

TEACHERS' STRATEGIES FOR STUDENTS' CONFIDENCE IN SPEAKING ENGLISH IN THE POST-PANDEMIC ERA

Eris Nidara ^{1)*}, Nana Priajana ²⁾, and Ilman Nafi'a ³⁾

¹⁾ English Language Teaching Department, IAIN Syekh Nurjati Cirebon

²⁾ English Language Teaching Department, IAIN Syekh Nurjati Cirebon

³⁾ English Language Teaching Department, IAIN Syekh Nurjati Cirebon

Received on 1 October 2023 / Approved on 22 April 2024

Abstract

Speaking is one of the most important skills that students must have, but every student has a different capability to speak English. After COVID-19, there have been many changes; the learning system that was previously online has returned to being offline. This study aims to find out the strategies the teacher used for students' self-confidence in speaking English at junior high school in Cirebon. It was carried out to gather data on the reasons why students have difficulty speaking in the post-pandemic era as well as the methods teachers use to teach speaking to help students gain more confidence speaking English. Three methods of gathering data were used in this study's qualitative research design, which is presented as a case study: observation, interview, and documentation. Three English teachers were the subjects of this study. The information acquired from classroom observations was supplemented with data from interviews. All of the data were analyzed using three major phases of analysis: data reduction, data display, and conclusion drawing and verification. The results of this study revealed there are four strategies that used by teacher for students confidence in speaking English after pandemic era, these strategies are Discussion, Role-play, Picture Describing, and Modelling. The researchers found problems experienced by students in learning English speaking after the pandemic, there are lack of vocabulary, lack of awareness to learn, lack of practice, and gadget addiction. The researcher also found ways for teachers to overcome problems experienced by students, including giving motivation, giving appreciation, using interesting teaching strategies, taking an emotional approach to students, and the last is giving additional time.

Keywords: teachers strategies; speaking skill; students confidence; post-pandemic

Abstrak

Berbicara merupakan salah satu keterampilan terpenting yang harus dimiliki siswa, namun setiap siswa memiliki kemampuan berbicara bahasa Inggris yang berbeda-beda. Setelah COVID-19, terjadi banyak perubahan; sistem pembelajaran yang tadinya online kini kembali offline. Penelitian ini bertujuan untuk mengetahui strategi yang digunakan guru untuk meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris di Sekolah Menengah Pertama di Cirebon. Hal ini dilakukan untuk mengumpulkan data tentang alasan siswa mengalami kesulitan berbicara di era pascapandemi serta metode yang digunakan guru dalam mengajar berbicara untuk membantu siswa lebih percaya diri berbicara bahasa Inggris. Tiga metode pengumpulan data digunakan dalam desain penelitian kualitatif penelitian ini, yang disajikan dalam bentuk studi kasus: observasi, wawancara, dan dokumentasi. Tiga orang guru bahasa Inggris menjadi subjek penelitian ini. Informasi yang diperoleh dari observasi kelas dilengkapi dengan data dari wawancara. Seluruh data dianalisis dengan menggunakan tiga tahap analisis utama: reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian ini mengungkapkan ada empat strategi yang digunakan guru untuk meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris setelah era pandemi, strategi tersebut adalah Diskusi, Permainan Peran, Penjelasan Gambar, dan Pemodelan. Peneliti menemukan permasalahan yang dialami siswa dalam belajar berbicara bahasa Inggris pasca pandemi, yaitu kurangnya kosa kata, kurangnya kesadaran untuk belajar, kurangnya latihan, dan kecanduan gadget. Peneliti juga menemukan cara guru untuk mengatasi permasalahan yang dialami siswa, antara lain dengan memberikan motivasi, memberikan apresiasi, menggunakan strategi pengajaran yang menarik, melakukan pendekatan emosional kepada siswa, dan yang terakhir adalah memberikan waktu tambahan.

*Author(s) Correspondence:

E-mail: eristnidhara@gmail.com

Kata Kunci: *strategi guru; keterampilan berbicara; kepercayaan diri siswa; pasca pandemi*

INTRODUCTION

Students must possess various English skills, including writing, reading, listening, and speaking. According to Tamala and Wulandari (2021), speaking is one of the critical abilities that should be learned when acquiring a language. Speaking allows us to communicate or convey ideas verbally to a large audience. Moreover, Prastya and Prasetyarini (2022) state that teachers must prepare all aspects of the teaching and learning process at school for the transition between the COVID-19 pandemic and the new normal or post-pandemic situation.

Based on that problem, teachers need to provide engaging strategies to deliver the materials because they will face different challenges in teaching speaking after the pandemic era. Pinatih et al., (2022) state that students must demonstrate more enthusiasm and attention throughout online learning. Moreover, Supriyani (2022) states that anxiety is one of the emotional states that make such a process challenging. Anxiety-related emotional states can prevent children from concentrating on their language studies. Feelings of anxiety, concern, and uneasiness will impact students' capacity to succeed in a foreign language classroom. These are considered psychological problems of learning. According to Xinghua (2007), cited in Auliyah (2019), "psychological difficulties were those problems that often interfered with your emotional and physical health, your relationships, your productivity at work, or your life adjustment, such as being nervous, lacking self-confidence, or frightened to speak." Furthermore, Arifin, W. L. (2017) found that the factors that causes students' psychological problem in speaking English is when they meet the teacher, encounter the unknown, and, in some cases, make nerve-wracking presumptions about being expected to perform instantly, remember everything and demonstrate their lack of skill to a roomful of people.

Moreover, Nguyen and Terry (2017) state that "it is important to build a curriculum with a reasonable workload and create ample opportunities outside of the classroom for students to explore diverse learning strategies to improve their language performance." Zelda (2022) identified several causes of students' difficulties in speaking English, including anxiety, lack of understanding in English, poor pronunciation, lack of confidence, feelings of embarrassment, lack of motivation, and insufficient grammar knowledge. Therefore, researchers found that there were many negative effects on students after the pandemic, starting with psychological problems that then hampered students' abilities, especially in speaking performance.

These relevant indicators suggest that teachers in Indonesia must employ appropriate and effective teaching strategies after the pandemic to boost students' self-confidence, enabling them to speak English well and confidently. Wirawati et al., (2022) state that teachers are encouraged to investigate and identify appropriate learning methods or strategies and redesign various practical learning activities to pique students' interest in the subject matter. When teaching students who have not yet fully recovered from online learning, teachers need to implement new strategies for teaching (Prastya and Prasetyarini, 2022). Therefore, this study aims to identify the strategies teachers use to enhance students' speaking confidence after the pandemic era.

LITERATURE REVIEW

Due to the COVID-19 pandemic, students were forced to learn how to use the internet at home, at their workplaces, or through what is known as "online learning." After around two years, the government finally permitted activities in public spaces, including schools. Kerres and Buchner (2022) observed that education has two options for how to proceed after the epidemic.

*Author(s) Correspondence:
 E-mail: eristnidhara@gmail.com

One viewpoint assumes a return to the established teaching and learning practices before the pandemic. Kumar et al. (2021) also noted that the COVID-19 pandemic created a distinct possibility for teachers and students. They will need to adapt to the new way of dealing with the epidemic and its unexpected obstacles due to this unusual experience, which will likely cause some anxiety and worry. Moreover, Martoredjo (2020) found that the long pandemic period that Indonesian students experienced resulted in losses. Study time at school being disrupted led to a loss of students' knowledge, which was eroded. In addition to learning difficulties, there will also be many mental health disorders that affect the psychological state of students.

Furthermore, Gani et al., (2015), as cited in Bohari (2020), stated that speaking skill is the capacity to verbally communicate opinions, thoughts, facts, and feelings to other people. Speaking is a crucial skill to teach and master in any language education setting since it not only provides "affordances" for learning as the primary channel of communication in the classroom but also plays a significant role in the syllabus content and learning objectives (Burns, 2019). According to Clark and Clark (1997: 223) in Zyoud (2016), a speaker uses words, phrases, and sentences that follow a preset framework that regulates the meaningful units and meaning of sentences to communicate their thoughts and feelings.

A person with self-confidence has a positive outlook on life and can handle any situation or environment. According to Beldjenna and Adem (2019), confidence is a crucial component of the learning process. To learn and communicate the language, EFL students require self-confidence. Brown (2000:90), cited in Beldjenna and Adem (2019), states that self-confidence is "one of the most influential variables which affect learning." Self-confidence significantly impacts the learning process, influencing students' performance and results. Nadiah et al., (2019) asserted that "students must have self-confidence." The ability to communicate ideas is a benefit of confidence. It is simpler to communicate with confident students because they can overcome worries or pessimistic thoughts, especially when giving oral presentations in front of the class. Students who can speak clearly and confidently benefit from high levels of self-confidence because they can enhance their academic performance in speaking courses, meeting the criteria for assessing speaking ability (Salim, 2015, as cited in Nadiah et al., 2019).

The teacher's ability to teach speaking English significantly influences their students' English-speaking skills. Rao (2019) asserts that speaking is the most crucial ability to master when studying a second or foreign language. Moreover, according to Gani and Marhaban (2021), the goal of teaching speaking is to help students develop their communication skills.

Furthermore, Djahimo et al., (2018) stated that many teachers have worked hard to find effective methods, tactics, techniques, media, and educational resources related to speaking. They have strived to optimize the teaching and learning process in every aspect.

Rao (2019) highlights that speaking is the most crucial skill for anyone learning English who wants to advance their career, grow their business, boost their confidence, find better employment opportunities, deliver public speeches, go on job interviews, take part in debates and group discussions, present, etc. Moreover, according to Gani and Marhaban (2021), the goal of teaching speaking is to help students develop their communication skills.

Teaching strategy and instruction are essential components of the teaching and learning process (Sari and Zainil, 2020). They also state that strategizing is a task that both the teacher and the student should undertake to make the learning process effective and efficient. After facing the COVID-19 pandemic, most students still find it difficult to concentrate (Rizkillah and Rahmawati, 2022). As asserted by Bashir et al., (2011), effective teachers provide their students with speaking techniques that they can use to improve their language proficiency and self-confidence, such as giving fewer responses, identifying scripts, and discussing language.

According to Razi, et al., (2021), the teachers' strategy, which is a set of plans and arrangements established by the teachers and used in the activities, includes the use of methodologies and the exploitation of various resources or strengths in a study. Moreover, Bahrani and Soltani (2012) mentioned that language learners are frequently too embarrassed or timid to say

*Author(s) Correspondence:
 E-mail: eristnidhara@gmail.com

anything when they cannot understand another speaker or realize their discussion partner does not understand them.

According to Hidayat and Nisa (2022), teachers must be innovative and adaptable to meet the global community's needs. These teachers will be liberated from technology's shackles and can exercise control over it. As a result, the instructor should adopt an adaptive, progressive mindset rather than a typical, conservative one.

Many researchers have conducted studies related to this research. Azwir (2019) found that in order to teach speaking, teachers typically employ four methods: incentive, presentation, cooperative learning, and drilling. Additionally, students had positive perceptions of the teachers' instructional methods. The fact that the students felt content and enjoyed participating in the teaching-learning process suggested that the teachers had successfully boosted the students' self-confidence. Moreover, based on the observation result by Wirnani (2010), some strategies the English teacher uses to help students feel more comfortable speaking English are The teacher gives the students a chance to practice during speaking exercises and exams and he teacher encourages pupils to communicate in English by telling them they can complete any work or activity and by complimenting them on their intelligence or other qualities. Christie and Listyani (2018) found that the four teachers employed throughout the speaking class exercise were discovered. Role-playing, small-group discussions, storytelling, and music are some of these techniques. These techniques offered students opportunities to practice speaking, which helped boost their self-confidence. According to research by Lateh and Nurdeene (2020), the findings indicated that discussions, storytelling, and arguments are practical teaching techniques for speaking.

RESEARCH METHODOLOGY

This study employed a qualitative approach, specifically a case study, using interviews and observations. Qualitative research is an evolving model in a natural context, allowing the researcher to build depth through active participation in actual events (Cresswell, 2012, p. 58). The focus of this research was the English teachers at a junior high school. The researcher chose a junior high school because the students had an online learning experience and then transitioned to offline learning, meaning they had to adjust to new learning circumstances. The information acquired via classroom observations, which served as the research's subject, was supported by interviews. Data reduction, data display, and conclusion drawing were the three main stages of analysis used to examine all the data. The interview transcripts from the junior high school teachers served as the study's primary data source. Secondary data included other documents related to the research focus, which were used to supplement the study's needs.

Researchers used interviewing techniques to gather data. Moreover, as Alwasilah (2000) asserted, interviews can be used to obtain information that may not be obtained through observation. The researcher used structured questions and answers to learn more about the study participants. The method uses oral question-and-answer sessions to get responses from sources regarding the data needed for analysis. Throughout the interview, researchers used instrument guides and cell phones as supplemental resources—special tools to help the researcher collect study data.

Miles and Huberman (1992:19) in Nurlaely (2017) in order to analyze qualitative research data, three steps must be taken: (1) data reduction (data reduction); (2) data presentation (data display); and (3) drawing conclusions and verification. Data reduction is a technique that concentrates on the simplification, abstraction, and transformation of unprocessed data obtained through field notes written down. The presentation of data is an activity that occurs when a set of information is arranged, thus giving the possibility of drawing conclusions and taking action. Conclusion Drawing is efforts to conclude are carried out by researchers continuously while in the field.

*Author(s) Correspondence:
 E-mail: eristnidhara@gmail.com

FINDINGS AND DISCUSSION

After the interview, the researcher analyzed the interview result by data reduction, data display, conclusion, and verification. After that, the reseachers also doing observation.

1. Strategies Are Used By Teachers In Teaching Speaking English For Students' Confidence In The Post- Pandemic Era

In this step, the researcher showed the data about strategies used by teachers in teaching speaking English for students' confidence in the post-pandemic era. In conclusion, the researcher found several strategies applied by teachers in teaching speaking English for students' confidence in the post-pandemic era. Those strategies are as follows: Modelling, Roleplay, Group Discussion, and Picture Describing.

Researchers found that three teachers used roleplay and discussion strategies. This strategy has been used for a long time and they consider that this strategy can increase students' self-confidence. Then the researchers found that two out of three teachers used modeling strategies and one teacher uses picture describing.

1) Modelling

Modeling is a term that refers to the process of learning or developing new knowledge, abilities, or behaviors through observation rather than direct experience or laborious trial-and-error activities. According to Salisu and Ransom (2014), modeling is an instructional style where the teacher displays a new concept or approach to learning, and pupils learn by watching.

Moreover, Coleman (2020), referenced in Suhayati et al., (2021), indicates that using a modeling method is similar to teaching students how to do a task before they do it themselves. Furthermore, modeling has evolved into a bridge between students and teachers, as stated by Rexhepi (2021), because it makes all the lessons more understandable. Researchers found that 2 out of 3 teachers used modeling strategies. This strategy is carried out during while-teaching activities, with the teacher providing examples or models of how to speak English, especially in the form of dialogue, before finally playing a role.

This strategy is intended to increase student motivation and provide examples and direction for students to speak so that they have knowledge before gaining the confidence to speak. Students are actively involved in learning through modeling, and interactive teaching techniques empower them to take charge. Through examples and narrations, teachers can model behavior. To provide students with an understanding of the mental processes involved in performing various tasks and activities, the teacher may directly demonstrate how to complete an activity or narrate their actions.

2) Discussion Strategy

The discussion strategy involves a range of platforms for an unstructured, cooperative exchange of ideas between a teacher and students or among students to advance students' understanding, problem-solving, critical thinking, and literary appreciation. According to Sari and Zainil (2020), group work is a popular method that teachers give to their students. In addition, teachers provide strategies to students for various reasons, including increasing interest in learning, helping students understand the lesson, increasing students' attention to the teacher when they deliver learning material, and, last but not least, instilling self-confidence. Therefore, the teacher applies the discussion method in groups because it is effective for increasing student self-confidence. Ismaputri et al., (2020) found that the discussion technique can help students become more fluent speakers and boost their motivation to learn English, mainly speaking. Moreover, according to Supriyani (2022), the discussion strategy encourages students to participate actively in the lesson. For the students to actively participate in the teaching and learning process, the English teacher must learn how to improve their verbal instruction skills and create a positive learning environment in the classroom. To boost students' speaking confidence, teachers should also

*Author(s) Correspondence:
 E-mail: eristnidhara@gmail.com

establish enjoyable learning environments how to improve their verbal instruction skills and create a positive learning environment in the classroom. In order to boost students' speaking confidence, teachers should also establish enjoyable learning environments.

After conducting interviews and observations, the researcher found that three teachers use this strategy, and two of them apply the strategy after using the modeling strategy. The focus group discussion technique helps students become more confident and proficient speakers. Although discussions are typically unsuitable for covering much material, they can be educational and inspire students to complete their assignments and prepare for class. Students can practice chatting with their friends and imparting their skills and information to one another through discussion techniques. Additionally, they can encourage one another while studying, which can boost their speaking confidence.

3) Roleplay

Role-play helps students understand the principles of a volcanic crisis while boosting their self-esteem and perspectives on science communication. During the simulation, students take on real-world duties and responsibilities of professionals and interact through cross-disciplinary team meetings, press conferences, and media releases. According to Intarti (2022), using role-playing strategies in subject-mastery services allows students to directly exercise the attitudes, abilities, and skills connected to self-confidence. Role-play is a classroom activity that allows students to practice speaking in a natural environment (Purnamawati & Suhartono, 2015).

The researcher found that all teacher using this strategy for speaking confidence. In the observation, researchers found that roleplay strategy make students cheerful and have spirit to speak in front of the class. For instance, if a topic regarding the hospital is discussed, the students must assume the roles of a pharmacist, doctor, and nurse. The students form groups and are required to act out the roles that the teacher assigns. It may vary depending on the topic and character that students will play in each role-playing exercise, but groups of two, three, or four students are the norm. In a scripted play, students assume specified roles and perform their duties. It can be concluded that the roleplay strategy can increase students' creativity and confidence in speaking English.

4) Describing Pictures

The describing pictures method can support students in their learning and help them store all the knowledge about the content they have learned so they can speak more fluently. Furthermore, Sari (2013) stated that using a picture as a teaching tool can help students grasp the subject matter better since they will use their own words to describe what they see. A picture can complement and assist the teacher in providing the students with additional clarification. After using the technique of describing pictures, the kids' speaking progress improved significantly. Andriani and Apriliana (2021) found that with the help of this strategy, pupils became more confident in standing up for themselves and lost their shyness. This approach might foster a laid-back environment that encourages kids to speak up without hesitation, shyness, or fear. When interacting with others, they could practice their social skills and their English speaking. Moreover, Pratiwi and Ayu (2020) state that the "describing picture strategy" helps students become more fluent in English. Additionally, they assert that teachers must try to motivate students to achieve English learning goals, particularly in speaking. Simamora et al., (2021) found that students' speaking abilities are enhanced by using the descriptive picture method during teaching and learning.

Researchers found that teachers who taught grade 7 used the describing picture strategy because they considered that grade 7 was still a transition from elementary school, so they needed interesting media for learning, one of which was visual. During the observation, the researcher found that several students who previously did not focus on studying and seemed lazy became more attentive when the teacher explained the pictures with speaking material so that they quickly

*Author(s) Correspondence:
 E-mail: eristnidhara@gmail.com

understood the speaking material and then had the courage to come forward to perform speaking. When using the descriptive image method during the teaching and learning process, it was clear that the students were engaged and having fun with the novel circumstance. The students shared their perspectives and ideas about describing the picture based on the topic while using the describing picture technique. The students can better understand the concept and discuss the subject matter with pictures.

2. Students Problems in Learning Speaking Post-Pandemic Era and How Teacher Solve Them

After analyzing the data from the observation and interview, the writer found students' problems in speaking and how teachers solve them. Based on data collected through interviews and observation, each student has different problems in speaking, and each teacher has a way of solving problems in speaking English. The researcher found several students' problems when learning to speak, including a lack of vocabulary, lack of awareness to learn, lack of practice, and gadget addiction.

The lack of student vocabulary is due to the lack of interest in reading English texts, coupled with a general laziness among students. Consequently, a limited vocabulary is one of the most significant and commonly encountered problems. This deficiency can pose a substantial obstacle in the learning process, affecting students' ability to connect different concepts and creatively assemble ideas. Additionally, students with a limited vocabulary may feel less confident in expressing their thoughts during social interactions and class discussions.

Another issue is the lack of awareness in learning, stemming from students' habituation to online learning during the pandemic. They did not utilize video call platforms such as Zoom or Google Meet and were accustomed to a relaxed and unfocused manner of learning. This lack of awareness is a serious issue as it impacts their abilities and activities, leading to a lack of motivation and engagement. The study discovered that certain students required a sense of motivation or urgency to learn English. Therefore, teachers need to address this issue and find strategies to boost students' motivation, interest, and passion for learning.

The next problem is lack of practice. Students are used to learning about reading and writing only online. They do not do speaking activities online through video call applications like Zoom or Google Meet. Therefore, their speaking practice is very new. They only learn to speak when they enter face-to-face or offline school. The last one is gadget addiction. Technological developments in this era certainly not only have a good impact on our lives, especially in the field of education but also have a negative impact. Students who are used to carrying out activities at home during a pandemic and are not controlled by their parents' supervision become addicted to playing mobile phones, such as watching videos on Tik Tok, YouTube, Instagram, and even playing games. The policy used by the teacher to allow students to use mobile phones during the lesson became out of control. When the teacher warned them to turn off their cell phones, some students looked ignorant and deliberately kept them on during the lesson.

Next is the teacher's way of overcoming the problems experienced by students. The researcher found several ways for the teacher to overcome these student problems: giving Motivation, giving appreciation, use interesting teaching strategies, take an emotional approach to students, and Giving Additional Time.

The first is to motivate students. They were motivating students when learning was very influential. Words of wisdom and enthusiasm can build student confidence in learning and eliminate pessimism. When they feel they cannot do speaking, or feel inferior when studying, motivational words from the teacher will eliminate these negative feelings. The second is to give appreciation. Acknowledging students' contributions during teaching and learning activities makes a big difference. Teachers can write or say thank you notes to encourage students to become more engaged in academics. It is important to thank and compliment students because doing so could increase their self-confidence. Appreciation can take the form of verbal, namely verbal and written,

*Author(s) Correspondence:
 E-mail: eristnidhara@gmail.com

or also non-verbal, such as physical contact, hugs, head rubs, high fives, or others. verbal form of appreciation, for example, is "Good job!" "Excellent!" "you are amazing!" and many more.

The third strategy is using interesting approaches; as discussed in the previous chapter, strategies such as role-play, describing pictures, or other engaging techniques can attract students' interest. We are now in the era of technology, and there are many tools that teachers can use to increase students' enthusiasm for learning to speak English. To make students feel happy, eager, and motivated to continue developing their accomplishments and strive for achievement, it is strongly advised that teachers show appreciation for their students and give them clear instructions and assignments. The next strategies to overcome the problems is the take an emotional approach, meaning approaching students is the action plan for solving their issues. In addition to teaching in the classroom, the teacher serves as a teacher outside of it. Teachers take on new roles as friends, parents, mentors, and motivators for their students. It is anticipated that this strategy will lessen students' stress and issues. The last strategy is giving additional time. Students who struggle to keep up in class should be given more time, especially if the lecturer speaks English. The teacher will be able to replace grades for the tasks that must be completed in order for the students to continue receiving grades by providing them more time. Providing additional time is the last solution from the teacher so that students continue to study.

CONCLUSION AND SUGGESTIONS

Conclusion

After gathering data, researchers found that there are four strategies for teaching speaking to enhance students' confidence in the post-pandemic era, used by three English teachers at a junior high school. These strategies are Discussion, Role-play, Picture Describing, and Modeling. The researchers also identified problems experienced by students in learning English speaking after the pandemic, such as a lack of vocabulary, a lack of awareness to learn, a lack of practice, and gadget addiction. Additionally, the researchers discovered ways for teachers to overcome these problems, including giving motivation, showing appreciation, using interesting teaching strategies, taking an emotional approach to students, and providing additional time. There are many negative effects of the pandemic that have caused students to experience psychological problems, compelling teachers to apply several different strategies to help students gain confidence in speaking English. Teachers must create new innovations and strategies for teaching, as extra energy and patience are needed in the post-pandemic teaching environment.

Suggestions

There are many issues and challenges for teachers in teaching speaking activities. It is advisable to examine the post-pandemic in its entirety and exclude any factors that are irrelevant to this research to examine teacher strategies and students' problems and the sources of those problems in learning English speaking in the post-pandemic era.

*Author(s) Correspondence:
E-mail: eristnidhara@gmail.com

REFERENCES

- Alwasilah. C.A. (2000). *Pokoknya kualitatif; dasar-dasar merancang dan melakukan penelitian kualitatif*. Pustaka Jaya, Bandung.
- Andriani, Z. Z. D., & Apriliyana, M. (2021). The Use of Describing Picture in Teaching Speaking Skill: *Qualitative Method*. *JOURNEY (Journal of English Language and Pedagogy)*, 1(1), 60-76.
- Arifin, W. L. (2017). Psychological problems and challenge in EFL speaking classroom. *Register Journal*, 10(1), 29-47.
- Auliyah, N. (2019). *Psychological Problems In Learning Speaking Faced By The English Department Students At University Of Muhammadiyah Makassar*. [English Education Department Faculty of Teacher Training And Education Muhammadiyah, University of Makassar, 2019]
- Azwir, H. (2019). *An analysis of teachers' strategies to encourage students' self confidence in speaking*. [Universitas Islam Negeri Ar- Raniry, Banda Aceh]
- Beldjenna, T., & Adem, K. (2019). *Investigating the Role of Students' Self Confidence in Enhancing Their Speaking Skill: the case of First Year LMD Students in the Department of English at MouloudMammeri University of Tizi-Ouzou* (Doctoral dissertation, Université Mouloud Mammeri Tizi Ouzou).
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Thousand Oaks, CA: Sage publications.
- Erfilawati, s. K. (2017). *Encouraging students'self-confidence in speaking english through snake-ladder game at second-grade students of SMP Muhammadiyah 06 Dua Malang* [Doctoral dissertation, University of Muhammadiyah Malang].
- Hidayat, N. A. S. N., & Nisa, N. (2022). Tantangan inovasi pendidikan di masa pasca pandemi. *Jurnal Basicedu*, 6(5), 9079-9086.
- Intarti, E. R. (2022). Building Student Confidence through Mastery of Role Playing Technique Content. *International Journal of Recent Innovations in Academic Research*, 6(5), 32-36.
- Ismaputri, D., Harmayanthi, V. Y., & Mawarni, V. (2020). Improving Students Speaking Skill through Discussion Technique. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* (pp. 22-29).
- Jabri, U. (2018). Developing students' motivation at mts negeri papi enrekang in speaking english through selected games. *Edumaspul: Jurnal Pendidikan*, 2(2), 71-76.
- Kerres, M., & Buchner, J. (2022). Education after the Pandemic: What We Have (Not) Learned about Learning. *Education Sciences*, 12(5), 315.
- Kumar, A., Sarkar, M., Davis, E., Morphet, J., Maloney, S., Ilic, D., & Palermo, C. (2021). Impact of the COVID-19 pandemic on teaching and learning in health professional education: a mixed methods study protocol. *BMC Medical Education*, 21(1), 1-7.
- Martoredjo, N. T. (2020). Pandemi covid- 19: ancaman atau tantangan bagi sektor pendidikan. *Jurnal Binus*, 7(1), 1-15.

*Author(s) Correspondence:
 E-mail: eristnidhara@gmail.com

- Nguyen, H., & Terry, D. R. (2017). English Learning Strategies among EFL Learners: A Narrative Approach. *IAFOR Journal of Language Learning*, 3(1), 4-19
- Nurlaely, D. D. (2017). *Teaching Reading on Narrative Text Using Jigsaw Technique* (Doctoral dissertation, Thesis. English Education Department Islamic Education and Teacher Training Faculty State Islamic Institute of Surakarta).
- Tamala, Y. P., & Wulandari, S. (2021). The Strategies of Teaching Speaking at Junior High School. *Journal of Foreign Language and Educational Research*, 4(2), 12-24.
- Pinatih, I. G. A. D. P., Nitiasih, P. K., & Adnyayanti, N. L. P. E. (2021). Boosting Students' speaking Skill in The Pandemic Era Using Problem Based Learning Video. *Project (Professional Journal of English Education)*, 4(5), 893-899.
- Pratiwi, Z. F., & Ayu, M. (2020). The Use of Describing Picture Strategy to Improve Secondary Students' speaking Skill. *Journal of English Language Teaching and Learning*, 1(2), 38-43.
- Prastya, R. A., & Prasetyarini, A. (2022). *English Teachers' Strategy in Conducting Lesson in New Normal Era After Pandemic Covid-19 at SMP N 2 Kartasura* [Doctoral dissertation, Universitas Muhammadiyah Surakarta].
- Purnamawati, S., & Suhartono, L. (2015). The use of role play in teaching speaking. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 4(9).
- Razi, F., Muslem, A., & Fitriasia, D. (2021). Teachers' strategies in teaching speaking skill to junior high school students. *English Education Journal*, 12(3), 399-415.
- Rexhepi, B. (2021). The modelling process as an instructional strategy in language teaching process. *Pendas Mahakam: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 6(1), 8-16.
- Rezeki, R., & Ibrahim, M. (2022). The teacher's strategies in overcoming students' speaking problems at SMAN 1 selayar. *Edulec: Education, Language And Culture Journal*, 2(1), 67-79.
- Salisu, A., & Ransom, E. N. (2014). The role of modeling towards impacting quality education. *International Letters of Social and Humanistic Sciences*, 32(1), 54-61.
- Sari, B. Y. (2013). Teaching speaking by describing picture. *Jurnal Fakultas Keguruan dan Ilmu Pendidikan*, 2(5).
- Sari, C. R., & Zainil, Y. (2020). Teachers' strategies in teaching speaking english at SMAN 15 padang. *Journal of English Language Teaching*, 9(4), 733-739.
- Silvina, D. A. (2022). *Teachers' strategies In Increasing Students' speaking Ability At Junior High School 1 Tembilihan* (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU).
- Suhayati, L., & Haryati, H. (2021). Screen Recording Video in Virtual Learning During Covid-19 Pandemic: Students' Perspective. *VELES (Voices of English Language Education Society)*, 5(2), 107-119.
- Supriyani, S. (2022). Students' anxiety Factors in Speaking English. *Journal of English Language and Literature (JELL)*, 7(1), 1-10.

- Simamora, Y. K., Agust, S., & Askurny, N. R. (2021). The Implementation Of Describing Picture Strategy In Improving Students Speaking Skill. *Student Online Journal (SOJ) UMRAH-Keguruan dan Ilmu Pendidikan*, 2(1), 303-308.
- Wirawati, W. A., Laili, R. N., & Nashir, M. (2022). Post COVID-19 Learning Adaptation: Teachers' Strategies and Innovations in Teaching English in the Post Pandemic. *EduLine: Journal of Education and Learning Innovation*, 2(3), 226-233.
- Zelda, Z. (2022). *An analysis of students' difficulties in english speaking for class presentation at second grade of MTsN 1 Bima Town 2021/2022* (Doctoral dissertation, UIN Mataram).