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ANALYZING TEACHING SPEAKING METHODS IN DIGITAL ERA

by

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Abstract:

English is an international language used by all elements of world society and creates intense competition for every individual in the world in all aspects. To realize appropriate learning objectives, teaching speaking in English is no exception. The author aims to discover various teaching methods for students in the digital era and the problems encountered when teaching speaking in this digital era. The method used must also be appropriate for the student. This research uses a qualitative literature study design method. The data analysis used in this research reviews some literature related to a problem in this study published in the last five years (2019-2023). The findings from this research are audio-lingual, application of audio-visual, digital storytelling, debate, and using games that are relevant to be used in this digital era so that they are relevant. Then, the problems in teaching speaking are curriculum, lack of preparation in learning, and student anxiety. Every teacher must be able to recognize their students' level of ability, especially in speaking. So, the method chosen can help students to improve their speaking skills.

Keywords: teaching method, speaking, digital era

Abstrak:

Bahasa Inggris adalah bahasa internasional yang digunakan oleh semua elemen masyarakat dunia dan menciptakan persaingan yang cukup kuat bagi setiap individu di dunia dalam semua aspek. Untuk mewujudkan tujuan pembelajaran yang tepat, tidak terkecuali mengajar berbicara dalam bahasa Inggris. Penulis bertujuan untuk mengetahui berbagai metode pengajaran berbicara bagi siswa di era digital dan permasalahan yang dihadapi saat mengajar berbicara di era digital ini. Metode yang digunakan juga harus sesuai dengan siswa. Penelitian ini menggunakan metode desain studi literatur kualitatif. Analisis data yang digunakan dalam penelitian ini menelaah beberapa literatur yang berkaitan dengan permasalahan dalam penelitian ini yang dipublikasikan dalam 5 tahun terakhir (2019-2023) Temuan dari penelitian ini adalah audio-lingual, penerapan audio-visual, digital storytelling, debat, dan penggunaan game yang relevan untuk digunakan di era digital ini sehingga relevan. Kemudian permasalahan dalam mengajar berbicara adalah kurikulum, kurangnya persiapan dalam belajar, dan kecemasan siswa. Setiap guru harus dapat mengenali siswanya mengenai tingkat kemampuannya, terutama dalam berbicara. Sehingga metode yang dipilih dapat membantu siswa untuk memperlancar dan mengembangkan berbicara.

Kata kunci: metode pengajaran, berbicara, era digital

INTRODUCTION

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English is an international language used by all people from various countries. Both in terms of education, society, and culture. English is an international language used by all elements of world society and creates intense competition for every individual in the world in all aspects, one of which is education. as stated by Murray (2020). So, in practice, English significantly impacts all elements of society, one of which is related to education or English Language Teaching (ELT). Using effective methods in education can improve the quality of Teaching, as stated by Tursunovich (2022). When English teaching can run well, the results will be positive. Here, proper collaboration is needed between teachers and students when learning occurs. From the teacher's perspective, it can be concluded that understanding the material, tools, or student character is essential for the teacher. So, there are many alternatives that teachers can use. Likewise, students should be able to pay close attention and understand the material presented as well as possible so that the teaching and learning process can run more effectively. Currently, a good teaching process is used as the main guideline in Teaching, such as collaborative Teaching with technology, as stated by Sosas (2021). So, the teaching process or method has a significant influence on education.

The methods used must also be appropriate for students to realize appropriate learning objectives. English teaching methods must be interactive and focus on developing learning materials and student skills, as stated by Malikovna et al. (2022). This theory explains how teachers use learning methods to influence student understanding and interest in learning. The method must also be relevant and align with current developments because conventional methods are unsuitable for implementation in modern times like this. So, teachers must be competent in choosing methods that suit their students and their level. So, choosing the proper teaching method is the teacher's main point apart from preparing learning content. The massive use of technology in teaching English and positively affecting students can be collaborated with learning face-to-face Alzamil, (2021). It is essential for teachers to always be up to date regarding learning methods and suitability for the media used so that they continue to innovate and not become outdated.

In teaching English, there are several skill aspects. Among them are writing, speaking, reading, and listening. Implementing English language teaching must fulfill the four 4C aspects: communication, collaboration, critical thinking, and creativity (Pardede, 2020). For this reason, teachers must pay attention to these four skills in students to realize English

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learning goals well. One of the skills is speaking. By speaking, a person can convey intentions and messages to other people. Speaking skills can influence students' views and serve as a means of achieving students' goals for the future. Masuram and Sripada, (2020). So, various variants of methods for teaching speaking have evolved. Various methods for teaching speaking to students also vary over time. Teachers must be able to adapt student needs to student learning levels with appropriate methods. For this reason, many references and innovations are needed to teach English that focus on students' speaking skills. Besides knowing the types of English teaching methods, teachers must also know the steps they take in detail. Besides that, each method has its advantages and disadvantages. Apart from that, problems with teaching methods make teachers never stop looking for innovation, inspiration, and adjustments to the current curriculum, as Boy Jon et al. (2021) stated. So, teachers must be able to consider many things related to using the chosen speaking teaching method.

The author took previous research from M. Arif Rahman Haim, entitled "Speaking Teaching Strategies for English Language Learners with Introvert Characteristics," in 2019. The author chose this research as a previous study because it explained the strategies teachers can use to teach speaking. These include teachers having to understand the character of extroverted and introverted students, adapting to their ability level, appropriate teaching models, and how teachers can be good facilitators for students. Until a cooperative learning model becomes the key, apart from that, it also explains the main problems for teaching speaking, such as learning materials, peer interaction in class, and how students can use their time to practice both inside and outside the classroom. This research did not explain teachers' strategies for teaching speaking in depth, so the author took the initiative to dig deeper into strategies for teaching speaking.

Because there are many methods for teaching speaking to students, especially those currently relevant, the author would like to formulate the problem as follows: 1) What methods of teaching speaking can be used in the digital era? 2) What are the difficulties teachers have in teaching speaking to students? So, the author's objectives in this research are 1) to know the variants of speaking relevant teaching methods today and 2) to Teachers' difficulties in teaching speaking in the digital era. Then, the research method will be explained in the following discussion, namely how the data was collected. Next, there are

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findings and discussions in this research to answer the problem formulation and achieve the objectives of writing this research, and last is the conclusion.

METHOD

This section discusses the methodology. This methodology is divided into several parts: research method, instrument, data collection procedure, and data analysis technique. Everything is discussed in detail in this section.

Design

The design of a research topic explains the type of research used in this research, which is descriptive qualitative. The author takes much detailed information in qualitative research and focuses on in-depth statements. Here, the author describes the findings of this research, which are then discussed. A descriptive qualitative method is a method that describes a phenomenon or event in detail, as stated by Turale (2020). Thus, qualitative research is not based on quantity but on the depth or specificity of the information extracted.

Instrument:

The research instruments used by the author in this research use a literature review to answer the problem formulation regarding this research. The author obtained literature sources through theoretical studies from books and journals published in the last five years (2019-2023) that were relevant and followed the problem theme taken in this research. So that later, the readers can achieve the aim of this writing. Literature review in research is collecting data from books and journals and revealing natural phenomena, as Adlini et al. (2022) stated. So that what happens in the field is conveyed according to the original situation.

Data Collecting Technique

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Data collection, which is the flow of data collection in this research, has several steps. The first step is the author's analysis of the research. The next step is for the author to determine the appropriate keywords. Then, the researcher looked for literature relevant to this research. According to Surahman et al. (2020), the collected theories make it easier for researchers to identify a problem in research. Then, choose terms that are appropriate to the chosen field of study. Muttaqien (2023) reviews previous studies in data collection to find out whether there are different results from one study to another. So, this method was chosen to add to the recommendations in the literature related to this research. Next, carry out a search, followed by sorting the searches that have been carried out. Lastly, a previous study is helpful as a reference for the author in finding answers to the problems in this research.

Data Analysis Technique

Data analysis used in this literature study is by analyzing previous research from books or journals found by the author. Data analysis with review studies is instrumental in screening the journals found. According to Sastypratiwi and Nyoto (2020), review data collection techniques include data mining, which means increasing research literature so that there are no limits to related searches. Researchers analyzed data by collecting literature reviews related to the problems in this research. According to Nurrahma et al. (2021), relevant studies and journals are collected, the quality of the journals is assessed, and each study is summarized. So, this data analysis process includes collecting related studies and journals, assessing the entire journal, and finally, making a summary so that it is easy to understand the essence of each study. So, the author can find out the advantages and disadvantages of each research finding. Here, researchers can connect the latest discoveries with previous knowledge, which can become suggestions for future researchers.

RESULT AND DISCUSSION

This results section contains the author's findings, which function to answer the first problem formulation, namely speaking teaching methods that are currently relevant, including audio-lingual, audio-visual applications, digital storytelling, debate, and using games. Then,

the problems in teaching speaking are curriculum, lack of learning preparation, and student anxiety.

Results or Findings

The methods for teaching speaking that are currently relevant have various variants, the first of which is audio-lingual. The combined use of technology and the internet makes it easier for teachers to present audio to teach speaking.

1. There are six teaching methods for speaking that the researcher found:
 - a. First is audio-lingual media. Such as listening to songs and podcasts. These kinds of audio are easy to find on online platforms. Especially for the young learners who are already familiar with this media.
 - b. Audio-visual. In this era, audio-visual was the development of audio-lingual. Audio, which means sound, and visual, which means display, is a combination of appearance and sound, making the content more exciting and motivating students. It was coupled with technological developments that made it easier for teachers and students to access audio-visual content, such as the YouTube platform and video editing, to create new content in the form of audio-visual shows.
 - c. Digital storytelling. In the beginning, before entering technology, teachers often chose the storytelling method for learning English. However, after entering the digital era, storytelling has been combined with technology to make the results better and more relevant for teachers and students.
 - d. Debate method. Teachers often hold debate classes to train students to speak fluently. The development of the times and the ease of information provided may enable students to be creative in responding to an issue that is used as the theme of a debate. This also involves small group discussions, where one group can contain several people. Then, they expressed their opinions and arguments until the end of the deciding round. The debate method still determines students' competence outside of school. So, there is an opportunity for students to explore their speaking skills further.
 - e. Question and answer method. This is often done, primarily during a presentation or teaching session. With the current curriculum, students must be more active, critical, and creative in class. Today's learning is starting to focus on using the

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student center, making students active when the question and answer session begins. This method is carried out by student to teacher and fellow students as a form of pair feedback, which is helpful for future evaluation material.

- f. The last method is games. Many learning games have emerged along with technological advances, making it easier for teachers to make learning more enjoyable. Especially for students, games that focus on students' speaking make them more interested in trying it directly. Teachers can act as facilitators, and students can play the game to make learning more colorful and enjoyable.

Each activity has its problems. This is no exception when applying methods for teaching speaking in the classroom.

2. There are several problems with speaking teaching methods that occur in this era:
 - a. Including those related to curriculum rules, where teachers are expected to be able to adapt the existing curriculum.
 - b. Lack of preparation when teaching in the classroom. Because preparation is the main thing that teachers must do before entering the main activities.
 - c. Student's anxiety. It cannot be denied that many students tend to have a higher level of anxiety, especially in speaking, so this becomes a challenge for teachers.
 - d. Lastly, there is a lack of practice in speaking English. The critical arena for language fluency is the frequency of frequent communication practices so that if it is done infrequently, knowledge of the language will more easily disappear.

Discussion

This discussion explains the answers to the first and second research questions in more detail. The first formulation that discusses teaching speaking methods still used or relevant is as follows.

First, it uses the audio-lingual method. Using audio-lingual methods can improve students' communication skills and the quality of Teaching and learning, as stated by Kadwa and Alshenqeeti (2020). Apart from the direct impact on students, using audiolingual methods to teach speaking can overall impact teaching. So, the macro impact can be felt here. Apart from that, teachers use the audio-lingual method to develop students' speaking skills, as stated by Sidabutar (2021). This is very helpful for teachers to focus on developing students'

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speaking skills, especially for those who still find it challenging to speak actively in English during class.

Several aspects determine speaking ability, such as fluency, accuracy, and pronunciation. One of the most essential things is accuracy, which is expressing ideas and meaning in a sentence. According to Permadi Sukarman and Algiovan, (2022). Audio-lingual teaching methods can increase the accuracy aspect of students' speaking. Apart from the accuracy aspect, the audio-lingual method also significantly influences students' self-motivation to improve speaking skills when learning English. The audio-lingual method can increase students' enthusiasm for learning, reduce anxiety, and increase learning motivation (Muliadi et al., 2020). The entire theory explained shows that using the audio-lingual method in teaching speaking can develop skills and self-confidence, increase motivation, and increase students' enthusiasm for learning English.

Secondly, the audio-visual method uses a combination of audio and visualization, which can be in the form of images, paintings, or videos. Teachers often use audio-visual methods to teach English in the context of learning English. Using audio-visuals such as YouTube to teach speaking can effectively improve students' speaking skills, as stated by Tristianana and Swondo (2020). Using audio-visuals is very popular with students and is fun, especially for introverted people who do not talk much. Kristiani et al. (2021) said that Using YouTube can increase self-confidence in speaking skills and give feedback to each other. This fosters a high sense of enthusiasm in students to display their speaking skills and be able to improve throughout the process through feedback received from both their peers and teachers.

The assessment aspect of speaking can also be fulfilled if the teacher applies an audio-visual method. This is supported by Syafiq et al. (2021), who state that using audio-visuals can improve fluency, grammar, pronunciation, vocabulary, and content. It can be seen here that when teachers use audio-visuals to learn English, students' speaking skills can improve—according to Binmahboob (2020), students express themselves more freely and improve pronunciation. So, this audio-visual method means that students have no limits to expression. This makes learning and Teaching speaking even more fun. According to Meinawati et al. (2020), they are told that Students' self-confidence can increase with the use of audio-visuals in learning. From the explanation of several theories above, it can be seen that the use of

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audio-visual, which is also a form of combination with technology, positively impacts students, especially in the speaking aspect.

The third method is to use digital stories—namely, a method of using stories in Teaching. However, because this is digital storytelling (DST), there is collaboration between the story and the use of technology. In short, digital storytelling is a story packaged in digital form. Using digital storytelling can develop pronunciation in students' speaking Mirza, (2020). In teaching English, students do not just want to speak but know the meaning or essence of what they say—according to Choo et al. (2020), digital storytelling makes students better understand the learning content being delivered. This digital storytelling method can make it easier, especially for teachers, to understand the material presented with a combination of internal technology so that students are very interested in following this learning lesson.

Not only that but using digital storytelling methods also makes students more effective in communicating. According to Nair and Yunus (2021), DST helps students express what they expect freely, making communication much more effective. From this, it is known that DST is very effective if students and teachers practice it directly. Apart from communication, for speaking skills, students can think critically when given the DST method, and according to Budiarta and Santosa (2020), DST influences many aspects, such as collaboration, critical thinking, creativity, and communication. This can indirectly cover several skills students must master, especially in speaking. In the explanation regarding the use of DST, it is known that its application is very relevant, so this method is very popular with students and teachers.

The fourth method is debate. Namely, when two individuals or groups express different arguments regarding the discussion of a topic that has been carried out, Dehham et al. (2020) stated that debate can increase linguistic knowledge such as phonology, vocabulary, and grammar. Students not only focus on critical thinking but can also improve their speaking skills. So, speaking skills can be developed appropriately through this method of debate. Apart from that, debates also influence the way students communicate with each other. According to Maulana et al. (2020), debate greatly influences students' communication competence. So, when the teacher facilitates students to practice debating in an activity both inside and outside the classroom, it has a positive impact, especially in developing students' speaking skills.

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Another aspect of speaking is dialect and accent. Students can learn accents, language dialects, fluency, pronunciation, and critical thinking through debate, as stated by Choirunnisa and Sari (2021). Because the debate does not only focus on showing ideas and writing, it is also tricky to fulfill aspects of speaking. According to Teaching (2020), vocabulary and adequate preparation can influence debate. So, more vocabulary that students have and practicing in debates can sharpen students' speaking skills. It can be seen from the explanation above that the use of the debate method is constructive for teachers in teaching students' speaking skills because it can sharpen critical thinking, increase vocabulary, pronunciation, grammar, and phonology, and also improve communication skills.

The fifth aspect is games. As time goes by, teachers use games at various levels of education, from kindergarten to university. To improve students' speaking skills, teachers can apply games that relate to students' focused skills. Ho et al. (2019) said that Using games can foster student motivation and develop speaking skills. So, it is not surprising that every lesson does not involve games provided by the teacher, besides that. The impact of this game is favorable for students. According to Syakur (2020), Using games is fun and makes students relax when talking to each other. From this, it can be seen that providing games that suit the level and focus of students' skills can make students much more active in speaking than before.

Speaking is a productive skill, so there must be good motivation. Collaboration between teachers and students is needed here. According to Hidayatullah and Haerazi (2022), Using board games in teaching speaking can influence fluency, vocabulary, grammar, accuracy, and obvious correction. This theory proves that students obtain many benefits when teachers implement games in teaching speaking. According to Kaur and Abdul Aziz (2020), they are told that games are essential for learning and increasing students' proficiency in speaking skills. This theory explains in detail that the role of games in improving students' speaking skills can be an alternative for teachers, for example, using board games.

Following discussion to answer the second problem formulation, namely, what problems exist when teaching speaking? Researchers found several problems:

The first problem is the curriculum. Every educational institution is required to follow the curriculum rules set by the government, including English. According to Wahyuningsih and Afandi (2020), poor curriculum development affects the efficiency and

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effectiveness of learning. Every teacher must carefully consider the decision to provide teaching methods appropriate to students' level and capacity and the appropriate curriculum. According to Nugroho and Mutiaraningrum (2020), lack of preparation in Teaching will impact the quality of learning. So, from here, the teacher's self-preparation aspect before diving into teaching determines student learning, which is the student's speaking ability.

The second problem is student anxiety. It cannot be denied that every student has a different character. However, anxiety is still the main problem for teachers when teaching speaking. According to Damayanti and Listyani (2020), lack of vocabulary, fear of making mistakes in words, shyness towards the person you are speaking to, and lack of confidence in students' abilities are the main problems in speaking. It can be seen that the role of the teacher is indeed needed, especially for students who are more dominant as introverts. According to Ratnasari (2020), a lack of grammar knowledge also affects students' success in speaking. Here, teachers consistently exemplify many aspects, such as vocabulary, grammar, and self-confidence, when dealing with anxiety problems. The last one is the lack of communication practice when using the language that has been learned; Nartiningrum and Nugroho (2020) said that lack of student understanding and interactions outside of learning are problems in students' speaking development. This proves that teachers have a more significant role in teaching, greeting, interacting with, and fostering student initiative to communicate actively.

CONCLUSION AND IMPLICATION

Conclusion

English teaching methods continue to develop from time to time. One of them is digitalization or the use of technology in Teaching. The author aims to learn more about the speaking teaching methods teachers use and some of the problems found when implementing them. Using a qualitative method in the form of a literature study, the author can find various methods for teaching students' speaking skills. Among them are using audio-lingual, audio-visual, digital storytelling, debate, and games. This method has proven effective for teachers to apply to their students when teaching speaking. Apart from that, several kinds of problems that teachers encounter when teaching speaking include the curriculum, student anxiety, and a lack of interaction between students and teachers both inside and outside the classroom. Teachers can choose a method appropriate for students, both skill and level.

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Limitation

The study's limitations in this research may still develop over time because the focus is on the relevance of using speaking teaching methods. As this method progresses, the problems teachers encounter will also vary.

Implication

The implications of the research for future researchers could be to explore further speaking teaching methods and the problems encountered. Researchers can also carry out action research with more valid sources. So the research can later be helpful to readers.

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