Narrative Study on Teachers' Strategy to Teach Oral Communicative Competences during Pandemics

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ABSTRACT

Covid-19 has caused changes in teachers' strategies in teaching English as a Foreign Language. In teaching oral communicative competence, it is harder for English teacher to select the most suitable teaching strategy. The implementation of online learning during the pandemic is one of the alternatives that have been taken among English teacher in Indonesia. This study was conducted to find out the teachers' strategies in teaching oral communicative competence of senior high school student during the pandemics. By utilizing narrative inquiry like interview and narrative frame as the data collection method, the researcher sought to investigate the teachers' strategies in teaching English oral communicative competence in SMAN 3 Pontianak. The data from the participants' story and interview transcriptions was analyzed by using thematic analysis. Based on the result findings, it is concluded that the teacher has implemented various kind of teaching strategies to teach oral communicative competence during pandemics that includes selecting suitable online platform, initiating an effective learning modes and implementing different kind of teaching method. Using narrative research design, this present study was conducted to comprehensively understand teachers' strategies to improve students' oral communicative competence based on the teacher's stories throughout their teaching experiences during pandemics.

Key words: Oral Communicative Competences; Pandemics; Teaching Speaking

INTRODUCTION

In March 2019, the world was invaded by the deadly virus identified as COVID-19 (WHO, 2020). This emergency situation has led to the massive closure of face-to-face classrooms of educational institutions worldwide, including Indonesia (ECLAC-UNESCO, 2020). The Covid-19 pandemic has also radically changed many of the educational sectors in Indonesia. Several institutions implement work

from home, a new policy established to cope with the situation of the pandemic. Due to government policy, the educators around Indonesia have to engage in innovative teaching and learning processes to fulfill the demand of this current policy.

Due to the outbreak of Covid-19 pandemics, the Minister of Education and Culture of Indonesia (MOEC) has issued regulations for schools to carry out teaching and learning processes during lockdown (Kemendikbud, 2020). English teachers have to improvise their teaching strategies to fit into the work from home policy. It is critical to adopt an iterative design and instruction approach to move swiftly while retaining high-quality learning for students (Lynch, 2020). Accordingly, all schools in Indonesia have to change from face to face into online-based learning. E-learning or online learning is one of the strategies that educators have widely used. It is an integrated teaching approach that combines electronic and internet-based technology in learning (Efriana, 2021). Online learning seems the most preferred strategy to replace face-to-face classrooms during the pandemics (Mardiah & Henny, 2020).

Because of the widespread usage of online learning, educators and learners are expected to adapt to the online learning system (Arief, 2020). However, several issues have emerged for learners during online learning. Absence of communication, limitation of teachers' feedback, and academic cheating are among the disadvantages of online learning. (Efriana, 2021; Pinatih et al., 2021). Learners and teachers also faced difficulty in implementing online learning during the pandemics. Among the problems that teachers encountered during the implementation of online learning is a lack of knowledge, skills, attitudes, and a lack of communication. (Özüdoğru, 2021). Thus, this matter brings forward the urgency for teachers to utilize different online learning strategies during the pandemics.

Therefore, teachers are required to understand the nature of online learning during the pandemic. In fact, several previous studies have been conducted on the teachers' strategies in implementing online learning during the pandemics in Indonesia. Arief (2020) has investigated how English teachers carry out online learning and their challenges. The study has been conducted by using narrative inquiry. In addition, Mardiah and Henny (2020) also discussed the strategies for implementing E-learning during pandemics. Besides that, Safira et al. (2021) have also conducted qualitative research on English language teaching activities during the pandemics in a junior high school located in Jakarta.

Recent studies indicate that English teachers, particularly in Indonesia, have engaged the teaching process through the online learning system during the pandemics in higher education institutions and secondary levels (Fitria, 2020; Safira et al., 2021). For instance, Arief (2020) found that English teachers have employed online learning by using several applications and platforms like Google Classroom and Schoology. Meanwhile, Suryana et al. (2021) found that English language

teachers also use Whatsapp to teach in an online classroom. In another study, Alzamil (2021) found that email and e-books are the standard practices among English teachers. Gunawan et al., (2021) have conducted a descriptive qualitative study in finding explanations on the implementation of Zoom meeting application in online learning during the pandemic. The findings showed that the learning process becomes easier by using Zoom meetings as an online platform. These studies showed that online learning could be conducted on a different platform.

In teaching oral communicative competence, it is more challenging for English teachers in order to conduct the teaching session through online learning during the pandemics. These challenges were caused by the pressure of sudden implementation of remote practices and limited experience of online teaching and learning (Gouseti, 2021). One of the common challenges of teaching oral communicative competence through online learning is lack of internet connection. Another challenge that was faced by the teacher is difficulty in controlling the students through online classroom. According to Efriana (2021), English teacher faced these challenges due to the reason that online learning is highly dependent on the availability of information and communication technology. In conclusion, these statements have also proven that appropriate strategies are required to teach oral communicative competence though online learning during the pandemics.

From the preliminary observation in SMAN 3 Pontianak, the teachers have also implemented various strategies to teach students' oral communicative competence like simulation, communication games, drilling and discussion during the pre pandemic period. Even during the pandemics, positive students' participation in debate, speech contests, and other English-speaking-related competitions has proven to be associated with teachers' performance and strategies in teaching students' oral communicative competence. In line with the current demand for online teaching and learning, English teachers in SMAN 3 Pontianak have adapted from traditional or offline learning to online learning. This has triggered the researcher ti investigate on the teachers' strategies to teach oral communicative competence during the pandemic. Most of the previous studies were conducted by using research design such as case study and descriptive qualitative. To fill the research gap, the researcher has conducted a narrative study to collect the information directly from the participant on teacher strategies specifically in teaching English oral communicative competence during the pandemics. Based on the research question above, the purpose of this study is:1) To find out the strategies that English teachers at SMAN 3 have implemented to teach oral communicative competence of senior high school students during the pandemics and 2) To investigate the challenges faced by English teachers at SMAN 3 to teach oral communicative competence of senior high school students during the pandemics.

LITERATURE REVIEW

Previous Related Study

In a previous local study, Anugrah (2021) conducted research to discover the challenges faced by teachers of SMAN 2 Abiansemal to teach speaking during online learning amidst pandemics and how they cope with the challenges. Besides that, the researcher also investigates the strengths and the weaknesses of the strategy used by the teacher. The resulting finding of the research shows that there are several challenges like students' reluctance to speak and collect assignments, lack of students' mastery of the platform used in online learning, and students lack of motivation to learn. However, the teachers can cope with the challenges in particular ways such as improving internet connection, giving a tutorial to the students in using learning platforms, motivating the students, making Whatsapp groups, preparing media, encouraging a student to participate and applying appropriate teaching methods.

In a more recent study, Heldawati & Wiyanah (2022) conducted a case study on a similar topic. The research focused on identifying the teachers' obstacles in teaching speaking and finding out the teachers' strategies to teach speaking during the pandemic. Using interviews and observation, the researcher collects the data from two English teachers who teach English at SMAN 1 Jongkong. In line with the result findings with another previous study, the main obstacle in teaching English is the internet connectivity problem. Other than an internet connection, the study found that the student's lack of participation is one of the obstacles during the pandemic. The study also revealed that four strategies had been applied through online learning during the pandemic, including storytelling, conversation practice, discussion, and translation.

At the junior high school level, Fitri et al. (2021) conducted a study on teachers' strategies for implementing learning during the Covid-19. The research focused on a strategy to teach English speaking skills. Using a descriptive qualitative approach, the study shows that the teachers' strategies can be divided into several themes, namely teaching objectives, teaching approaches and teaching methods. The strategy implemented by the teachers is known as the expository strategy. For the teaching method, the teachers implement the answer and question method via WAG and the assignment method through Google Classroom. Even though this study is conducted at the junior high school level, the teaching strategies to teach English speaking seem to apply to senior high school students.

Definition of teaching strategies

Teacher should have a strategy to teach particularly English. Strategy in education is defined as a strategy, method, or series of activities designed to attain a specific educational objective (David, J., 1976 as cited in Heldawati & Wiyanah, 2022). According to Khaira et al., (2019), teaching strategies can be defined as the ways of making decisions about a course, an individual class or even an entire curriculum to achieved a goal of teaching. Teaching strategies are also known the approach selected to provide learning material to students in a particular learning environment that consist of the design , variety and arrangement of activities that

can convey learning skills to students (Mustika, 2021). Based on these definition, teaching strategies are an important steps for teacher to conduct an effective teaching and learning process.

Due to the transition from face-to-face to online learning, teachers have to plan an effective teaching strategy to ensure the teaching and learning process are able to be conducted particularly during the pandemics. To adapt through the pandemic, teaching strategy can always be modified, improved, and developed to affect student learning positively (Rajagopalan, 2019) and modification is required to help the students during the learning session (Barry & Kanematsu, 2020). Obviously, teachers had to modify their teaching strategy to adapt to the current learn from home policy particularly in TEFL.

Teaching during pandemic

Project-based learning (PjBL or PBL) is a constructivist teaching strategy that involves exploring knowledge as learners work on a project over an extended, period mainly focusing on group discussions and collaboration. (Abu Bakar et al., 2019, p.74). Long-term, integrative, student-centred, and linked with real-world concerns and practices are all characteristics of PBL learning activities. Researchers have conducted various research, both qualitative and quantitatively, to find out the benefits of Project-Based learning on online learning, particularly during the pandemics.

In the United States, Hira & Anderson (2021) has investigated teachers' motivation in initiating Project-Based Learning (PBL) during pandemics. The study was conducted among four secondary schools involving eleven teachers. The result findings of the research show that the EFL teacher was adopting PBL into their online classroom with a particular focus on technology role to implement the PBL effectively for the sake of the student.

In another study, Febiyanti et al. (2021) have conducted a study to test out the impact of using project-based learning videos on students' listening comprehension during the pandemic situation in Indonesia. This study was conducted at the elementary school involving the 4th-grade student. Using quantitative research with one group pretest-posttest design, the study found significant impacts of PjBL on students' listening comprehension during the Covid-19 pandemics.

In a recent study, Pinatih et al. (2021) investigated the effectiveness of PBL in boosting students speaking skills in the pandemics era. Using the pretest-posttest design, the students were asked to make a short video about the material while in the post-test phase. The result findings of the study found that project-based learning was very effective for improving students' speaking skills.

These researches have proved that project-based learning was suitable for implementation during the pandemics. It is suitable for both English speaking and

listening skill. The implementation of the strategy is commonly involved with the video, which is compatible with distance learning.

Self-directed learning, also known as self-discovery learning, is a kind of education in which the learner takes the initiative and is responsible for learning a specific activity or process (Kelsey, 2022). Yaiche (2021) defined discovery learning as a student-centred approach that assists engaged and long-lasting. Discovery learning can also be referred to as problem-based, inquiry, experiential, and constructivist learning. Recent research has been conducted to analyze the importance of discovery learning during pandemics.

Maphalala et al. (2021) discuss how online learning is a catalyst for universities in South Africa to adopt self-directed learning during the pandemics. Through teachers' experiences, the researcher investigated how teachers navigate self-directed learning through online learning platforms. The study found that self-directed learning promotes independence in learning among students.

According to Karatas & Arpaci (2021), there is a relationship between learners' readiness for online learning and self-directed learning. Furthermore, self-directed learning skills are a strong predictor of preparation for online learning. These findings align with the previous study by Mahlaba (2020) that enlisted the reasons for the importance of self-directed learning during pandemics. Among the reason is that self-directed learning allows learners to take the initiative to work independently to attain individually specified learning goals by demonstrating resilience, discipline, persistence, and dedication.

Nature of Oral Communicative Competence

To understand the nature of oral communication skills, the researcher must dig deeper into communicative competencies. Communicative competence can be defined as what a speaker needs to master to communicate appropriately within a particular language society. It includes knowing the vocabulary, phonology, and other aspects of linguistics structure and when to speak or not, what to say to whom, and how to deliver a message without miscommunication (Saville-Troike, 2012, p. 106).

In addition, McCarthy& Carter (2006) stated that communicative competence includes the following aspects of language knowledge 1) knowing a way to use language for a variety of various purposes and functions, 2) knowing the way to vary our use of language per the setting and the participants, 3) knowing a way to produce and understand different kinds of texts such as narratives, reports, interviews, conversations; and 4) knowing to engage an effective communication despite having limitations in one's language knowledge, for example through using different varieties of communication strategies.

Oral communicative competence or speaking is one of the communicative competences. Oral communicative competence can be defined as the spoken interaction between two or more people (Aradhanawaty & Madjid, 2016, p.64). The oral communicative competence comprises verbal, paraverbal and nonverbal skills, used to communicate in different contexts. According to Monteiro C. et al. (2019) mentioned on 13 didactic units which give instructions to practice oral and written comprehension or expression, literary education, and verbal and non-verbal communication systems. These units are included: 1) Presentation; 2) Most frequent communication difficulties; 3) Oral communication; 4) Oral texts; 5) Expressive reading; 6) Verbal and nonverbal language; 7) Spontaneous conversation and interview; 8) Literary dialogue; 9) Debate; 10) Oral narrative; 11) Oral description; 12) Oral presentation and 13) Oral argumentation. From this definition, it can be asserted that oral communicative competences are the ability to convey a conversation between two or more person in a certain circumstances.

METHOD

Design and Samples

This research is designed using narrative research, a qualitative research design. It aims to analyze and find out the English teachers' strategies in SMA Negeri 3 Pontianak have implemented to improve the oral communicative competence of senior high school students during the pandemics.).

Instrument and Procedure

Narrative is the study of stories. Therefore, the writer has collected the data from the participant through their written and oral story via narrative frame and interview. The first step of the research was asking the stories from the participant through a blank narrative frame. Next for the interview, the writer has provided a semi-structure question to be asked during the face-to-face interview session.

The researcher has employed a method called narrative frame to gather information from the participants through written reflection. Narrative frame can be defined as a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is put together as a story in skeletal form. The objective of the narrative frame is for participants to produce a coherent story by filling in the spaces according to their own experiences and reflections on a certain topic. (Barkhuizen, 2014). The narrative frame aims to facilitate teachers to write their journals and stories. The written result is nearly often known as a teacher journal, a collection of written reflections on teachers' methods, instructional environments, emotions, growth, and language learning (Barkhuizen et al., 2014).

The researcher has also provided the narrative frame based on the outline proposed by (Barkhuizen, 2014). Referring to Ghazy et al. (2021), Creswell (2012) suggested that the frame must consist of the dimensional aspect of narrative structure such as

interaction (information of how they feel, hope, react, and think), continuity (now and then), and situation (context time and space). Besides, the narrative frame contains the participant's past, present, and future stories teaching oral communicative competence during a pandemic. an interview is one of the data collection techniques used by the researcher to collect information from the respective English teacher. The data is collected through narrative interviews. An interview helps answer the research questions motivating the study by gathering concrete details and stories from various people (Greene & Lidinsky, 2015). Referring to Arief (2020, p.56), a semi-structured, open-ended question is prepared to help the teachers make reflections on their strategies in teaching oral communicative competence during the pandemics.

Data Analysis

The analysis identifies and interprets relevant themes and concepts in the interview data. The researcher interpreted the information from these data and transcribed it into a summary to present it to the reader. The themes were constructed based on the codes that have been decided deductively (delvetool.com, 2022). The themes were developed based on the research questions. There are two themes under the research question, namely 1) Teachers' Strategies To Teach Oral Communicative Competence Through Online Learning During Pandemics and; 2)Teachers' Challenges To Teach Oral Communicative Competence Through Online Learning. There are several narratives and thematic analysis processes to be followed in narrative inquiry, namely: (a) organization and preparation of the data, (b) obtaining a general sense of the information, (c) the coding process, (d) categories or themes, and (e) interpretation of the data.(Butina, 2015, p.193; Maguire & Delahunt, 2017, p.3352). In general terms, data analysis in qualitative research involves the repeated reading of data, coding, coding and categorizing data extracts, and their reorganization under a specific theme.

The coding process that the researcher did is adapted the coding system from Wicks (2017); the researcher has generated codes to reduce lots of data into small chunks of meaning. The codes are as shown in the table below:

Table 1. Coding System

Codes	Meaning
T1	Teacher 1 Sir A
T2	Teacher 2 Miss R
OCC	Oral communication competence teaching strategy
COL	Challenges of implementing online learning

RESULT AND DISCUSSION

Findings of teachers' strategies can be divided into two themes. The first theme of the findings is teachers' strategies to teach during pandemics and the second theme is teachers' strategies to teach oral communicative competence during pandemics.

The study found that there are several strategies that the teachers have implemented to teach oral communicative competence during pandemic which include selecting relevant platform for online learning, instructional design of online learning and challenges in implementing online learning.

The first subtheme for teachers' strategies to teach during pandemics is the platform used for online learning. In this study, the teachers have used several platforms such as Whatsapp, Telegram, Zoom and Google Meet to conduct the classroom through online learning. T1 prefer using Google Meet because it is free and convenient. Meanwhile, T2 has chosen Whatsapp and Google meet as the online platform since it can be easily implemented throughout the learning process.

Well, I think I prefer Google Meet to Zoom since it is free. (T1/I/OLS)
I preferred using online platforms like YouTube, Whatsapp and Google Form since the students could easily access to those applications.(T1/N/P)
I prefer to teach by holding a meeting once a week with the students via Google Meet. (T1/N/P)
So for platform. For group discussion, I usually used either Whatsapp group or Telegram. I also used Zoom or Google Meet. (T2/I/P)

T1 has also developed his own teaching material on Youtube for online classroom. Other than the application above, T1 mentioned about Ruangguru as a preference. However, T1 rarely used it due to some access issued that is restricted to pay to use feature of the application.

Previously, I used Youtube. I also used WAG (Whatsapp Group) for coordination. For the YouTube, I make my own teaching video and then I upload it into the platform. You can check my YouTube channel to watch the video. I used my Youtube channel for theory explanation to the students… (T1/I/OLS)
Actually, there is a little contribution of Ruangguru in my teaching process. I only used it as a reference. It is true that used to mentioned about it but Ruangguru is pay-to-use application so I didn't use the application to apply online classroom. (T1/I/P)

For learning management system, T1 and T2 both selected Google Classroom. This is because the assignment and assessment are more organized using the platform. It also help the teachers to store the data since it is directly connected to Google Drive which is known for its large storage. This can be seen from their statement as below:
But after two to three month, I change to Google Classroom for work submission. Well, it is more organized to submit the assignment through GC. (Line 41-43/T1/I/P)
The data also clear and organized and the assignments are stored through platform like Google classroom. (Line 166-167/ T2/I/P)

The teachers have implemented online learning during the pandemic to teach English oral communicative competence. Based on the data, there are two types of online learning mode that have been implemented by T1 and T2. The learning

process was conducted in two ways namely: synchronous learning, asynchronous learning.

T1 prepare some teaching video to his Youtube channel for his student before the virtual classroom started. Then, T1 will ask his students to watch the video. At the end of the activitiy, the students are required to send their comment related to the topic that has been explained via a designated Whatsapp group. This type of activities is also known as asynchronous learning.

For the YouTube, I make my own teaching video and then I upload it into the platform. You can check my YouTube channel to watch the video. I used my Youtube channel for theory explanation to the students… (T1/I/ID)
When I first started teaching during pandemic, I made some YouTube videos for the students to watch for their online class. Responding to that, I communicated with the students via WhatsApp group chat and assigned them some tasks as for the post test.(Line 3-6/T1/N/ID)

Several procedures have to be followed in order to conduct online classroom via Zoom or Google Meet. This procedure is also known as synchronous learning. This kind of teaching has been implemented by by T1 and T2. T2 mentioned about how she instructed the student to join in the link that she has prepared beforehand for online session with his students in Zoom or Google Meeting. At the end of the learning, reflection and discussion were conducted to ensure the students understand the material given by the teachers. For the assessment plan, there are several plan implemented by the teachers through online learning. Based on the data, T1 and T2 engaged their assessment through several platforms like Google Form Telegram and Whatsapp.

Despite of having adept technological competence, T1 and T2 also faced several challenges in implementing online learning during pandemics. Lack of students' participation, attendance problem and assignment tracking issue are among the challenges that have been faced by the teacher. T1 in his story to the challenges that he faced through online learning during pandemics:
…there are some challenges in implementing online learning in my teaching process such as the lack of students' responses, the difficulties in reaching them online, and the struggles to keep them on track for every task given. (Line 13/T1/N/COL)

This also proven during the interview with T1 on his statement:
….However, it is different when they are instructed to submit the assignment. For example, I give them deadline during the virtual classroom. The students seem to be late when I ask them to submit their assignment based on designated time. (Line 77-81/T1/I/COL)

….The most obvious for me is student tracking. It is difficult for me to do assessment on students' performance since the student tends to the assignment by cheating like using other people work and using Google translate. (Line 91-96/T1/I/COL)

T2 on the other hand states she had problem when students were asked to ask a new application like a scanner via smart phone. Students seem to be able to use platform that they are familiar to like Whatsapp and Telegram. However, they had problem when it comes to using a new application.

,. I also had experiences when one of my students is asked to scan their assignment into a pdf file. They had problem to scan it with their smart phone. (Line 149/T2/I/COL)

From the data, the most preferred platform selected by the teachers is Whatsapp and Google Classroom. The reason behind this matter is because Whatsapp is a free access application, simple and easy to use (Suryana et al., 2021). According to Susilawati & Supriyatno (2020), Whatsapp is the most effective platform to be used during the pandemic because it help teacher and student to share information and communicate with others. This line is supported by a study from Muslimin & Harintama (2020) that reported that Whatsapp are able to increase the EFL student motivation in online classroom during pandemic. Other than WAG, Google classroom also has been selected by the teachers as the most effective learning management system. This result also reported by Fitria (2020) that asserted the platform are suitable as the place to communicate between the learner and educators, assignment submission and document archive.

The second result finding of the study is the instructional design of online classroom that have been constructed by the teachers. It is known as synchronous and asynchronous learning. The asynchronous activities can identify through the teacher teaching and learning process through Youtube. First, the teacher will provide a teaching video and upload the video before the day of class. Next the student will be instructed to go to the channel and watch the video. At the end of the lesson, the students will be assign to give some summary on the topic that have been discussed in the video. This step by step instruction is the same as the definition of asynchronous learning that have been bring forward by Finol (2020).

On the other hand, T2 has implemented different kind of online learning during pandemics. It can be called as synchronous learning. Synchronous learning is conducted during the same day and place through an electronic mode (Perveen, 2016). It is conducted by using platform like Whatsapp, Zoom and Google Meet. The procedure started with the teacher to provide a Google Meet link for the students to join in. Before the virtual classroom started, the teacher takes the attendances of the class. The learning process will be facilitated with the help of visual and photos that have been provided by the teachers. At the end of the video conference, the teachers will provide some feedback or assessment related to the material.

From the discussion above, it is reassured that both mode of learning are suitable for teaching and learning process during pandemic. Selecting the right mode of online learning is important to ensure an effective online environment for the students. According to Sudarsana et al. (2019), the forum is needed to facilitate the student to understand the purpose of the classroom and also to determine the success of the online classroom itself.

For the assessment plan for online learning, the teachers have assessed the students similarly like the offline classroom with some of technological integration into the assessment. The teacher will assess the students' performance depending on the rubric that has been provided by the teacher. The assessment plan is modified to suit the online environment. The assessment procedure is line with the findings by Fitri et al. (2021, p.362). According to the data, the assessment is given to generate the students' enthusiasm to participate during the virtual meeting.

Based on the teacher prior knowledge on technological aspect, the teachers are able to integrate the technology into their online classroom. The teacher used LMS in addition to various platform of online learning such as Whatsapp and Telegram as well as Google Meet and Zoom to employ online classroom during pandemic. Furthermore, all the students are able to access the online classroom. Referring to Lie et al. (2020), this indicates that the level of adaption of online engagement among English teachers in SMA Negeri 3 Pontianak is on intermediate level.

For the last section of discussion, the researcher found that there are three activities that have been implemented as the teaching strategies to teach oral communicative competence during pandemic. These activities are discussion, role-play in video making and conversation. Discussion has proven the most effective way to teach oral communicative competence through online learning during the pandemics. This is in line with the result finding by Heldawati & Wiyanah (2022). In addition, one of the strategies found in the study is conversation. The teacher tends to engage two way communications during the virtual meeting via Google Meet and Zoom. In fact, students are required to actively participate and interact in English language to learn speaking skill (Fitri et al., 2021).

CONCLUSION

The main objective of this research is to collect teachers' experience in teaching oral communicative competence during pandemic. From this narrative study, it can be concluded that the teachers in SMA Negeri 3 Pontianak have conducted online learning synchronously and asynchronously through various kind of platform such as Google Meet, Zoom and Whatsapp to teach oral communicative competence. For the assessment plan, the teacher has employed assessment through platform like Google Form, Google Classroom and Telegram. Based on the lesson plan that has been provided before the online classroom, the teachers have taught in several ways such as role play and discussion. Accordingly, the teachers are able to encourage

the students to participate in the online classroom to motivate to speak in English language. Overall, the teachers in SMA Negeri 3 Pontianak have implemented an effective strategy to teach oral communicative competence during pandemic despite of several challenges faced by the teachers.

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