STUDENT'S STRATEGIES IN IMPROVING SPEAKING ABILITY DURING COVID-19 PANDEMIC

THESIS

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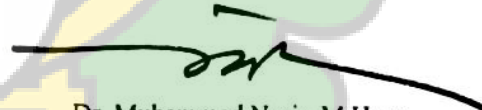
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SURAT PERNYATAAN KEASLIAN

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Saya yang bertandatangan di bawah ini;

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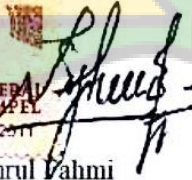
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Student's Strategies in Improving Speaking Ability During Covid-19 Pandemic, adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya

Banda Aceh, 15 September 2023

Saya yang membuat surat pernyataan,

Syahrul Fahmi

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ABSTRACT

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The COVID-19 pandemic has changed many aspects of life, including education. The Covid-19 pandemic that has occurred throughout the world has changed several systems in education. One of the applications that were carried out when the Covid-19 pandemic occurred was conducting online learning. This requires students to use several strategies in learning during a pandemic. This research was conducted to study the learning strategies used by students and how they applied them during the Covid-19 pandemic. To collect data, the researcher employed an interviewing technique. Interviews were used to collect data from participants for this study. The data collection technique was divided into three stages: recording, questioning, and transcription. The findings explain that students apply strategies for watching English videos, using virtual meeting software, webinars, listening to English songs, English language partners, using games to practice English, and voice recording based on the results of the interview. The way they apply it also varies. The strategies applied by students are also in accordance with their respective ways and learning styles.

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CHAPTER I

INTRODUCTION

A. Background of Study

Language plays an important role in human life. A language is a communication tool that makes it easier for humans to interact with one another. Using language, it is easier for someone to express ideas, feelings, and even convey information. English is gradually becoming a medium in every communication domain. This international language is widely spoken by people all over the world. This makes it easier for them to communicate between countries because English is a global language. Mastering English is very important in order to be able to be involved in today's civilization. Although English is claimed to be difficult to use and learn, but it still attracts people to discover it.

Speaking is a crucial language skill that must be learned successfully when learning a new language. In general, multiple skills in English, such as speaking, listening, reading, and writing, as well as structures such as vocabulary and grammar are used to determine whether or not someone has mastered the language. In order to properly teach English, the four abilities of reading, listening, speaking, and writing must be combined. These skills should be managed in a way that helps students satisfy the expectations that have been

established for them and steadily improve their communicative competence (Sadiku, 2015).

Students are classified as English learners based on their speaking abilities. Grammar, vocabulary, comprehension, fluency, and reading skill were all affected (Haerazi & Irawan, 2019). Mu'tashim and Syafi'i (2018) state "the purpose of speaking English is challenging, but this is not easy thing" (p.2). It could imply that many people are interested in learning English, yet achieving an initial aim of learning is difficult. There is a lot to learn, and it must be done consistently.

Learning to communicate in English is beneficial not only in class but also in everyday situations. Furthermore, the student habits can aid in the learning of English, particularly in speaking (Parmawati & Inayah, 2019). Therefore, students must have an awareness of the importance of speaking English, this awareness will raise a high curiosity so that actions will emerge which later students will learn with their own habits. Speaking is considered the most important of the core language skills, and it is one of the most important aspects of learning a foreign language, and students' progress can be assessed by the ability to have a conversation in that language. It is important for students to learn how to manage their time effectively and master it quickly.

Speaking abilities can also be used as a measure of a student's progress in learning a language. Students would find it easier to express themselves orally in a subject class if they can speak English fluently (Pawlak, 2018). The ability to speak is often regarded as a primary indicator of a learner's proficiency in the target

language. If all is done correctly, such as memorizing words every day, putting in a lot of practice, and understanding grammatical points, students will be able to speak English fluently, and their listeners will be able to deduce a message or key point from the speakers.

The outbreak of Covid-19 throughout the country has had an impact on all aspects of life. The coronavirus appears to have stopped all usual activities. The spread of the new coronavirus Covid-19 has resulted in significant educational changes (Murphy, 2020). The Covid-19 pandemic, as seen around the world, is compelling educational institution such as colleges to swiftly move to remote and online learning. Covid-19 has compelled colleges all across the world to embrace online education. We are currently in an emergency situation and must respond with various and readily available learning methods, such as e-learning systems and mobile learning applications. As a result of this predicament, all Indonesian students are unable to attend school or college. However, in order to keep all activities going smoothly, the Indonesian government decided to implement a "new normal" system, which aims to promote the continuation of education through the use of technology while schools and colleges are closed.

Huang et al. (2020) argue that students must complete their studies at home using an online learning system. This is the most effective way to keep students learning amid this crisis. In the face of global chaos, sustaining learning while supporting student well-being has become an important issue for the entire global educational community.

According to research, the virtual experience that continues to provide guidance after the Covid-19 interruption is significantly different from the online learning experience of the course in the educational environment before Covid-19 (Karatas & Tuncer, 2020). According to UNESCO (2021), the closure of universities and schools has many negative effects on students, including interruptions in learning, depriving students and young people of the possibility of growth and development.

Based on the aforementioned description, research indicates that students have significant problems in increasing their speaking abilities. Therefore, students must design effective strategies for increasing speaking abilities during the pandemic. As a result, the author is planning a study called *"Student's Strategies in Improving Speaking Ability during Covid-19 Pandemic."*

B. Research Question

In conducting this research, the researchers formulated several research questions. They are as follows:

1. What are the students' strategies in improving speaking ability during Covid-19 pandemic?

2. How do students apply those strategies in improving speaking ability during Covid-19 pandemic?

C. Research Aims

The aims of this study are:

1. To find out students' strategies in improving speaking ability during Covid-19 pandemic.

2. To find out how do students apply those strategies in improving speaking ability during Covid-19 pandemic.

D. Significance of the Study

1. *Students*

This study is to find strategies for students to improve their speaking skills during the Covid-19 pandemic. The main focus of this research is to investigate the strategies that students use as an advantage to improve their speaking skills during the Covid-19 pandemic and how to apply these strategies during the pandemic which makes them unable to interact directly during the pandemic.

2. *Teachers*

The results of this study are expected to help the methods of teachers and lecturers who teach subjects related to speaking skills such as Basic Speaking, Intermediate Speaking, English Presentation Skills and also Public Speaking so that they can use them when online learning is taking place. So that the methods used are varied and make students interested in trying them. This study will greatly help teachers and lecturers achieve good learning targets during the pandemic.

3. Next Researchers

The results of this study are expected to be useful for further research on the same topic. I believe that this research does not address all problems and all reader questions. I really hope that other researchers in the future will do similar research to close the gap.

E. Research Terminology

In this section, the author briefly explains the meaning of some terminology that are commonly used in this study so that readers do not get confused. There are a few:

1. Language Learning Strategies

Language Learning Strategies (LLS), including direct and indirect strategies, are specific actions, behaviors, steps, or techniques that students often use to improve their progress in developing L2 skills because they can help to internalize, store, retrieve and use the new language (Oxford, 1993, as cited in Yunus & Singh, 2013). When dealing with new information and completing assignments, students consciously use language learning strategies. These techniques help people understand information more completely and quickly. Therefore, the practice of language acquisition is essential to learn a new language (Gani et al., 2015). Therefore, when students practice using language learning strategies, they can become better language learners and understanding the strategies they use in their learning will help them become independent learners.

2. *Speaking*

Speaking is a language skill that students must master in order to master a language because the purpose of language learning is to communicate (Syakur et al., 2020). Through communication, we can interact with many people. This is why it is critical to improving your English speaking abilities so that we can communicate with individuals from all around the world.

Speaking is a tool for two or more people to communicate. People must speak to convey knowledge to the audience. Speaking must be understood so that the listener understands what the speaker is saying (Rifa'at & Suryani, 2018).

It resembles what Iksan et al. (2021) stated that Being able to speak effectively is a crucial life skill. Because of the greater social cohesion brought on by active communication, societal problems can be solved through friendship and solid social relationships.

3. *Coronavirus Disease 2019 (Covid-19)*

Marinoni et al. (2020) contended in December 2019, an outbreak of unexplained viral pneumonia broke out in Wuhan, China. The World Health Organization (WHO) reported the discovery of a new type of coronavirus SARS-Cov2. This new type of virus is the organism that causes Covid-19, an infectious respiratory disease (coronavirus disease). The history of this pandemic ended in different ways in different countries in the world. The treatment and management of the Covid-19 impact are fully dependent on the government's policies and actions for preventing and controlling the virus's spread (Lee, 2020).

As a result, it's no surprise that the Covid-19 pandemic has posed a number of issues for which education institutions are unprepared (Kong, 2020).

CHAPTER II

LITERATURE REVIEW

As a starting point for the discussion, this chapter covers various theories. The goal is to understand the research topic. This chapter introduces definition of Language Learning Strategies, definition of speaking, and definition of Covid-19 pandemic.

A. Language Learning Strategies

There have been many studies on language learning methods. Griffiths and Oxford (2014) introduce in their recent study the global scope and roadmap of language learning methods in the 21st century, including the panoramic view of the international strategic landscape. The development of LLS is part of a fundamental shift in specific attitudes and perspectives when thinking about various language acquisition processes. Thus, a new pedagogy has emerged that continues to emphasize the key role of language learners (Khoshsima & Tiyar, 2015).

Among the subjects of learning strategy research, language learning strategies are described as strategies that help develop the language system created by students and directly affect learning by (Rubin, 1987, as cited in Lee & Heinz, 2016). Liang (2009, as cited in Ernomo, 2018) expands on the factors that influence the strategic decisions of language learners. These include student characteristics (such as student beliefs, learning style, age, and

motivation), contextual variables (such as learning environment and tasks), social variables (such as gender), academic factors, and cultural background.

Fazeli (2011) suggests that a study proposed by Rubin and Stern in the 1970s about learning strategies had a great influence on LLS research. Hence, learning strategies are a type of information processing that students utilize to better their understanding, learning, and retention of information. Students employ learning methods to aid in the comprehension of new knowledge and the resolution of language challenges. Students must understand the value of employing language learning strategies intentionally to make learning faster, easier, more effective, efficient, and enjoyable (Gani et al., 2015).

According to Oxford Dictionary (1990, as cited in Ghufron, 2018), language acquisition strategies are classified into two parts, including direct and indirect and is further divided into six categories. Direct strategies are divided into memory, cognition, and compensation strategies, which are specialized techniques that require the use of language. Indirect strategies help language learning but do not directly involve language use. In addition, they are divided into metacognitive strategies, affective strategies, and social strategies (Ehrman & Oxford, 1990).

The strategies are specified by Oxford Dictionary (1990) as follows:

1. Memory strategies for memorizing and retrieving new information.

2. Cognitive strategies for language understanding and production.

3. In spite of lack of knowledge, compensation strategies for language use.

4. Metacognitive strategies to coordinate the learning process.

5. Emotional strategies to regulate emotions

6. Social strategies for learning with others.

B. Speaking Ability

Speaking is one of the basic language skills that foreign English learners must master because it has an important meaning and uses for communication. Knowing how to speak English is very important because it is the most accepted language in the world, so those who know it can not only improve their knowledge and skills but also induce a job more easily. In fact, once they travel, they will find that it is not difficult to talk and interact with people from all over the world (Garg & Gautam, 2015).

Speaking is a complex construct with many different aspects. This complexity stems from the fact that speaking is so prevalent in our daily language usage (Thornbury & Slade, 2006, as cited in Nazara, 2011). In addition, speaking is used to demonstrate that what you say is usually true, to express ideas, and to conduct a dialogue with someone about something (Hornby, 2005, as cited in Khotimah, 2014).

Fitria (2017) explains that speaking is critical to learning a language because humans, as social beings, need to communicate with one another to express their thoughts and ideas in order to organize and persuade others, and

it is utilized to achieve one of the human goals. Being able to converse in a language is the result of learning it.

For English learners, mastering speaking is challenging since it needs various efforts. They cannot plan the exact words or sentences in advance before speaking. Speaking, unlike reading or writing, occurs in real-time; normally, the person with whom they are conversing is waiting to say something. They are unable to change or edit what they wish to convey (Nunan, 2003, as cited in Fauzan, 2016).

Ahmad (2014) claims speaking is a linguistic skill that every learner should develop in order to be effective in communication. Speaking, on the other hand, is the process of verbally expressing what is on our minds to others. Bygate (1987, as cited in Leong and Ahmadi, 2017) defines speaking as the production of auditory signals that cause the listener to respond with various verbal responses. It is defined as the methodical combination of sounds to form coherent sentences.

Speaking is a talent, which can be divided into two categories, those are accuracy and fluency. Fluency considers the ability to continue speaking spontaneously, while accuracy considers the ability to use vocabulary, grammar, and pronunciation through certain activities (Gower et al., 1995, as cited in Derakhshan et al., 2016).

C. Coronavirus Disease (Covid-19)

Zhang et al. (2020) describes the first acute respiratory illness which happened in December 2019 caused by the severe acute respiratory syndrome coronavirus (SARS-CoV) -2 occurred in Wuhan, China. The World Health Organization (WHO) named it coronavirus disease 2019 (Covid -19). Covid-19 is classified as dangerous because it spreads quickly, particularly through personal contact.

As of April 8, 2020, WHO has received 22,073 reports of Covid-19 from medical personnel in 52 countries. However, since there is currently no regular reporting of Covid-19 infection by healthcare personnel to the WHO, these statistics may underestimate the total number of Covid-19 infections for healthcare personnel worldwide (WHO, 2020).

The Covid-19 pandemic has been a great impact and change in the education sector, especially in Indonesia. The new corona epidemic is like a great bomb that will detonate and damage globalization (Piliang, 2020). Due to the Covid-19 epidemic, students' lives are affected in various ways, not only depending on their level and field of study, but also on their position in the curriculum (Daniel, 2020). Habiburrahim (2021) also revealed that curriculum development in higher education is always fascinating to investigate and discuss because of how quickly and frequently it evolves.

Any strange accident in the world will always leave the control of education. Then the Covid 19 epidemic has left its mark on education. The global

outbreak of this dangerous virus has forced educational institutions to stop monitoring the spread of this virus. This situation led teaching professionals to consider other teaching methods during the period of confinement. Thus, it paves the way for web-based learning, e-learning, or the online learning (Radha et al., 2020). Students are forced to use a virtual learning approach due to regulations requiring them to maintain social distance during the pandemic. The location of the participants and the learning time are the two main parameters that determine the specific needs for implementing virtual learning (Muluk at el., 2023).

According to Richmond and Cummings (2005, as cited in Syahrin and Salih, 2020), considering the importance of student learning styles for the design and delivery of curricular instruction is considered to help ensure the quality of online courses.

D. Previous Related Studies

Prabawa (2016) investigated the English language acquisition processes of Indonesian tertiary students. The purpose of this study is to discover: (1) the speaking methods used by Indonesian students when speaking English and strategies to improve their speaking abilities; and (2) the speaking tactics most commonly utilized by students when speaking English and strategies to improve their speaking abilities. The study's findings revealed that a variety of speaking techniques, including cognitive, metacognitive, and compensatory strategies, were used in order to speak English and improve speaking skills. The

compensating approach is the most generally used speaking strategy by students, but the cognitive strategy is the most regularly used speaking strategy by Indonesian tertiary students in improving their English.

Gonzalez-Torres et. al. (2022) analyzed perceptions of how online feedback provided in English as a Foreign Language (EFL) class. Researchers tested students' strategies for improving their speaking and writing skills during the COVID-19 pandemic, focusing on improving their communication and writing skills. According to the survey, online feedback was recognized as a high- quality component at private universities, particularly in assignments demanding EFL speaking and writing skills. Another interesting finding is that because teachers in both public and private schools use multiple sources of technology to teach speaking and writing skills, they believe that using technology in EFL sessions is beneficial.

Nair and MD Yunus (2022) conducted research to determine the use of Toontastic 3D tools and digital storytelling. This is to see whether it can help students improve their speaking skills or not. Digital storytelling offers an efficient method for the use of teaching technology both inside and outside the classroom. The positive findings of this study provide academics and instructors with a first look at how to use digital storytelling effectively in language training. Students learning experiences are made more engaging and inspiring by immersing them in the speaking process through digital stories, which allow them to convey their thoughts and experiences freely.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses qualitative research methods. Qualitative research is a method of studying and understanding the meaning of people or groups to social or human issues, (Creswell, 2009, as cited in Thanh & Thanh, 2015). Creswell (2014) points that qualitative research is the way to explore and understand the meaning of scribes and groups of social or human issues. Qualitative research that specializes in case studies is considered adequate to position the answers to the research questions of this research.

This research method is used in order to have a better understanding on the research problem. Qualitative data includes knowledge collected by researchers through interviews and observations. For in-depth understanding, researchers tend to use qualitative methods to gather information. The techniques used by the authors to gather information from this research is interview.

B. Research Participant

The thing that the researcher observed, interviewed, or questioned is referred to as a study participant. The following section will focus on describing the study's population and sample.

a. Population

The population consisted of all participants who will be participated in the study goals. Understanding the research population and being able to objectively and accurately document it are two separate obligations that researchers must undertake in order for the research to operate well (Asimah et al., 2017). The subjects of this research population are students of the English Education Department of UIN Ar-Raniry, especially students of the 2018 and 2019 batches who took the public speaking classes.

b. Sample

In general, sampling is the process of choosing respondents for a research survey based on their ability to offer information that is relevant to the study problem (Oppong, 2013). The sample of this study are the students of the English Education Department of UIN Ar-Raniry, especially students of the 2018 and 2019 batches. Researchers will take samples from the Public Speaking class. By using random sampling the researcher will randomly select 5 students of each group, including 5 students in Batch 2018 and 5 students in Batch 2019. The students will be chosen since the course has a correlation with the focus of this study.

The sample size is an important consideration in any research project. A study with an insufficient sample size can produce unique and specific results, making qualitative transferability or quantitative generalization problematic. However, in qualitative research, even a small sample study can be helpful in identifying theoretically new concepts that require further investigation.

Studies with too large sample sizes can also be dangerous. Whereas quantitative research includes clear rules that guide researchers' decisions regarding appropriate sample sizes, qualitative researchers have only basic concepts that represent judgments and negotiations (Russel & Gregory, 2003).

The main focus of this study is a more in- depth assessment of perceptual data from a smaller sample. The smaller sample size of the study participants whose impressions were evaluated was said to be preferable to the larger sample size (Mason, 2012). Qualitative research aims to understand the context of events, elucidate behavior and attitudes, pinpoint processes, and explain the context of people's experiences (Hennink et al., 2020).

C. Data Collection

According to Lopez and Whitehead (2013), data collecting is inextricably linked to sampling and is best considered as a supplement to it. As a result, data is immediately collected from the specified and selected sample population. Much qualitative research relies on participant interviews to gather data. Interviews are the most direct and straightforward method of collecting thorough and rich facts on a topic. The style of interview used to gather data can be adapted to the study question, participant characteristics, and the researcher's chosen approach (Barret & Twycross, 2018).

To collect data, the researchers used the interviews method. Interviews can be a qualitative research tool. The purpose of using interviews in this

research is to obtain the data from respondents. Then, the interviewee will provide the information that the researcher needs. The data collection process is divided into three steps, namely recording, questioning, and transcription. In this interview activity, the interviewer asked several questions prepared by the researcher. In doing interview, the research will conduct semi-structured interviews through the recording tools. To collect data from these questions, the researchers will utilize the audio recordings. Therefore, the recorder also helps researchers in writing the interview transcripts.

D. Data Analysis

Graue (2015) claims that the process of describing, classifying, and related phenomena to the researcher's concepts is known as qualitative data analysis. In reality, qualitative data analysis is concerned with the relationship between data categories and themes in order to better comprehend the phenomenon. As a result, rather than being rigid and procedure-driven, the researcher must be vigilant, flexible, and eager to interact with the data gathered (Hilal & Alabri, 2013).

To analyze the information, the researchers will use the qualitative descriptive method. Data analysis in qualitative research is a process of classification, description, and synthesis. This data analysis can be a systematic process of studying the information collected. In descriptive qualitative research, there are three methods for analyzing data, namely, reduction, display of knowledge, and conclusion. Researchers uses this type of data analysis in order to

summarize, which only focus on important and direct things, and reinforce the interview results so that it can be easily concluded that the information presented is descriptive for the readers. Therefore, this study will use the analysis interview results to answer supporting research questions, such as the strategies to improve students' speaking skills during the Covid-19 pandemic.

CHAPTER IV

FINDING AND DISCUSSION

This chapter focused on the findings and research discussion. The researcher presents the result of the data presentation and findings in the study itself. This presents the results obtained by the student's strategies in improving speaking skills during the covid 19 pandemic.

A. The Procedure of Interview

The samples of this research were 10 students of the English Education Department of UIN Ar-Raniry, especially students of 2018 and 2019 batches. Researchers will take samples from the Public Speaking class. By using random sampling the researcher will randomly select 5 students of each group, including 5 students in Batch 2018 and 5 students in Batch 2019. They were 7 (seven) females and 3 (three) males. The researcher asked 10 questions correlated with student's strategies in improving speaking ability during covid 19 pandemic.

B. The Findings of the Research

1. The Strategies in Improving Speaking Ability During Covid 19 Pandemic

After conducting the interview session, the researcher elucidated the answers to the first research question. The students had been using some strategies to improve their speaking ability during covid 19 pandemic. The

strategies were classified under 7 (seven) themes. They were watching English videos, using virtual meeting software, webinar, listening to English songs, English language partners, using games to practice English, and voice recording.

a. Watching English Videos

According to research findings, the strategy most students used during the Covid 19 pandemic was watching videos. Watching videos will really help students to improve their speaking skills. Such as watching videos on YouTube and watching movies in English. Some students believe that watching English-language videos will improve their listening skills as well as their speaking skills. This happened to Rian, who stated that

> "I believe the most common strategy I employ is to watch movies or videos. Watching videos will provide us with numerous benefits, including improved speaking skills. Not just when speaking, we can learn to improve our listening and reading skills by watching and using subtitles. However, I believe that speaking requires theory or ideas to convey to others. For example, if we want to tell a story about a natural disaster, we must first gather enough information to provide to those who will listen. But, in my opinion, having a partner in English is a great way to improve your speaking skills." (April, 07th 2022).

Furthermore, Dilla revealed that she spent the majority of her time studying during the pandemic by watching various YouTube videos. She admits that there is a lot of useful content on YouTube. She stated the following: "So, during the pandemic, I spent a lot of time studying by watching YouTube videos that presented useful information" (April, 15th 2022).

During the Covid 19 pandemic, students were discovered to have used educational and positive movies to improve their speaking skills. Risky stated that she would continue to use this strategy after viewing the educational and positive movies. She uttered that "Usually, I watch movies that are educational and positive. From there I learned how to be a good speaker, and then put it into action" (April, 20th 2022).

b. **Using Virtual Meeting Software**

The researcher discovered several students who used Virtual Meeting Software to improve their speaking skills during the pandemic. During the Covid 19 pandemic, many lecturers used the Virtual Meeting Application to implement online learning. This is where lecturers also use it to share material during the Covid 19 pandemic. However, most students really want to learn more and use this Virtual Meeting Software strategy to improve their speaking skills. They usually use it with their friends. Moreover, Putroe also informed the researcher that she would use the Virtual Meeting Software to speak. She mentioned, "I will add my English vocabulary and use it when I follow Google Meet or Zoom Meetings" (April, 07th 2022).

In the same vein, Afif mentioned that he preferred face-to-face communication prior to the pandemic, but during the Covid 19 pandemic, he had to use another method. He conveyed that "I used to practice speaking English with my friends in person before the pandemic, but since then, I've been practicing in other ways. The first is that I maintain contact with my friends, even if it is through digital means. Zoom and Google Meet are two of my

favorite ways to practice public speaking during the pandemic." (May, 25th 2022).

On the other hand, it turns out that Ganidha is a student who also often uses this Virtual Meeting Software with her friends to correct each other. She stated that "I often use voice notes or Zoom to communicate with friends because we are both practicing to improve our speaking skills. We practiced together a lot, and whenever I made a mistake, my friend would point it out to me" (June, 9th 2022).

c. Webinar

Students used the webinar strategy when participating in educational events during the Covid 19 pandemic. Webinars are ideal for large groups or public events. For instance Furqan stated that he could not leave the house and could not interact with many people. Throughout the pandemic, he attended numerous webinars. He revealed that "To be really honest, because of my inability to leave my house during the pandemic, I rarely engage in personal contact with anyone. But at the same time because I was at my home because of social distancing I got a lot of webinars, especially a webinar in English."

On the contrary, He told the researcher that using webinars really helped him improve his skills in learning English. Not only his speaking skills but also his listening skills. He said that "So I practice my speaking and my listening skill in English in general through this digital event, this webinar event,

so during this pandemic, I use webinars to practice my speaking skill" (April, 6th 2022).

He additionally referenced that It is not enough to simply read and write in order to learn a language. He believes that communication skills are also important. Furqan told that :

> "Speaking is how we communicate with others, so if you want to study a language, I don't think it's enough to only learn how to read or write it. You also need to be able to speak it. Without being able to speak in English it means like almost meaningless for us to learn a language because learning a language is not only about grammar or about pretty good text, but we also must be able to speak. So we can transfer our knowledge and information to the people who speak English as well, that's why we learn English." (April, 6th 2022).

d. Listening to English Songs

During the Covid 19 pandemic, a student stated in an interview that she improved her speaking skills by listening to English songs. She also used this strategy to learn new words from the songs she listened to, which she then applied to her English speaking skills. Khalida was the student who put this strategy into action. Khalida argued that she can learn new words and correctly pronounce them. She said:

> "Listening to English song is the most common strategy I employ. I can learn new words and how to pronounce them correctly. Then, when I practice speaking, I'll be able to use the new vocabulary I've learned" (April, 15th 2022).

She also mentioned how simple and enjoyable it is to listen to English songs. She can do it anywhere, and because she doesn't have many friends, she prefers to do it alone. This strategy was frequently used during the Covid 19 pandemic. She said that "I employ this strategy because it works well for me. In addition, I don't have many friends, only a few whom I trust. So I practice improving my speaking with myself. I also enjoy singing along to the music. Listening to English songs, I believe, not only improves speaking skills with correct and good pronunciation, but it can also improve listening skills. And because this can be done anywhere, it is more adaptable." (April, 15th 2022).

e. English Language Partners

Students practiced their speaking skills with English language partners as one of their strategies during the Covid 19 pandemic. During the pandemic, Risky mentioned that she practiced her speaking skills with her brother. She was overjoyed to be able to do it with her brother, despite the fact that he did not speak English very well. She exposed that:

> "I usually prefer to converse in English with my brother. We try to speak English despite the fact that he is not very good at it. Then, on the other hand, I learned a lot from him. Learn new English vocabulary, how to pronounce words correctly, and then what's hot to talk about. I practice with my siblings, but I also practice alone by making sentences or paragraphs out of words I only know."

Similarly, during the Covid 19 pandemic, Nailul practiced speaking with her relatives. Nailul believes that having an English language partner will improve her speaking abilities significantly. She answered that "On occasion, I

also practice with some of my relatives. During the pandemic, I also made a lot of group video calls with my friends" (April, 20th 2022).

f. Using Games to Practice English

In interviews, during the Covid-19 pandemic, there were students who used games to improve their speaking skills. It turns out that games are also very helpful for improving speaking skills because of the features provided. Reyza stated that she enjoyed playing games to improve her English skills and that she learned to speak in the voice chat game. She told the research that "My favorite strategy is to talk to myself in the mirror and to my friends on voice chat games. It really makes me feel at ease without making me feel ashamed or afraid." (May, 25th 2022).

She also added that she often practices improving her speaking skills for hours and feels freer when speaking in voice chat games. Reyza told that "When I feel that my speaking ability is still lacking, I try to practice it myself. I practice it for hours because talking to other people sometimes makes me feel uncomfortable. When I play games, I have more freedom to chat and talk."

g. Voice Recording

During the 19 pandemic, students used voice recording to improve their speaking skills. Students record their own voices in order to pinpoint areas where they make mistakes when speaking English. Dilla stated that she recorded her voice on her phone to see if she was pronouncing English correctly or not.

She exposed that "I also keep my own voice recording on my phone to see if I sound good or not when speaking English vocabulary."

Aside from that Afif responded that he also recorded his voice in order to assess his ability to communicate in English. This strategy is ideal during a pandemic when people must remain at home. He explained "I also frequently record my voice to determine whether or not I am speaking English correctly. I recorded my voice for comparison in order to improve my public speaking skills" (May, 25th 2022).

2. *How students apply those strategies in improving their speaking ability during Covid-19 pandemic*

The second analysis focuses on the processes and activities that students engaged in to improve their speaking abilities during the Covid 19 Pandemic. Participant 2 stated that she has a goal-setting strategy that keeps her motivated to improve her speaking skills. She will frequently practice her English speaking skills.

> **P2 :** How do I put this strategy of improving or honing my skills into action? I always try to set goals for myself in order to keep myself motivated to improve my skills. For example, every day, I watched at least one or two videos. I enjoy watching a variety of examples, especially short but informative videos. I always do it with joy so that I can easily absorb it.

On the other side, Participant 3 and Participant 4 claimed that they sometimes also use mirrors to dialogue with themselves to practice their

speaking skills and make them more confident. Here are their statements for the explanation above.

P3: When I don't have online class activities such as Google Classroom, I try to improve my speaking by using a mirror. I practice speaking and chatting in front of the mirror as if I were with someone else. I'm just talking to myself, and anyone who finds out might think I'm insane. It will not only help me improve my English, but it will also help me gain confidence.

P4: As I said before, listening to English song is very flexible. So we can listen to music anytime. When I listen to a song or music, I will try to listen and understand its meaning. And if I have got a new vocabulary, I will try to practice and use the new vocabulary in a dialogue which I will apply later when facing the other person. Before that happened, I was just trying to talk myself into having a monologue in front of the mirror, using a new word I had learned before.

Participant 5 explained that during the pandemic it was a bit boring if she had to practice to improve her speaking skills alone. Of course this happened because there were restrictions from the government to keep their distance during the pandemic. When studying alone, she does not get feedback to get corrections regarding her speaking skills. She also mentioned that learning on campus was not too intensive during the pandemic. The following is the outcome of the interview with participant 5:

P5: During the Covid 19 pandemic, the most difficult problem I faced was forming study groups to improve my speaking skills. Due to the fact that the English-speaking community is not always active. When the schedule was abruptly canceled, much like during the pandemic, there were many disruptions in the house. I don't have a partner to practice my speaking skill with. If you're alone practicing English in front of the mirror, it's a little boring for me. When I study alone, I don't even get feedback from other people. Learning classes on campus were not overly intensive even during the pandemic, as some were also limited by internet connections.

Participant 7 stated that she would keep a notebook in which she would jot down some of the new terms she had learned in order to help herself remember them. To help her remember, she will practice giving English speeches by writing a few words or paragraphs. Participant 7 would provide the following response explanation:

To build a solid foundation, the fun fact is that I always remember a word I didn't know before. I will write it down in a notebook. Since I think this will make it easier for me to remember, I will write down a few sentences or paragraphs of the words I just learned. Then I tried to practice it myself, I practiced speaking English like giving a speech. During the pandemic, I usually practiced with my brother.

She also stated that studying online would not be sufficient during the pandemic. The lecturer only displays a few videos in their entirety. She wants to speak English more freely because she believes that mastering the language requires the ability to communicate effectively.

P7: The biggest problem I faced while improving my speaking skills during the Covid 19 pandemic was that I had to learn on my own. For me, learning online is not enough. Usually the lecturer only gives material from several videos. Because when we learn about speaking, of course we have to learn to be a good speaker. Because when we speak we will use expression, emphasis on intonation, and how to convey the right atmosphere when talking to other people. Sometimes we also have to make eye contact. So for me it's really difficult to learn to improve speaking skills without someone who is an expert or good at speaking.

C. Discussion

This research is based on strategies used by students to improve students' speaking skills during the Covid 19 pandemic. This research generates two research questions. Interview data provide answers to all questions. The first research question was "What are the students' strategies in improving speaking ability during Covid-19 pandemic?". The strategy implemented by students to improve their speaking ability during the Covid 19 pandemic. The strategies were classified as watching English videos, using virtual meeting software, webinar, listening to English songs, English language partners, using games to practice English, and voice recording.

Jalolovna (2022) strengthen that, even though learning to speak is a difficult process for many students, there are a number of relevant principles and techniques for dealing with these types of challenges. Based on the results of the interviews, the researcher discovered that during the Covid 19 pandemic it was a little difficult for students to improve their speaking ability. They must use the right strategy for them in order to improve their skills. The students also stated that online learning was not so effective compared to interacting directly.

This is in line with the finding (Safari and Fitriati, 2016) that there are numerous options from which learners can choose consciously in order to maximize their chances of success in learning and using the language. Several participants confirmed that watching YouTube videos would make it very easy

to absorb and understand English. This is due to the fact that they will concentrate on learning what is conveyed through informative videos. Sayyora (2021) added, if students employ language they are already familiar with, their discourse brains will be more engaged and concentrated on the skills they are learning.

The first research question identified the strategies students used during the covid 19 pandemic. There were so many strategies students used, and many of them used online media to improve their speaking ability. This is because during the Covid 19 pandemic, people had to keep their distance and were not allowed to have social interactions. So students use strategies in using online media to improve their speaking ability. Baron (2020) concluded, Speaking abilities are a type of communication that a person possesses while presenting ideas and thoughts to an audience. The purpose of communication is to get a message across to the other person and get a reaction to what was said. Speaking is a difficult skill that requires preparation, including being open to learning, being ready to think, being motivated, and being guided. Speaking learning aims to teach pupils how to communicate in excellent and truthful English.

Furthermore, we moved on to the second research question, "How do students apply those strategies in improving speaking ability during Covid-19 pandemic?". The researcher discovered that students used their strategies in a variety of ways. During the Covid 19 pandemic, they can use more than one

strategy to improve their speaking ability. Because direct social interaction is not permitted, students are forced to rely more on themselves. Students will require more time to become accustomed to the online teaching and learning system. Several students stated in interviews that they preferred direct interaction. And one strategy that students can use to improve their speaking skills during the Covid 19 pandemic is to study online or use digital media. This statement is also consistent with research conducted by Fitri et al. (2021), where the approach in the online learning process is of course very important because face-to-face learning was prohibited during the pandemic, forcing students to study remotely.

Besides that, Noviyenty (2018) claimed that in order to select effective strategies for themselves, students should be able to identify their strengths and weaknesses. Each student may use a different approach from one to the next. In this age of epidemics, students can study and develop their speaking skills by utilizing online media platforms such as WhatsApp, YouTube, Google Classroom, Zoom, Google Meet, and others. Students will be introduced to a new context by using online technologies in speaking sessions. Students will undoubtedly feel more at ease using technology in the classroom online as a result (Kusumaningtyas & Mukti, 2023).

One of the student's strategies during the covid 19 pandemic was to watch English videos through the YoTube platform. This is a strategy and method for students to use their preferred learning approaches during a pandemic. This is

consistent with the findings of Syafiq et al. (2021), which found that YouTube can be used to improve students' public speaking skills. After watching YouTube videos, students are anticipated to be able to obtain ideas for speaking from the actual speaker's environment, allowing them to construct speech presentations that are imitative, intensive, responsive, interactive, and broad.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter corresponds to the study's conclusion. The conclusions are based on the findings and analysis from the previous chapters. This section will summarize the data analysis and discussion. As well as providing recommendations for further research.

A. Conclusion

Speaking abilities are crucial for anyone wanting to learn a foreign language. The researcher would highlight and clarify a number of issues in light of the findings and discussion of the preceding chapter. In this study, the researchers aimed to find out students' strategies for improving their speaking skills during the Covid-19 pandemic and how students implemented these strategies during the Covid-19 pandemic. The researcher revealed that the students had been implementing several strategies. Some of these strategies include watching English videos, using virtual meeting software, webinar, listening to English songs, English language partners, using games to practice English, and voice recordings.

Responding to the second research question, the researcher found that students during the Covid 19 pandemic implemented it by combining several strategies to improve their speaking skills. This is because students

cannot interact with other people directly. Everything is done alone. Some watch videos based on English, then use a mirror to train themselves. There are also those who use notes to remember new vocabulary. There is even a goal of watching one or two educational videos in a day. Each student chooses their own strategy and then applies it to improve their speaking skills.

B. Recommendation

The result of the study showed that students applied various ways to improve their speaking skills during the covid 19 pandemic. Several strategies were used by students at the same time to help them improve their English speaking skills. During the covid 19 pandemic, most students faced several challenges in developing their speaking skills. Teachers are not enough to help and encourage students to improve their speaking skills. As a result, some students decide to use strategies that suit them to develop their speaking skills.

The researcher hopes that in the future, teachers will support and assist students in fully improving their speaking skills. The Researcher is also aware of the limitations and shortcomings of this study. The researcher really hopes for useful suggestions to help this research be better.

Based on the research findings, the researcher makes a number of recommendations. Future researchers may incorporate new data collection, including using questionnaires and including more participants. Future research can also add research questions that explore broader results in more detail.

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APPENDICES

Appendix A

Appendix B

This interview aims to find out how students apply strategies in improving speaking ability during covid-19 pandemic. This data is needed for thesis research entitled "Student's Strategies In Improving Speaking Ability During Covid-19 Pandemic".

Interviewer   :

Interviewee   :

Place/Time   :

1. Why is it important to have good speaking skills when studying English?

2. What are the strategies that you use in improving speaking ability during Covid-19 pandemic?

3. Which strategies do you use the most?

4. Why do you use these strategies, and what are the benefits in using them?

5. How do you implement the strategies to build your speaking ability during Covid-19 Pandemic?

6. What is the biggest problem you face while improving speaking ability during Covid-19 pandemic?