A NARRATIVE ANALYSIS OF ENGLISH TEACHER'S EXPERIENCES IN TEACHING PUBLIC SPEAKING THROUGH ONLINE LEARNING-BASED EMERGENCY REMOTE TEACHING

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Abstract

This article is focused to investigate the way the English teacher prepares, implements and evaluates, what problems are faced, and how to solve problems that occur during the learning activity takes place. The study employed a narrative analysis method to find out the English teachers' experiences, the problems and its solutions in the implementation of teaching public speaking through online learning based-emergency remote teaching in the Covid-19 pandemic situation. The first result of this study reveals that there are several things that must be considered to carry out learning activities, namely the preparation stage, the implementation stage and the stage for evaluating student learning outcomes. The second result indicates that several problems emerged on its implementation, namely poor internet connections, the lack of student internet quotas, and the problem of direct interaction between teacher and students during virtual meetings. The third result come with the solutions that were found to overcome network problems and internet quotas is to make learning video recordings posted on Google Classroom or Telegram; so students can watch them at a later time after having a good internet connection and sufficient quota, and the provision of Telegram as a forum for indirect interaction between teachers and students outside of direct interaction in virtual meetings.

Keywords: *Narrative analysis, Public speaking, Online Learning, Emergency Remote Teaching*

INTRODUCTION

Public speaking is one of the courses in English Education Department which is primarily designed to give the students understanding about the theory of public speaking. Also, the students can improve their communication skill in public and professional speaking situations through public speaking course. Barnard (2018) mentions that public speaking forms are usually in formal situation, and bring a speech face to face to the audience. It means that public speaking activity involved the activity of someone who will convey the information to the audience directly or face to face. In addition, Kirkham (2020) states that having skill to communicate in front of public places is very important for school and life.

Public speaking is carried out for the purpose of giving information, provide knowledge and explain a process. Public speaking is a place to doing a communication in public area (Yusoff & Ibrahim, 2012, p. 573). Anything related to public speaking basically requires broad ideas. Speaking in public is an activity that always accompanies someone who works in a field related to education, such as educators, instructors, motivators, consultants, lecturers, or guides of a tourist attraction. Nadia (2018) states that public speaking is the process of delivering material that is done in front of many people, wether in the classroom or at work (p. 228).

The public speaking usually done in front of audience directly or face to face. Yet, in this pandemic case, this course should be delivered through online learning. Based on the pandemic case, the teachers of English at one of the private universities in Ciamis are among the affected by the changed of educational system. They were required to use and adapt to online learning system to give the lesson to their students.

The Covid-19 pandemic has become a very serious problem throughout 2020. This pandemic has a bad impact on lives and it is very detrimental to people around the world. One of the badly affected by the Covid-19 pandemic is the educational systems worldwide, including in Indonesia. United Nations (2020) mentioned that there were 94 per cent of learners that was affected by the Covid-19 pandemic, 1.58 billion children and youth, from pre-primary to higher education, in 200 countries around the world in the middle of April 2020. Around March 2020, the Indonesian government instructed all people to stay at home, so many activities such as teaching and learning activity must be done virtually. As a result of this situation, there is a massive change in the educational system throughout the world, including in Indonesia. This problem required the educational actors to put on one's thinking cap to find the solution that can solve the educational problem by doing study from home.

In a crisis situation due to the pandemic of Covid-19, distance teaching and learning activities can be done using an online learning-based emergency remote teaching. Online learning allows us to do teaching and learning activities from any distance by using gadgets such as smartphones, laptops and computers by utilizing

supporting applications such as Zoom Meeting, Google Meet and etc. Setyawan, Nur, Surtikanti, and Quinones (2020) state that the Indonesian Minister of Education and Culture, Nadiem Makarim was giving a recommendation variety of e-learning platforms such as *Rumah Belajar*, Quipper School, *Ruang Guru*, Google Classroom, Zoom, and so on. Accordingly, these platforms can be used by the teacher to teach their students (p. 227).

Moreover, UNESCO it was reported by UNESCO with regard to the currents issues that there are more than 1.5 billion students in almost around the world was affected by lockdown of schools and universities (Osman, 2020, p. 466). In this situation we are all asked to stay at home and doing a self-quarantine for those who are at risk of the Covid-19 (Abidah et al., 2020, p. 39). The result of the problem that occurs is a change of educational system, where previously every teaching and learning activity can be done at schools or universities. Due to the bad situation, teaching and learning activities should be carried out from home using an online learning or e-learning system.

Emergency Remote Teaching (ERT) is a temporary transitional learning system. It is adapted to existing emergencies involving the use of completely remote teaching solutions for teaching or education that would otherwise be delivered face-to-face or as blended or hybrid courses (Hodges, Moore, Lockee, Trust, & Bond, 2020). Juhary (2020) also states that "emergency remote teaching refers to a temporary and unplanned teaching solution due to a sudden change of the teaching environment".

Online learning is carried out when students with diverse academic needs are unable to do face-to-face learning so that online learning allows students to work at a time and place that suits their learning needs (Gilbert, John, & College, 2015, p. 5-6). The online learning system allows teachers and students to interact without the need to come face to face with remote communication technology and it has a unique cultural context it self.

Based on the pandemic case, the teachers of English at one of the private universities in Ciamis are among the affected by the changed of educational system. They were required to use and adapt to online learning system to give the lesson to their students. Therefore, the researcher is interesting to analyse about the English teachers' experiences in teaching through online learning, more specifically in the field of public speaking course. Because public speaking usually done in front of audience directly or face to face, but in this pandemic case this course should be delivered through online learning.

There are three previous studies that related to this research and can support the surrent research (Listiyanto & Fauzy, 2016; Setyawan, et al., 2020: and Okmawati, 2020). It is also mean that this research is the original one and different with all the others research that already existed. The first previous was coducted by Listiyanto and

Fauzi (2016). This research employed narrative research design specifically narrative analysis with the English teacher of Elementary School Gayam 3 as a subject of this research. The researcher focuses to explore about the story of the English teacher's experience in using Prezi Presentation Software, and the students' perception towards the use of Prezi. The second previous study (Okmawati, 2020) prove that Google Classroom is effective and is to be considered as a good platform that can attract students to have e-learning that can be attracted for the students. The third previous study was reported by Setyawan et al.(2020). This research use collective case study as a research method. The subject of this research are sixty-six students of English Language Education Study Program at Pamane Talino College of Education. This research focus on finding out the students perception in using the online learning system as a solution to the pandemic of Covid-19 situation.

Meanwhile, the similarity between the research that was conducted by the researcher and the first previous study above lies in the research method. The present research also uses the narrative analysis method with the research subject was English teacher but in different learning facilities and different learning fields. While the similarity with the second previous study lies in situation at which Pandemic took place. The last previous study is regarding the use of online learning in the Covid-19 pandemic situation. Therefore, the researcher is interesting to investigate the way the English teacher prepares, implements and evaluates, what problems are faced, and how to solve problems that occur during the learning activity takes place.

METHOD

This research used a qualitative study as a research method. According to Creswell (2014), qualitative research is an approach to examine a social problem or human problem which involve individual meaning in the complexity of a situations (p. 32). The researcher used narrative analysis method to condcuct the study of english teachers' experiences when teaching the students during covid 19 pandemic situation. The narrative analysis method is grounded by a constructionist perspective; the goal is not to discover 'facts' as reported by subjects, but to understand the contexts within which people construct their views, factual or not (Gazan, 2005, p. 351).

The researcher selected an English teacher as the participant who taught public speaking in Class 2B English Education Program. The teacher utilized online learning-based emergency remote teaching at Universitas Galuh. The data wer eobtained by using depth-interview and document analysis. Then, to analyse the data, the researcher did transcribing, coding, interpreting, and validating data.

FINDINGS AND DISCUSSION

Within this section, the researcher elaborated the result of interview with the participant regarding her experiences in teaching public speaking course through online learning based- emergency remote teaching during the Covid-19 pandemic situation . It is supported by some documents that have been analyzed by the researcher.

English Teacher's Experiences in Teaching Public Speaking through Online Learning Based-Emergency Remote Teaching in The Covid-19 Pandemic Situation

There are some findings related to the English teacher's experiences in teaching public speaking through online learning based-emergency remote teaching in the Covid-19 pandemic situation. The findings data from the participant are about the experiences of doing online learning activities for one semester including preparing, implementing and evaluating.

Begin with the findings of the learning materials, it indicates that the teaching and learning activities of the public speaking course is still the same as the materials in the traditional syllabus. This is also supported by documents from the existing syllabus, namely the 2019 syllabus and the recently used syllabus which mentions some of the same learning materials as delivering informative speech, delivering persuasive speech, debate, Preparing a presentation (Materials and audiences), Preparing a presentation (Multimedia tools), and Preparing a presentation (Languages and Manner). Beside that, for doing teaching and learning activities, the English teacher has been used 3 online learning platforms to teach Public Speaking course, namely Google Classroom, Zoom Meeting and also Telegram. All three platforms are used routinely every week in one semester.

Google Classroom is used to post material. Okmawati (2020) mentioned that Google Classroom is a free web service that aims to 1) simplify the creation, distribution, and grading of assignments, to simplify the process of sharing files between teachers and students; and 2) allow teachers to create an online classroom area where they can manage all the documents their students need (p. 439). Then Zoom Meeting is used for face-to-face meetings virtually as syncronous. Laili (2020) stated that Zoom Meeting is used for video conferencing instead of in-person class meetings whose applications can be installed with devices such as computers, laptops, androids and smart phones (p. 237). So, students who don't have laptops can use their smart phones to take virtual classes. The Zoom Meeting application is very helpful in communicating remotely, all the English teacher's explanations can be conveyed directly without having to meet physically. While Telegram is used for direct interaction between the English teacher and students in the out of class meeting time. Also, it could be use to post learning materials as Google Classroom. Wahyuni (2018) states that students have group classes on Telegram Messenger for communication and share videos, materials and discussions about the material that has been conveyed; if the

students have questions or find problems, they can discuss them with teachers or friends (p. 47).

In teaching and learning implementation, the English teachers usually use the flip method to teach public speaking courses. The English teacher gives the material first to the students. Usually the material is posted on Google Classroom. Sometimes the English teacher makes a recording of material explanation at the Zoom Meeting then the recording is posted to Google Classroom. Then, it will be discussed during the day of the learning activities.

The explicit implementation can be illustrated such as follow: 1) giving the material to students in Google Classroom or on Telegram; and 2) checking written attendance using Google Forms that are posted on Google Classroom for all students to fill in. The attendance list in the Google form must be filled in by students, namely, name, meeting time and issue, which is filled with whatever material is discussed or conveyed by the teacher. Meanwhile, for evidence of physical presence when participating in virtual meetings through Zoom Meeting, usually at the end of the meeting a screenshot will be taken by the English teacher on the list of students participating in the meeting.

The findings result also in the elaboration of the way the English teacher evaluated students by asking them to make a video recording. In fact, students often do speaking exercises during the teaching and learning activities, but the time is not free enough for all students to complete at one tim. Consequently, the English teacher got around this by asking students to make video recording which can make the English teacher more flexible to make assessments to students. Using video recording provided the teacher the things such as student pronunciation, the content conveyed by students, and the expression of the students that were more visible and clearly valued.

The last findings result in teacher's experiences in implementing face-to-face teaching and learning activities through Zoom Meeting with the purposes of engaging students interest to be more active. Students were then given a quiz in the form of several questions, They were given when the English teacher delivered the learning material or the week before or two days before. So, that students could participate actively and understood the material has been presented.

Problems faced by the teachers in teaching public speaking through online learning based-emergency remote teaching in the Covid-19 pandemic situation

In its implementation, teaching and learning activities for public speaking courses faced several obstacles. The main problem faced by English teachers and students when doing teaching and learning activities for public speaking course through online learning system are the stability of the internet network and the availability of internet quotas for students. The next problem occurred in the interaction between students and the English

teacher. Sometimes, during the teaching and learning activity in Zoom Meeting, students ask for permissions to turn off the video and only use audio for doing interaction. This was due to the internet network constraints or even to save internet quota. This causes the English teacher did not be able to understand the expressions of students when participating in teaching and learning activities at virtual meetings. It was unknown that the students really followed and received the learning material well or not, and whether they understood the material presented or not.

The problem regarding internet connection is also mentioned by Setyawan et al. (2020) in that poor internet connection in teaching and learning activities poses a bigger challenge because of the failure of interaction between teachers and students (p. 232). Beside that, students also found the difficulties to express their opinion or ask questions directly during virtual meetings about their lack of understanding of the learning material for public speaking courses. As a result, when the English teacher asked for students' understanding, they just answered "Yes, I understand".

Problem solved in teaching Public Speaking through online learning based-emergency remote teaching in the Covid-19 pandemic situation

It has been discussed several problems that occured when teaching and learning activities for public speaking courses through online learning based- emergency remote teaching. Both problems were from students, teachers and other things beyond that; therefore a solution must also be found as soon as possible. From the findings of research conducted by researchers, there were several solutions to solve the problem the problems previously mentioned.

The solution used by English teacher was to solve internet network problems that occured during virtual meetings. Or, the problem of limited internet quota owned by students was to make video recordings of lessons during virtual meetings through Zoom Meeting. Then, the video recording is posted via Google Classroom addressed to the students, especially, those who could not participate in scheduled online learning activities as they should. They could not attend the class because they were constrained by the internet network. However, they can still follow the materials learning of public speaking course through watching the video recording that was posted on Google Classroom at a later time. When the students' internet network is stable or could find wifi access, they access the material some other time.

The last findings expressed about the solution to the problem of interaction between English teachers and students. The English teacher mentioned that if students have questions about the material being conveyed but cannot be delivered directly during a virtual meeting at Zoom Meeting, they can send questions via text message on Telegram. Gilbert et al. (2015) argue that teachers can organize the classroom environment to enhance interaction between students and teachers and other learners through synchronous and asynchronous interactions (p. 9).

DISCUSSION

Public speaking course is very important to learn because it has many benefits and a big enough impact on the life of students in the future. Like the name of the course,public speaking, this course will require more students to practice speaking in public. Meanwhile, currently we are faced with a difficult situation due to the Covid-19 pandemic which requires us to carry out all activities from home. This has a major impact on many things including education systems around the world, because teaching and learning activities must be carried out from home, so the learning system changes from traditional learning system to online learning based- emergency remote teaching which means that by changing the learning system this also affects the teaching and learning activities of the public speaking subject..

Based on the findings result, it could be concluded that online learning based-emergency remote teaching for public speaking course can run effectively by maximizing the use of the three online learning platforms described above along with how to implement learning and evaluation of students. Although there are some problems faced in its implementation, it can be solved with several solutions created by the English teacher herself. These requires creativity to solving the problem faced in addition to their ability to teach students. According to Nuraida (2016), "Creative problem solving consist of five stages, those are fact finding, problem finding, idea findings solution finding and acceptance finding" (p. 56).

This research is almost in line with Listiyanto and Fauzi (2016) that studied about the English teacher's experience in using prezi presentation software in teaching vocabulary". The results of previous and recent study are also based on narrative analysis, but in a different realm, in this study the research studied about the experience of English teacher's in teaching public speaking through online learning-based emergency remote teaching. The results of this research are also almost in line with and supported the research of Setyawan et al. (2020). He studied the students perception in using the online learning system as a solution to the pandemic of Covid-19 situation in English Language Education Program at Pamane Talino College of Education. The results of this research discuss matters regarding student participation, accessibility, delivery of materials and assignments, and the use of e-learning platforms. This study also identifies three main obstacles in conducting online learning at the STKIP Pamane Talino English Education Study Program: first is the availability of a stable internet connection, second is the accessibility of teaching media, and the last is the compatibility of tools to access media.

CONCLUSIONS

In relation to the findings of the this study on the English teacher's experiences in teaching public speaking course through online learning based- emergency remote teacing in the Covid-19 pandemic situation, it can be concluded that English teacher's experience in teaching public speaking through online learning based- emergency remote teaching are about preparing, implementing and evaluating. The important things in preparing teaching and learning activities for public speaking course through online learning is online learning platform. For public speaking course, the online learning platforms that can be use are Zoom Meeting as syncronous, Google Clasroom to post learning materials, and Telegram for interacting between students and teacher outside the class meeting or to post learning materials. In the public speaking course, the thing that needs to be evaluated from students is their speaking ability, through this online learning, English teacher can evaluate students with the task of making video recordings that can make it easier for English teachers to assess students.

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