

---

## Teaching Speaking and The Teacher`s Role in EFL Learning amidst Emergency Remote Teaching

Fitriya Dessi Wulandari  
Poltekes Kemenkes Surakarta  
e-mail: [fitriyadessi@gmail.com](mailto:fitriyadessi@gmail.com)

---

*Keywords:*  
*Teaching Speaking, Teacher`s  
Role, Emergency Remote  
Teaching*

---

### A B S T R A C T

Teaching speaking in EFL learning nowadays confronts technical problems of having non face to face meeting. The condition of emergency remote teaching insists students adapting the condition of having online learning. Building the bridge of gasps, the presence of teacher`s role is significant. Confronting the problems, this study revealed teaching speaking and the teacher`s role in EFL Learning in non-English department class. The data were taken from online interview, self-written and observation then analyzed by data reduction, display and conclusion or verification. The research was taken on online class of Speech Therapy students which undergo on the online class group. The results showed that teaching speaking using video and voice note as media for teaching and learning successfully made the process occur effectively and meaningfully. The use of video stimulates students` interest and motivation in learning the materials. Moreover, voice note be an effective media in practicing speaking, giving feedback and discussing. The result contributed to teachers and other researchers for selecting the suitable media in teaching and practicing speaking amidst the emergency remote teaching

---

### 1. INTRODUCTION

World got strong effect due to Corona Virus or Covid 19. The existence of Covid 19 had threatened all aspects of human living. One of the big effects comes to educational field. To avoid the spread of the virus, all education activities from all stages are not allowed to have face to face classes including laboratory activities, physical education, and other learning experiences. Not only for the teaching and learning process but also for all school administrations are prohibited to be completed directly. Schools, campuses are closed for students. Whereas teachers undergo working shift; work from home for a day, work from office for the next day.

Experienced in pandemic, all the school activities must be conducted online. There is no option to get other ways of teaching and learning. On the other hand, teachers and students actually haven`t prepared yet for such a condition. Online learning and teaching seem to be easy to conduct, but there are some needs for preparation of the process. In education world, the term online education has been studied and experienced for decades by educational expertise, the presence condition focuses on the teaching and learning quality. What have been known from effective online learning is that it is resulted from well plan design for the teaching. Experts stated that well planned online learning needs six to nine months for the design preparation before the course started referring to the learning syllabus. Teacher have to make a careful consideration in making the design because it impacts on the learning quality, especially the process and the result. On the other hand, pandemic onsets the word in a sudden come. The teaching and learning process must be go on and on the other hand teacher do not

have preparation for the online teaching. Besides that, students also do not have experience and enough knowledge to do the shift. The changes from direct teaching and learning in pandemic era enforces teacher and students to adapt to for online teaching and learning.

It will be impossible for every educational member to suddenly become an expert in teaching and learning in the current emergency situation. In which it led times from several days or within a week for the preparation. In addition, the learner will not be fully facilitated and featured that cause a high probability of the implementation that far for the optimal. The condition is truly far from normal, lack time for a well-planned preparation, minimum resources and experiences and scant time. Those lead to an emergency remote teaching, a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances (Hodges at all, 2020). Teaching English as Foreign Language (EFL) challenges teachers and lectures on this pandemic era. However, speaking is deemed to be difficult and become more complicated since teaching and learning process are not conducted face to face in this pandemic era. In addition, speaking needs continually practice and quick feedback despite the limit condition. Thus, investigating the appropriate ways in teaching speaking in emergency remote teaching (ERT) is essential.

Adapting to emergency remote teaching, lecturer needs to prepare a simple material and select the effective media. Since teaching and learning process held online, teacher's role in selecting the media is not only for teaching but also for student's practice. Besides that, in teaching EFL, lecturer should be creative to give the suitable strategies for the students. Teacher's role is significant in this process. Leu (2005) stated that teacher's role in ELT is supposed to be an assessor, organizer, facilitator, prompter, motivator, participation, monitor and model. It is supported by Harmer (2001: 275-276) who believed that teacher must be a prompter and participant in speaking class. Emergency remote teaching challenge teacher to have such kind of role in creating a practical and meaningful teaching and learning process.

Speech therapy major in Health Polytechnic of Surakarta has two classes on diploma 3 program. As a health major, English is taught as an additional compulsory subject for two semesters, usually on the first and second or third semester. Most of students come from different parts of Indonesia, so that they have various speaking ability and dialect. Moreover, experiencing in pandemic era, the class implement emergency remote teaching. Where teaching and learning process fully held online which is depend on technical instrument, the gadget and internet connection. This leads a new challenge for teacher in teaching speaking skills that somehow needs more effort since students have different level of interest and courage in learning the language and different region that may affect to the internet connection. Amongst all the limitations, the researcher initiated to conduct such a research on teaching speaking skill using video and voice note as media to explain the teaching material and practicing speaking on this emergency remote teaching.

Study about speaking skill in pandemic era had been carried out with various concern by many researchers. The importance in providing interesting topic for the students had been conducted by Swari (2020). In the study, the researcher had revealed gossiping as an activity to engage student's speaking learning interest. Implementing qualitative study, it was concluded that gossiping as something fun can be implemented as an activity in speaking. Especially in the period of pandemic, teaching speaking in a fun way is crucially needed to make students engage to the teaching and learning process (Swari, 2020).

Previous study about speaking class in pandemic focuses on student's perspective had

been major concern by Fitriani, et al (2020). The study used mix method of qualitative and quantitative to analyze data. Taken from 83 participants, the study concluded that online learning did not help most of the students in improving their speaking skill. The research stated that it was happened because of internet connection, the available devices, and student's data. Thus, lead students to prefer direct learning or face to face class which was more interesting. It was also underlined that how lecturer provided learning material and created learning atmosphere in speaking class also influence to the study.

Having highlighted previous studies on speaking skill in the pandemic era, a research gap is observable. The first study focuses on speaking activity as a significant aspect to engage student's interest to the teaching and learning process on online class. While the second study focuses on student's perspective on online class which influenced by the available of the internet connection and devices. The two studies concerned on speaking activity and student's perspective on teaching speaking. It has been revealed that the use of media in teaching speaking in ERT era still remains unexplored. Therefore, this research aims to close the gaps by examining teaching speaking media in ERT that confronts various limitations in online learning. The research questions position this study on "How speaking is taught and practice in ERT" and "How the teacher's role in teaching speaking in ERT". The results of these study potentially contribute to enlighten speaking class that have to be conducted amongst limitations in this ERT era.

## 2. METHOD

This research depicts the process of speaking practice and how the students practice speaking in emergency remote teaching. To this end, descriptive qualitative research was adopted to generalize the data taken from observation and self-written. This kind of research approach offers researchers to portray, depict, and describe an in-depth understanding about a particular phenomenon (Yin, 2015). Focuses to the context of this study, the researcher described how speaking practice is undergoing in ERT and how students practice in ERT. Self-written and observation were done on and after teaching and learning process. It was conducted to crosscheck the data and make deeper understanding from the students about their speaking practice experience in the emergency remote teaching class.

The research was undertaken by students of Health Polytechnic of Surakarta, a state health university in Surakarta, majoring in speech therapy. There are two classes of second semester students in 2021 academic year, which consists of 106 students. This research focuses on the first semester students who got English I subject. The goal of learning English in this major is students able to master daily health conversation and passing sufficient TOEFL score as their graduation requirement. In addition, focusing on the first semester students, they were taught basic English and daily health conversation, so that the English material taught for speaking is contextual. All students in the major are native Indonesian speaker who is study English as foreign language. Every students in the major have different background and interest in learning English. So, the English teaching and learning is supposed to encourage them especially in condition emergency remote teaching.

Data collection in the research were done by online questionnaire, self-written reflection and observation to get the required data. First, self-written was done by the researcher which consist list of questions on the ongoing online speaking class. The data collection using these instruments were administrated on November 2020. The self-written reflection consisted of 5

questions examining the ongoing and after teaching and learning process in ERT. The primary advantage of self-written reflection as a means of data collection was the participants could freely express intelligible answers and responses to the questions based on their experiences and reflections (Hollweck, 2015). Second, observation was done on the ongoing process when students give their feedback right after the lecturer and other students expresses their thought or opinion in voice note. It was a one session of English class that occurred for 100 minutes. The researcher had prepared a video of the teaching material and explain the material on voice note. While students are asked to response and have discussion by sending voice note too.

The data of teaching speaking and teacher's role that gotten from online questionnaire, self-written reflection and observation were analyze by data reduction, data display and conclusion or verification. The technique of data analysis in descriptive qualitative research proposed by (Miles & Huberman, 1994; Sugiyono, 2008). First, the searcher make reduction from online questionnaire data that integrated to the topic of teaching speaking and teacher's role. After that, the data was displayed and elaborated to explain the issues of the research. At the final stage, conclusion and verification was done to narrower the description.

### 3. RESULTS AND DISCUSSION

This section presents the result of the research of teaching speaking in ELT class in emergency remote teaching. It elaborates two points that has been the research questions, first "How speaking is taught and practice in ERT" and "How the teacher's role in teaching speaking in ERT". The interpretation and description are further highlighted as the research discussion.

Teaching speaking in emergency remote teaching challenge researcher in providing the interactive and effective teaching material. To generate the teaching material, researcher choose the appropriate media to teach the materials. In emergency remote teaching, the media selected must be adapted to the possible obstacle that may be experienced by students. One of them was the poor internet connection which need additional or even longer time to access the material. Moreover, the unsupported device also may occur for the students which device is not supported with the selected learning material.

The first research question "how speaking is taught and practiced in ERT" results that adapting to the emergency remote teaching, teaching speaking was promoted to use video and voice note as media to transfer the teaching materials. The teaching materials were transferred in the class group. In this stage, teacher uploaded video on you tube and send the link to the students. When additional explanation is needed, the teacher gives it by sending voice note in the class online group. There are considerations for teacher in selecting video or voice note. When the teaching material is quite complicated, video is preferred than voice note. Video contain audio and visual moves that can generate students hearing and seeing. Thus, the use of this media is supposed to make students interesting to the materials and easier to comprehend them. While voice note is chosen for giving feedback, sending question, or further explanation by teacher. The duration of voice note had been limited to avoid the big resolution of the file, so that it assumed to make the sending and downloading process faster. In emergency remote teaching, the technical process sometimes cannot be avoided, when internet connection goes very poor, but teacher can create more effective and efficient way to minimize it.

Moreover, students also use voice note to give feedback and practice their speaking.

Voice note is used as it is lighter and has smaller size than video, so it will be easier for students to assess it. From the online questionnaire gotten from the students, it showed that voice note is beneficial for all the students with various speaking ability. They can practice and record their voice several times until they get the best practice.

*"I like practicing speaking using voice note because I can record my voice for several times, so that I can send my best recording"* (S12. SP.VN)

*"Voice Note makes my speaking practice better. I practice several times to get the correct speaking."* (S34. SP.VN)

Furthermore, sending voice note is not only beneficial for students practice in speaking but also for the lecturer to give feedback for the students. It was an effective way as it did not spend long time to upload and download the voice note from the class group.

*"even though we cannot meet in the classroom, I can practice speaking and get the correctness easily. When my speaking is not correct, teacher correct me and give fast feedback using voice note"* (SP.27. SP.VN)

In addition, some students may feel shy to practice speaking, especially when they have low ability in speaking English. But Voice Note made them encourage to practice since they can select their best practice and can compare and evaluate their practice with their friends' work. Moreover, the way lecturer asked students to send their voice on the class group raises the student's confidence in practicing speaking.

*"I feel more confident to send my voice note in practicing speaking on the class group because I have selected the best practice that I can do"*(S46. SP.VN)

*"I can learn to speak from my friend's voice note. And I can improve my speaking after I played my friend's voice note several times."* (S9. SP.VN)

*"I prefer to choose Voice Note than direct class room, because I feel shy if my speaking is wrong. But by sending voice note makes me practice many times and be more confident"* (S55. SP.VN)

The study shows an effective learning of the use of video and voice note. Video has a role both to explain the teaching material and to accommodate students speaking practice. The use of video in this study is to deliver the teaching material, and voice note to create the interaction between teacher - students, and students - students. According to Riyana (2007), Video is a media that presents audio and visual that contains the concepts, principles, procedures, theory of knowledge application to help the understanding of a learning material. It is an audio and visual media that can be used to convey messages or subject material. It is said to be audio and visual since the hearing elements (audio) and visual (visible) elements can be presented simultaneously to students or the viewers.

Experiencing in emergency remote teaching, using video as a media to explain the teaching material is very beneficial. It covered the selection and sequence of messages in an audio-visual context (Canning-Wilson, 2000). Video contains the visual or moving object while also producing the sounds or voice. Video delivers material in context, particularly in speaking, the language is delivered livelier since students can hear the language and watch the situation of the language use at the same time. So, it helps the students can master English speaking way better. In addition, Video contains audio and visual aids that makes learner interested and motivated to watch and comprehend it. Besides that, ERT emerged different condition of the way learners learn the material and practice speaking depends on their internet connection. This makes video to be more beneficial since it can be downloaded and played

many times.

The second research finding elaborate how the teacher's role in teaching speaking in ERT. To realize a meaningful teaching and learning process, teacher plays very significant roles. Teaching and observing on speech therapy online class of Health Polytechnic of Surakarta, teacher's role in teaching speaking begins when the material is selected or planning. The very first role started on planning, selecting and providing the teaching material (as a prompter). Then, teacher provides the teaching material which is in form of video and set regulations as the class control. The regulations are set limitation for the audio duration so that it doesn't need long time to upload and download and avoid any voice disturbance to produce clear utterance.

In speaking online class, teacher also plays as participant who fully involved the teaching and learning process. This let teacher to have interaction in giving feedback, answering questions or discussion the online class. Besides that, teacher also be a feedback provider, in question answer session, who interact with students by sending voice note. Other teacher role is giving additional explanation or example for the students (as a resource and assessor). In the online teaching and learning process, teacher also do observation especially for knowing how students comprehend the material, and whether students practice speaking directly or not, if students need paper to take notes, even related to their internet connection that effects the time needed in sending and downloading the audio. Those can be consideration in scoring since emergency remote teaching emerged different condition on every student.

This study explores two findings, first is how speaking is taught and practice, second is how the teacher's role in teaching speaking in emergency remote teaching. Referring to the all findings, the result of the study has several implications on teaching speaking in ERT condition. First, the consideration in having online class in teaching speaking is related to the teaching media. The teaching media must be created interactively and meaningfully for the students. Besides that, teaching university students, who come from different parts of regions, rose variety technical problems and different speed of internet connection. Second, researcher composed the teaching material in form of video, and choose voice note to give feedback and to practice speaking for the students. Moreover, study done by Mustikawati (2013) entitled *The Effectiveness of Using Video in Teaching Speaking for the Eighth Grade Students of Smp N 1 Manisrenggo*, stated that a significant effect happened when she used video in teaching the students. It can stimulate students' interest and motivation in learning the materials especially in speaking. Third, teacher's role is very significant amongst all limitations. They have to do not only planning, selecting and providing the teaching materials, but also encouraging students to be active in practicing speaking. Therefore, English language teacher should see these circumstances as a mean attempt in teaching speaking on EFL learner in the online class.

#### 4. CONCLUSION

The study aims to shed light in teaching speaking and teacher's role in emergency remote teaching. Teaching speaking in emergency remote teaching facing barrier on the media to transfer the speaking practice. The result of this study demonstrate that used of video and voice note to share the speaking material by the lecturer and practice speaking by students had run interactively and effectively. Video involves audio and visual aids that can rouse student's interest and avoid boredom during online class. This was revealed from the student's online

questionnaire related to the issues. In addition, students speaking practice, giving feedback and discussion were transferred on voice note in the class group. The use voice notes also beneficial for teacher, who have to monitor the fully session of the class and play many roles at the same time. During the online teaching, teacher must be the assessor, organizer, facilitator, prompter, motivator, monitor and model in teaching speaking. Thus, the use of suitable speaking media in online speaking teaching and learning and the various roles by teacher had revealed effectively in EFL Learning.

Other than the research results, several limitations may be found in this study. First, teacher may not be able to play some roles at one teaching session, that make teaching process cannot run effectively. Second, technical problems may not be avoided when there is sudden trouble on the device or internet connection. Hence, the writer suggests for the future research may be conduct newer study on speaking class in the emergency remote teaching by implementing different teaching strategies and media.

## REFERENCES

- Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49–76.
- Hodges C, Moore S, et all. The Difference Between Emergency Remote Teaching and Online Learning. 2020. Accessed on 7 March 2021.
- Hollweck, T. (2015). Robert K. Yin.(2014). Case Study Research Design and Methods. *Canadian Journal of Program Evaluation*, 30(1).
- Kriswinardi, G.T, Et All. An Analysis of Using Video in Teaching Speaking in EFL Classroom of The Eleventh Grade Students of SMA N 4 Singaraja in Academic Year 2017/2018.
- Lai, C., Zhu, W., & Gong, G. (2015). Understanding the quality of out-of-class English learning. *TESOL Quarterly*, 49(2), 278–308.
- Miles, M. B. & Huberman, M. A. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd Edition). Thousand Oaks, C. A.: Sage.
- Mirvan, X. (2013). The Advantages Of Using Films To Enhance Student's Reading Skills In The EFL Classroom. *Journal Of Education And Practice*, 4(13), 62-66.
- Mustikawati, A. (2013). The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo. 196.
- Nugroho, A, Ilmiani & Rekha. (2020). EFL Teachers' Challenges and Insights of Online Teaching amidst Global Pandemic. *Metathesis: Journal of English Language and Teaching*

- Rahiem, D.H Maila. (2020). The Emergency Remote Learning Experience of University Students in Indonesia amidst the COVID-19 Crisis. *International Journal of Learning, Teaching and Educational Research*
- Riyana, C. (2007). *Video Media Development Guidelines*. Jakarta: PT. Raja Grafindo Persada.
- Satar, H. M., & Akcan, S. (2018). Pre-service EFL teachers' online participation, interaction, and social presence. *Language Learning & Technology*, 22(1), 157– 183. <https://dx.doi.org/10125/44586>
- Yin, R. K. (2015). *Qualitative research from start to finish*. Guilford publications. <http://www.uopeople.edu/blog/emergency-remote-teaching-vs-online-learning/>. accessed on 5 March 2021.