer is to explain and analyze the data from the data shown in tables so that the findings and validations of the teachers' use of strategy in speaking class could be drawn.

In qualitative analysis, the researcher is an instrument. Using descriptive validity, this analysis was carried out. Descriptive validity is what the researcher states that he has witnessed or experienced physical and behavioral phenomena that can be observed (Maxwell, 1992). To analyze the validation of the data, the researcher used triangulation. According to Moleong (2014: 330), it is a technique for checking the authenticity of data that uses something other than that data for checking reasons or as a comparison to that data. There are several types of triangulation namely triangulation source, triangulation method, triangulation technique, and triangulation theory.

This research used triangulation which refers to the data source to determine the validity of the data. As a result, the researcher compared and cross-checked the degree of confidence in data collected at various times and using various tools. Method triangulation is used in this research to compare the outcomes of interviews and the findings of observations. It means that in checking the data validation, researcher has

to compare some method of collecting data that have been used (observation, interview, and documentation) in order that the data collection is in the same place or portion. If there is any different of data validation, researcher has to find and to look for the cause why the data is different, then researcher reconfirm to the subject and informant.

3. RESULTS AND ANALYSIS

3.1. The Obstacles in Teaching Speaking at SMAN 1 Jongkong during the Pandemic

The result reveals the obstacles that experienced by teacher 1 and teacher in their teaching speaking at SMAN 1 Jongkong during the pandemic. The data result can be divided into three, i.e. observation, interview and documentation. Those results are discussed in the following table and explanation. The observation that was conducted in the process of teaching learning in online class can be seen in the following table.

Table.2. The Result of Observation for in Online Speaking Class (students)

No.	The Stage of Teaching Process	Aspects	Checklist	
			Yes	No
1.	Introduction	Students respond to the teacher's greets and pray	√	
		Students respond on the attendance list	√	
		Students listen to the teacher about the purpose and the benefit of the material	√	
		Students turn their camera on during the online class	√	
		Students answer a short question about current issues or condition	√	
		Students pay attention to the explanation about discussion topic	√	
		Students look at the video example of discussion about the specific issue	√	
2.	Main activity	Students try to give their opinion towards the issue	√	
		Students pay attention to the teacher's explanation about the discussion topic	√	
		Students give response to the teacher's expressions		√
		Students ask for help to teacher if they find any difficulty in expressing their ideas in English		√

		Students listen conclusion about the material	√
3.	Closing	Students give the opinion about the conducted Learning	√
		Students and teacher pray together	√

The data from the observation shows that students do some activities from the introduction, main teaching and closing. They respond the teacher in teaching activity, but students do not give respond for the teacher questions and expressions. Then, students do not ask help if they get difficulty in expressing their ideas in English. The following table is the result of observation from teacher who teaches students in the online speaking class.

Table 3. The Result of Observation for in Online Speaking Class (teacher)

No.	The Stage of Teaching Process	Aspects	Checklist	
			Yes	No
1.	Introduction	Teacher greets and ask to students for praying	√	
		Teacher checks the attendance list	√	
		Teacher conveys the purpose and the benefit of the material	√	
		Teacher asks the students to turn on their camera	√	
		Teacher asks a question about the current issue that will be discussed	√	
		Teacher explains about the specific issue	√	
		Teacher gives the example of opinion towards certain issue	√	
2.	Main activity	Teacher asks students to express their idea	√	
		Teacher gives the example of discussion about the certain issue	√	
		Teacher asks the student to turn on their microphone when they want to speak	√	
3.	Closing	Teacher asks and helps the students if they find any difficulty in expressing their idea	√	
		Teacher concludes the lesson	√	
		Teacher asks the students' opinion about today lesson	√	
		Teacher and students pray together before end the lesson	√	

Table 3. shows the activity in teaching learning process in online speaking class. Teachers did some activities from the pre-teaching, while-teaching and post teaching. They cover some activities about expressing idea and opinion.

The observation was conducted in English online classroom. The researcher joined in Ms. A class through Google meeting. The teacher allowed the researcher to join the meeting to observe the English learning process. The English lesson on that day discuss about expressing of showing care and sympathy. The teacher explained about the function of expressing sympathy and the expression that can be used to express sympathy to the others.

The teacher also gave the example of conversation about expression of showing care and sympathy. Furthermore, the teacher gave certain condition that the students need to express their sympathy about that Teacher gives opportunities for students to express their idea, then the teacher emphasizes to the students that they must be clear and confident in expressing their idea. After the discussion, the teacher then asked the students to work in pairs. The students are asked to make a conversation using expression of showing care and sympathy towards the covid-19 pandemic outbreak.

The online meeting in English subject only 20 minutes, then the students continued to learn independently and do their assignment. They can consult to the teacher if they have any problem in doing the assignment. The teacher always guides the students during the learning process. Even though the learning process is conducted online the teacher must do the classroom management. The lesson begin with praying together, then during the learning activity if any students didn't pay attention, the teacher called their names, and the lesson end with conclusion of the lesson, announcement for assignment, and motivation words from the teacher.

The data got from interview about the obstacles of teacher in teaching speaking was presented in the following table.

Table 4. Interview result of teachers' obstacles

Interview with T1	Result
Obstacles in teaching speaking during this pandemic situation	<ul style="list-style-type: none"> • Less interaction between teacher and students • Limited internet connection • Students mostly passive during the online class • Lack of time to practice speaking
Interview with T2	

Obstacles in teaching speaking during this pandemic situation	<ul style="list-style-type: none"> • In online learning only few interaction between teacher and students • Unstable connection at teacher's home
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The result reveals the obstacles that experienced by teacher 1 and teacher in their teaching speaking at SMAN 1 Jongkong during the pandemic. The data got from interview about the obstacles of teacher in teaching speaking was presented in the following table.

Table 5. Interview result of teachers' obstacles

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Obstacles in teaching speaking during this pandemic situation	<ul style="list-style-type: none"> • Less interaction between teacher and students • Limited internet connection • Students mostly passive during the online class • Lack of time to practice speaking
Interview with T2	
Obstacles in teaching speaking during this pandemic situation	<ul style="list-style-type: none"> • In online learning only few interaction between teacher and students • Unstable connection at teacher's home

Table 2 indicates identification some obstacles that were experienced by teacher 1 and teacher 2. The learning activity during this pandemic situation is different than the normal condition. In pandemic situation, the learning process is conducted online using various platform such as google meeting, zoom meeting, google classroom, and WhatsApp. The activity in teaching speaking also must be conducted differently than the normal condition. According to the observation and interview result, teaching speaking in online class is challenging. The student mostly passive during the learning process, then the teacher must strategy to enlighten the classroom situation. The students also have less time for practice speaking, because during the pandemic mostly the learning activity conducted through WhatsApp. Teacher conducted the online meeting in zoom or google meeting only once a week. Therefore, the interaction between students and teacher is not optimal.

“So far they can join the class well, but the current situation is really different with the real classroom situation. Now we are lack interaction, sometimes students just keep quiet when their chance to ask, they just focus on the assignment submission.” (T2)

During this pandemic, the learning period is shorter than the normal condition. It makes the teacher has the limited time to teach. In English subject only has one meeting every week. Therefore, the students are lack of time to practice their speaking.

“For now, we follow the government advice to conduct the online learning from home, so all of the learning activity conducted online, involving English subject too. As the other subjects, English also online, usually we use google meeting and WhatsApp. The learning period also shorter than the normal condition. It makes the students lack of time to practice speaking.” (T1)

According to the example statement above, teacher and student has few interactions in learning, because this pandemic situation they has fewer learning period. This problem also enhanced by the problem in internet access, which make students are difficult to have interaction with the teacher. The teacher and students live in remote area therefore the connection is unstable. The teacher can go to school to get better internet connection, but the students must stay at home and using the unstable connection.

“The problem is just about connection, because we are in remote area, not all of the students have the proper internet access to join the online learning process.” (T1)

The obstacle that stated above led to the another problem in English learning process during this pandemic situation. The unstable connection effects the students’ focus in learning and their submission of assignment.

“Sometimes they are late in learning schedule, they have not online because at home they also do the chores. So, they become less focus and some students late in submitting the assignment, and lost the material.” (T1)

Another obstacle that found in the speaking online learning process is about the students’ condition. Since, they still adapting with the current learning situation, they become demotivated in learning speaking. As stated by the teacher

“students still in adaptation process with the online learning situation, because it really different with learning in the classroom, so they have low motivation, especially in speaking.” (T2)

3.2. The Strategy Used by the Teacher in Teaching Speaking at SMAN 1 Jongkong During the Online Learning

The result reveals the strategy used by teacher in teaching at SMAN 1 Jongkong during the pandemic. The following table shows the identification of teachers' strategies.

Table 6. Interview result of teacher strategy

Interview with T1	Result
Teacher's strategy in teaching speaking during this pandemic situation	<ul style="list-style-type: none"> • Using online platform to help the learning process, such as Google meeting, zoom meeting, WhatsApp, and Google classroom • Using video as the learning media • Teacher lead the students to translate the content related to the discussion topic in learning • Conduct a group discussion to provide students chance to express their idea • Teacher asks the student to make storytelling video as their assignments to enhance their speaking
Interview with T2 Teacher's strategy in teaching speaking during this pandemic situation	<ul style="list-style-type: none"> • Using online platform to help the learning process, such as WhatsApp, and Google classroom • Using textbook, worksheet, and example of conversation from the internet • Using English for discussion in Whatsapp Group • Teacher asks the student to make voice note as their assignments to enhance their speaking

Based on the interview with the English teachers and also from the observation the researcher found that there are some strategies that the teachers used in teaching speaking during this pandemic situation. The strategies that the teachers used such as storytelling, dialogue, and giving opinion. The teacher often asked the student to practice speaking at home, making conversation, and presenting the conversation in the online meeting. The explanation of these strategies, as follows:

3.2.1 Storytelling

Storytelling is one of the strategies that the teacher used in the speaking learning process because it is more effectively used during the online learning process, this storytelling aims for students to share their experiences or stories. Based on the results of

interviews and observations before carry out the learning process, the teacher determined the topics and material would be studied by students then the teacher shares them via WhatsApp group, during the learning process carried but through Google meeting first the teacher gave an example about themes would be told and students practice, next the teacher gave an example to students, if the students have understood the explanation given by the teacher so students are asked one by one to tell about their experiences so that their friends can pay attention and tell their experiences more easily. The used of storytelling strategies in the speaking learning process can improve students' fluency and confidence in speaking English.

This statement is reinforced from the results of interview that the researcher has conducted with one of the English language teachers:

“ I ask the students to practice regularly. Because they can practice speaking at home, I just provide the materials, then they practice by themselves. Sometimes I ask them to tell story, discussion, and also presentation during the online class.”
(T1)

Based on the example statement above, the teacher used storytelling strategies in online learning to increase students' fluency and confidence in English speaking, since the students currently have fewer times to practice their speaking. According to (Julia, 2015: 14), storytelling as a learner-centered method helps students to use the information and delivers the messages to others. Thus, it can be said that storytelling is a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

3.2.2 Conversation Practice

Conversation is one of the strategies in the online speaking learning process, from the results of data collection and analysis that several teachers often used this strategy in

the online learning process because it be the classroom atmosphere not bored. Based on the results of observations and interviews, the researcher found a conversation strategy that was often used by English teachers, before the learning process began through Google Meeting the teacher first determined the material and theme that the students would use later for conversation, so the teacher would give an example of having a conversation with one of the students. So that his friends pay attention and be able to understand it, the teacher gave an example, students would be asked to have a conversation via Google Meeting or used records sent via WhatsApp. Giving examples of conversation can also be used through records or video from YouTube, so that students can listen to it over and over again so that students find it's easier to pronounce the pronunciation.

“Usually in speaking, I ask them to make simple conversation, then practice with their friends in Google meeting.” (T2)

From the statement conveyed by the English teacher above that conversation practice strategies are often used in the online learning process because she tends to give more opportunities for the students practicing speaking skill. The students can practice effectively to build their confidence in speaking, and also sharpen their pronunciation. Using this strategy also assumed as one of the methods to enlighten learning situation in online classroom.

3.2.3. Discussion

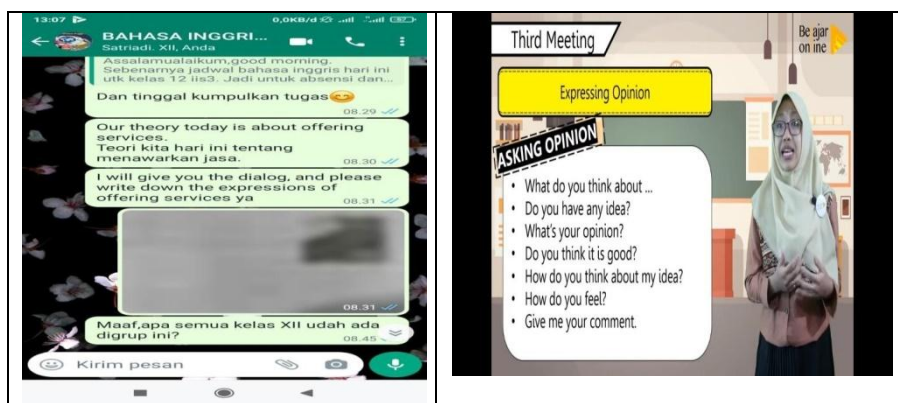
Discussion is one of the strategies that the teacher applied in teaching speaking during the online learning. Based on the observation and interview result, the teachers lead the students to discuss the certain topic in the Google Meeting. The purpose of discussion is to enhance the students' confidence and motivation in speaking English. Since the students there are have low proficiency in English speaking, therefore they need more enhancement to be able to speak. Through discussion, the students can express their opinion and idea.

The teacher given the topic such as health, social, and science issues to be discussed, then the teacher guide the students in discussion forum. The statement about using discussion strategy in teaching speaking was also conveyed by one of the English teachers

“I give them video about certain issue such as technology or health, or anything else, then I ask them to express their opinion related to that topic in the discussion forum.” (T1)

Based on the statement that conveyed by the English teacher that discussion is of the effective strategy in teaching speaking, the research assumed that discussion strategy in teaching speaking can improve students’ ability in speaking through expressing their opinion and idea in the discussion forum. It also can help them to practice speaking in the real communication with teacher and friends.

The results of the research are also supported with the documentation in the form of teachers’ history text message from WA group and teachers’ material that used in teaching speaking in online class. The documentation example can be seen from the following picture.



Picture 1. Teachers’ Teaching Documentation

4. CONCLUSION

The result shows that the teacher finds several obstacles in teaching speaking during the pandemic that related to the time, connection, and students’ participation. Students are mostly passive during the online learning activity because they are still adapting with the current condition. Then, they are lack of time to practice speaking, since

the learning period is shorter than the normal condition. The internet connection also one of the obstacles that faced by the teacher. Students and teacher live in the remote area, so they have unstable internet connection. The researcher found the kinds of teaching strategy in speaking English on online learning used by the English teachers, namely a storytelling strategy, dialogue and discussion.

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