

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The researcher employed a qualitative approach to obtain the data regarding the challenges and strategies of teaching speaking in a virtual environment. The participants in this study were English teachers who had two years of teaching experience. The findings of the study indicated that there are six challenges of teaching speaking in virtual classrooms. For the lecturers, it is not easy to make students talk in virtual classrooms. The lecturers have to come up with several ideas of speaking prompts to make students talk. The unstable internet connection is also one of the challenges that the lecturer might face during the virtual teaching learning process. For some lecturers who have low digital literacy, it might be hard for them to conduct virtual classrooms. The absence of non-verbal cues can be one of the challenges in virtual speaking classes. Next, limited application or platform functionalities that are used by the lecturers can hinder task management that will be delivered to the students. Additionally when the students are too hard to be reached during virtual classes, meaning that they do not turn their cameras on, it will be hard for the lecturers to measure students' competence in the learning process.

To minimize the challenges in the virtual speaking classes, there are four effective strategies of teaching speaking in a virtual environment which are

established and used by all of the respondents. First, lecturers have to be creative in finding topics that can relate to the students. In addition, lecturers can explore some activities for virtual classes that can increase students' engagement. To make the teaching learning process in virtual classrooms run smoothly, lecturers also can use some platforms that have many features. For students who have different needs and challenges, lecturers are willing to help and accommodate students' challenges, too. It can be concluded that the shift from the conventional to the virtual environment of the teaching process created new challenges. Those challenges forced the respondents to come up with more suitable teaching strategies that they can apply in the virtual environment.

5.2 Suggestions

This research is qualitative in nature; thus, the results only applied to certain contexts. Future research on virtual teaching pedagogy should employ a quantitative approach and use larger data sets. In addition, future researchers on this topic can collect data from students from different levels of education.