

**TEACHING ENGLISH-SPEAKING SKILLS: A CASE STUDY AT FASTCO  
ENGLISH COURSE BLORA**



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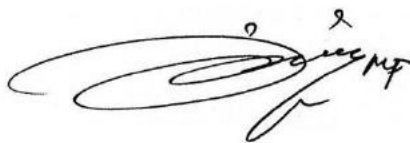
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# **PENGAJARAN KEMAMPUAN BERBICARA BAHASA INGGRIS: SEBUAH STUDI KASUS DI KURSUS BAHASA INGGRIS FASTCO BLORA.**

## **Abstrak**

Tujuan penelitian adalah: 1) Untuk mendeskripsikan pengajaran keterampilan berbicara bahasa Inggris di Fastco English Course Blora; 2) Untuk mengidentifikasi peran guru dalam mengajar keterampilan berbicara di Fastco English Course Blora; 3) Untuk mengetahui permasalahan guru dalam mengajarkan keterampilan berbicara bahasa Inggris di Fastco English Course Blora; 4) Untuk menemukan solusi untuk memecahkan masalah. Jenis penelitian adalah studi kasus. Instrumen pengumpulan data melalui observasi, wawancara, dan dokumentasi. Temuan menunjukkan bahwa guru menggunakan metode komunikatif menggunakan teknik permainan, lagu, dan diskusi dalam mengajarkan keterampilan berbicara bahasa Inggris. Guru menyampaikan materi dengan sederhana dan jelas. Dari segi prosedur kelas, kegiatan dimodifikasi menjadi tiga tahap yaitu pembukaan, kegiatan utama, dan penutupan. Guru menggunakan bahan tercetak dan non cetak. Media yang digunakan dalam pengajaran berbicara adalah visual yang tidak diproyeksikan, visual yang diproyeksikan, dan audio. Penilaian bahasa Inggris menggunakan tes harian. Peran guru adalah sebagai fasilitator dan pemandu. Guru memiliki kendala dalam keterbatasan waktu mengajar, dan kurangnya fasilitas kelas. Para siswa juga menemukan kesulitan dalam menguasai kosakata bahasa Inggris, tata bahasa, pengucapan, dan kepercayaan diri siswa. Guru memecahkan masalah tersebut dengan memberikan lebih banyak kosakata bahasa Inggris sehari-hari dan meminta mereka untuk menghafal, menjelaskan materi dalam Bahasa Indonesia dan Jawa, meminta siswa untuk berlatih membangun kalimat menggunakan tata bahasa yang benar, melatih mereka untuk mengucapkan kata-kata bahasa Inggris secara teratur dan meminta mereka untuk membaca dengan keras. memberi contoh kepada siswa, memberikan kesempatan kepada siswa untuk berlatih, dan menggunakan secara maksimal semua perlengkapan yang terdapat di dalam kelas.

**Kata kunci:** Pengajaran, keterampilan berbicara, kursus bahasa Inggris

## **Abstract**

The research objectives were: 1) To describe teaching English speaking skills at Fastco English Course Blora; 2) To identify the teachers' roles in teaching speaking skills at Fastco English Course Blora; 3) To find out the teachers' problems in teaching English speaking skills at Fastco English Course Blora; 4) To find the solution to solve the problems. The type of research was a case study. The instruments to collect data through observation, interview, and documentation. Findings showed that the teacher used communicative method using game, song, and discussion techniques in teaching English speaking skills. The teacher delivered the materials simply and clearly. In terms of classroom procedure, the activities were modified into three stages namely opening, main activities, and closing. The teacher used printed and non-printed materials. The media used in teaching speaking were non-projected visual, projected visual, and audio. English assessment used daily test. The roles of teacher were as a facilitator and a guide. The teacher has problems in time limitation for teaching, and lack of classroom facilities. The students also found difficulties in mastering English vocabularies, grammar, pronunciation, and students' confidence. The teacher solved those problems by giving more English daily vocabulary and asking them to memorize, explaining the materials in Bahasa Indonesia and Java, asking students to practice building sentences using correct grammar, drilling them to pronounce the English words regularly and asking them to read aloud to give examples to students, providing opportunities for students to practice, and using maximally all the properties found in the classroom.

**Keywords:** Teaching, speaking skills, English course

## 1. INTRODUCTION

Information technology-based learning is increasingly popular because it is believed to be able to strengthen the role of teachers, schools, and parents in order to optimize students' achievement. The presence of technology for English instructions has been very important as it brings about meaningful instructional practices (Sumardi & Muamaroh, 2020). The use of the internet has played an important role in language teaching. The main objective is to help students to improve their skills: listening, speaking, reading, and writing. With the use of the internet, language teachers are able to develop new techniques to obtain all the possible benefits of this tool in education (Bygate, 2001).

When Covid-19 Pandemic runs, Indonesian government made the rules to prevent people move in public places. Indonesian Minister of Education and Culture (Mendikbud) issued Surat Edaran No. 4 of 2020 on March 24, 2020 stated that the National Examination (UN) and studying from home for students using online/distance learning. In conducting online learning, facilities, infrastructures should be provided such as Google Classroom platform, internet connection and so forth.

Google Classroom is developed by Google for academic purposes that support a blended learning platform. This application is so simple to use, does not take too many spaces on the smartphone's memory and help teacher and student keep on the lesson's track. As Martinez-Mones, et al (2017) pointed out that Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments. Communication with the entire course or individuals is also simplified through announcements, email, and push notification. During Covid-19 pandemic, this application provides benefit as it is easy to use and accessible to teachers and students in both face-to-face learning environment and full online environment (Bayarmaa & Lee, 2018).

Some bachelors studied on online learning. Some of them focused on the effectiveness of E-learning Moodle, Google Classroom and Edmodo (Hakim, 2016), optimization of using Google Classroom as a learning media (Soni, 2018), Google classroom as an alternative way to enhance learning quality (Sewang, 2017), and Google Classroom as a media for Improving Attainment of Graduate Attributes (Madhavi, Mohan, Nalla, 2018). In Google Classroom, teachers can provide materials on the subject being taught. The teachers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course. In addition, Google Classroom can be an alternative to postpone meetings face-to-face. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize timereleased energy (Inoue & Pengnate, 2018).

Alim, et al (2019) found that the use of Google Classroom was effective with various limitations: not all students got an account what was provided by the teachers because they did not have a smartphone; Wi-Fi availability in the campus was limited and the students did not have enough mobile data plan during the time of online discussion and even some students submitted their assignments using

their friends' account. The finding is similar to the a study done by Bayarmaa & Lee (2018) that the adoption of the Google Classroom as an online environment in PBL is successful and effective in developing students' knowledge. This new attempt could help to enhance and improve the quality of learning instruction by breaking the monotony of the traditional classroom, and opening a new avenue for learning. In addition, effective and convenient collaborative learning is possible because students could interact and communicate with one another whenever and wherever they want even after the class. Iftakhar's study (2016) explained that Google Classroom is the best feature provided by the Google platform that can be used by the scholar to get information about the class material with the use of many times saved. It can be accessed by everyone on their smartphone, tablet, laptop, and personal computer.

The existence of Google Classroom as an instructional medium is a new thing in the education sector, which is expected to make the learning and teaching process easier, especially in teaching writing. The use of Google classroom is oriented to make students comfortable learning and teaching processes during Pembelajaran Jarak Jauh (PJJ) program amid Covid-19 pandemic. Writing defines one of the productive skills that is also known as the most difficult skill among other skills (Haerazi, et al, 2020). This is caused by complex writing activities such as: organize the ideas or information, avoiding ambiguity, making grammatical use, and choosing an appropriate vocabulary. This is in line with what was explained McLean (2011) that effective writing involves the organization in developing ideas, argumentation, and information, a great exactness to keep away from ambiguity, an intricacy of grammatical use, and selecting an appropriate vocabulary.

Regarding with the implementation of google classroom in teaching writing at State Senior High School (SMAN) Mojogedang, the research problem raised is stated as follows: "How is the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic?".

## **2. METHOD**

The researcher used descriptive qualitative research design. The subjects of the research were two English teachers and thirty-three students of class XII IPS-3 of State Senior High School (SMAN) Mojogedang Surakarta Central Java consisting consisted of ten males and twenty-three female students. The instruments to get data were online interview, online observation, and documents for the purpose of data validity. All data were analysed qualitatively.

## **3. RESULT AND DISCUSSION**

### **3.1 The Application of Google Classroom in Teaching Writing for Senior High School Students during Covid-19 Pandemic**

Based on the regulation from the government to implement online learning class as the best way to

prevent the spread of Covid-19, all the teachers have to find a good strategy in teaching writing through online learning class. According to Pranoto (2004), writing means putting thought into a text. Writing also can be defined as the expression that is expressed in written. According to Richard and Renandya (2004), there are several steps in process of writing namely planning, drafting, editing, and final product. Planning is a step where the writers have to plan about the idea what they want to write. Drafting is a step putting ideas into sentences or paragraphs. Editing is a step where the writer should edit the written text as much as it needed to be possible. The last step is where the writer produces the final product in the form of written text.

First observation showed that in teaching writing, the teacher adapted teaching writing strategy in her classroom procedure proposed by Harmer namely demonstrating, motivating and provoking, supporting, responding, and evaluating. The implementation of teaching writing consisted of activities which were modified into Warmer (Boardgame), Vocabulary Building, Questioning Activities, Vocabulary Exercises, Grammar Review, Text Structure, and Construction a Text, and they were included in three steps of teaching learning activities as opening, main activity, and closing. The materials used by the teacher were printed material in the form of handbook and non-printed material in the form of powerpoint presentation. Meanwhile, classroom procedures involved some steps namely demonstrating, motivating and provoking, supporting, responding, and evaluating.

Second observation showed that the teacher used teaching writing methods proposed by Richards (2002) including planning, drafting, and editing. there were three writing material of class XII SMA: job application letter or business letter, instruction text, and news item text. She used video and Lembar Kerja Siswa (LKS) as teaching media. Henceforth, third observation showed that the teacher used planning, drafting, and editing strategies. The material used was LKS that provided them various texts, exercises, and concept explanation. English assessment at SMAN Mojogedang is carried out in three points, daily test or Ulangan Harian (UH), mid semester test or Penilaian Tengah Semester (UTS), and final test or Ulangan Akhir Semester (UAS).

Based on research findings, strategies used by the teacher in teaching writing in google classroom planning, drafting, and editing was effective. The teacher delivered the material simply and gave orders to students step by step. Richards (2002:316-319) describes the process of teaching writing approaches has four basic stages namely planning, drafting, editing the final draft. The finding is similar with a study by Kamariah, Husain, Atmowardoyo, and Salija (2018) describing that planning, drafting, and editing steps was used effectively to improve students' writing skill. On the contrary, the finding is different from the study by Bayarmaa and Lee (2018). The difference lies on strategies the teacher used to teach writing. Bayarmaa and Lee (2018) explains that in teaching writing using google classroom, the teacher used Problem-Based Learning (PBL) method.

Meanwhile, the finding is also different with a research by Alhujaylan (2019). He stated that the



teacher used CALL with GBA method in teaching writing. Furthermore, the finding is also different with a study by Zhang and Cheung (2018). He claimed that corpus-based approaches are useful in analyzing students' writing using google classroom.

In terms of classroom procedure, the finding show that activities of teaching writing were modified into Warmer (Boardgame), Vocabulary Building, Questioning Activities, Vocabulary Exercises, Grammar Review, Text Structure, and Construction a Text, and they were included in three steps of teaching learning activities as opening, main activity, and closing. The finding is similar with a research conducted by Kamariah, et al (2018) showing that the learning process consisted of four parts namely discussion, pre-writing, writing, and post-writing. But other researcher, Chuaphalakit, et al (2019) presented different result. The teacher used the anonymous online peer feedback activity in teaching writing.

There were writing material of class XII namely job application letter or business letter, instruction text, and news item text. The material came in form of audio visual, printed, and non-printed material. It is similar with a study by Onyinyechi (2020) stating that types of instructional materials and their use to teach and learn English for economics in secondary school were x-rayed for better understanding, and challenges facing development and effective utilization of instructional materials. The school was adequately equipped libraries with modern printed and non-printed (audio-visual resources) available to suit the teaching and learning needs of economics teachers and students in secondary schools. Another researcher, Ratnaningsih (2019) presents that Google Classroom can be used for other materials such as videos and slides.

English asesment was carried out in three points, daily test or Ulangan Harian (UH), mid semester test or Penilaian Tengah Semester (UTS), and final test or Ulangan Akhir Semester (UAS). The type of assessment in writing, the teacher used writing sample and portfolio. Then, in Summative assessment teacher used student's classroom task and written test. The researcher found the teacher used analytical score. In assessing of writing the teacher score students' writing tasks a teacher should use rubric score and description. An ideal rubric score should cover the aspects, criteria, and the score. It is similar with a research by Nurhayati (2019) which explained that assessments made by teachers in determining the student's final grade, consisting of the Daily Test Score , the Mid-Term Test Score and the End-Year Test Score. This assessment is carried out to measure students' abilities in the form of factual, conceptual, procedural, and metacognitive knowledge, as well as low to high level thinking skills. The competency measured in this activity is related to the achievement of Basic Competence (KD) on KI-3 conducted by English teachers. The assessment technique used is in accordance with the characteristics of each. These include written tests, oral tests, and assignments. The method used in writing this article is descriptive analytic, to describe the ability of English teachers, in making decisions using information obtained through measurement of student learning outcomes.

The media used in writing class were google classroom, google meet, and powerpoint presentation. Similarly, a study by Singh (2020) also presented that google classroom can be used with other media. The teacher used Telegram, WhatsApp, Google classroom and Zoom as to engage the students in the learning process during the movement control order. Teachers also used various Apps such as Quizziz, Padlet and Kahoot to conduct online assessment after the teaching process ends.

### **3.2 The Teacher and Students' Roles in Google Classroom**

The roles of teachers in teaching writing using Google Classroom were as a controller, observer, organizer, tutor and evaluator. As a controller, teacher had full authority in the classroom and teaching learning process. Similarly, a study by Naibaho (2019) showed that when the teacher acts as a controller, they were responsible in the class and also responsible for all activities that occur in the classroom. In this case the teacher played a role, told the students who need to be informed, organizes the exercises, reads loud and the other role is to give an example or show how to do something with good quality to the students. Teachers who usually only perceived their work as a transfer of knowledge they had to students were usually very comfortable with the role of controller. Many students can remember teachers in their past who only gave instructions and who have inspired their students with the knowledge and charisma they have.

As an observer, the teacher observed students' activities, she gave criticism and feedback to students. In Naibaho's study (2019), teachers not only observed students to provide feedback. They should also pay close attention to the success of the teaching materials and the activities they deliberately carried in the classroom so that they could all, and if necessary should prepare food during the observation process. On the contrary, previous findings of Rabbi, Zakaria, and Tonmoy's work (2017) and Bayarmaa and Lee's (2018) emphasized on the role of teacher as a motivator and an explainer. The English teacher has awareness of her roles and responses to aid student to attain their ideal objectives by enduring them continuously to study hard. In studies by Kamariah, et al's work (2018), Khalil's research (2017), Alim, et al study (2019), describe that all teachers have awareness about their duty as educator and teacher. It seems a little difference in teaching learning process in kindergarten, elementary school and English course. The teacher's role is much more as the tutor. It can be realized that teaching children is different to teenagers and adult.

As an organizer, the teacher organized student to occupy some various activities and also perform in every instruction. It is similar with Naibaho's research (2019) that when students did not understand what they should be doing, they may not benefit from the ongoing activities or from the teacher's role as an organizer. In this case also a teacher must be creative in informing the activities that will be done, meaning that when conveyed to students teachers should be able to attract their attention so that they can anthusias in doing these new activities. The role of teacher as an organizer also in line with Brown (2001) who argued that teacher has role to facilitate, advice, assist and offer direction to the student. The

major responses of teacher in language teaching is to build the condition and to increase the teaching learning process. The student enables to practice the language meaningful context. It is one of teacher's greatest responsibilities to establish students' positive attitude to learn English as foreign language. The English teacher has role to make the learner safe, comfortable, enjoy in teaching learning process. The teacher convinces the learner can do the assignment and examination successfully. They also have role to look for the ways to improve students' ability through discussion, work in pair and individually. Teacher guides them when they get difficulties in their task's fulfilment.

Meanwhile, students' roles in Google Classroom were as processor, performer, and listener. There are similarities with the Fonseca and Peralta's study (2019), that teacher builds some activities to develop the student skill in writing. The activity is aimed to encourage communication, pronunciation and student's interaction. It also helps teacher to expand the classroom indefinitely and provide natural context for the language being used. The activity of online classroom which is done by the student lines with theory of process approach in teaching writing. The reflection of process approach is clearly illustrated in the classroom activity. The student produces several writing with emphasis on the process of writing and getting feedback from classmates.

Meanwhile, a study by Raaper and Komljenovic (2022) showed different result. In this case, students were approached as digital users and data producers to inform university practices. They are made liable to various user agreements with digital platform providers but have no actual influence on decision-making. It is similar with Bancin's research (2019) that the teachers applied the teacher's role in good way. They applied the role of teacher appropriate if depend on what students need. They were good in applied the teacher's role maximally as controller, organizer, prompter, participant, resource, tutor and observer. In addition, the interaction between teacher and students in English classroom are interesting teaching and learning process in the third class. It meant that the classes ideal because the teacher and students interacted with good interaction

### **3.3 The Strengths and Weaknesses of the Implementation of Google Classroom in Teaching Writing**

Referring the third research question, strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic, finding showed that the use of Google Classroom for writing skill are practicality, autonomous learning, feature, and simplicity. It is effective application to complete implementation of the learning approach and gadget friendly. The result was correlated with a study by Iftakhar (2016) that the students can get the grade in Google Classroom. From simplicity theme, the participants state that it was easy to install and submit assignments in Google Classroom. They could also directly send the assignment in the application if they had finished it.

The finding also shows that Google classroom is gadget friendly. A study by Janzen (2018) stated that mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environment. A research by Keeler (2018) also mentions several other benefits of using Google Classroom. She mentions how Google Classroom ensures streamline counseling only by posting an announcement. Crawford (2019) states that Google Classroom facilitates collaborative learning. Here, the instructor can upload materials and give feedback to students. Students can also upload materials and make personal comments. Moreover, students can collaborate with each other. They can share their documents and assignment thus, they can come up with their best assignment or work.

The weaknesses of google classroom consist of the element of instructional design of English teaching using google classroom. It encompasses classroom procedures, media, and evaluation. It is in line with a study by Alim, et al (2019). The use of Google Classroom was effective with various limitations: not all students got an account what was provided by the lecturers because they did not have a smartphone, Wi-Fi availability in the campus was limited and the students did not have enough mobile data plan during the time of online discussion and even some students submitted their assignments using their friends' account.

The finding shows that the delivering media in the classroom sometime gets obstacles. It is because of internet connection. Similarly, a study by Dewi, et al (2020) stated that the obstacles encountered in the learning processes were unstable internet connection in the school and unskilled teachers to operate the application. Another study by Singh (2020) found that problems teachers encountered engaging students through the apps used, anxious over finishing the tasks in a short time and students' attitude to cooperate. In evaluation, when the teacher conducted the evaluation, she had to remind the student to submit on time. There are few students seem ask to their friend in doing the exercise.

A study by Mai & Chi (2019) shows different result. It stated that Google Classroom engaged a majority of students in writing tests. Furthermore, the qualitative analysis of the interview sessions strengthened this conclusion when all participants easily gave their explanations of how Google Classroom facilitated their writing.

#### **4. CONCLUSION**

Implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic shows that methods used by the teacher in teaching writing in google classroom planning, drafting, and editing was effective. The teacher delivered the material simply and gave orders to students step by step. The methods used by the teacher in teaching writing in google classroom are planning, drafting, and editing. In terms of classroom procedure, the finding show that

activities of teaching writing were modified into Warmer (Boardgame), Vocabulary Building, Questioning Activities, Vocabulary Exercises, Grammar Review, Text Structure, and Construction a Text, and they were included in three steps of teaching learning activities as opening, main activity, and closing. Meanwhile, the material used by the teacher is audio visual, printed, and non-printed material. English assessment was carried out in daily test or Ulangan Harian (UH), mid semester test or Penilaian Tengah Semester (UTS), and final test or Ulangan Akhir Semester (UAS). The media used in writing class are google classroom, google meet, and power point presentation. The roles of teachers in google classroom are as controller, observer, organizer, tutor and evaluator, while students' roles are as processor, performer, and listener. The strengths of the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic are: the use of Google Classroom for writing skill are practicality, autonomous learning, feature, and simplicity. It is effective application to complete implementation of the learning approach and gadget friendly. The weaknesses of google classroom consist of the element of instructional design of English teaching using google classroom. It encompasses classroom procedures, media, and evaluation.

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