Reflecting Teacher's Strategies for Teaching Speaking in Online Learning: A Case Study at One Secondary School

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Abstract
Teaching Speaking during Pandemic COVID-19 has forced all English teachers to conduct it in online learning, including a female English teacher as the participant of this study. This required the teachers to implement some strategies that would help the students learn optimally. Participant of this research tried to shift her teaching strategies from her traditional classroom strategies to online teaching strategies. Using a case study as the method employed in this study, it involved classroom observation, teacher's interview and journal writing as the data collection technique. Teacher's reflection was made based on a reflective teaching framework in which the teacher's beliefs and practices are carefully analyzed to see the strategies employed by the teacher. The result shows that the participant's belief to teach students' speaking is to motivate and stimulate them to speak some English words, sentences or dialogues; drilling and role-playing added by online YouTube videos as her main techniques in teaching speaking. In addition, the teacher's journal reveals that the teacher expected to have some enhancement of her teaching, classroom management, and students' responses. The result of the study is also expected to be used as a reference by other researchers to cope with any challenges occurred in the teaching of speaking in online learning.
Keywords: *Online Learning; Speaking; Teacher's Reflection; Teaching Strategy*

Abstrak
Mengajar Speaking selama masa Pandemi COVID-19 telah memaksa semua guru bahasa Inggris untuk melaksanakannya dalam bentuk pembelajaran dalam jaringan. Hal ini mensyaratkan para guru untuk mengimplementasikan beberapa strategi dalam pengajarannya yang akan menolong siswa untuk belajar secara optimal. Partisipan dalam penelitian ini mencoba beralih strategi pengajarannya dari kelas tradisional ke strategi pengajaran daring. Menggunakan metode studi kasus yang dalam penelitian ini, melaksanakan observasi kelas, mewawancari guru, dan menulis jurnal sebagai instrument untuk memperoleh data. Refleksi guru dibuat berdasarkan kerangka kerja relfeksi pengajaran dimana kepercayaan guru dan praktek mengajarnya diobservasi dengan teliti untuk melihat strategi yang digunakan oleh guru. Hasil dari penelitian ini menunjukkan bahwa keyakinannya dalam mengajar Speaking adalah untuk memotivasi dan menstimulasi siswa untuk berbisara beberapa kata, kalimat atau dialog dalam bahasa Inggrisl teknik utamanya dalam mengajar Speaking adalah drilling dan role playing disertai dengan video Youtube. Dengan menuliskan pengajarannya dalam jurnal, dia berharap untuk mempunyai kemajuan dari pengajarannya, pengelolaan kelas, dan respon siswa. Peneliti berharap bahwa hasil dari penelitian dapat digunakan sebagai referens oleh peneliti lainnya untuk bisa mengatasi tantangan yang muncul ketika mengajaran Speaking dalam pembelajaran daring.
***Kata kunci**: Pembelajaran Daring; Speaking; Refleksi Guru; Strategi Mengajar.*

INTRODUCTION

Academic institutions around the world began moving in-classroom lectures to online education as a way of applying social distancing rules in response to the Coronavirus Disease 2019 (COVID-19) pandemic (Zhou et al., 2020). We have to acknowledge that teaching online requires more skills and creativity of the teachers to perform best in their teaching, particularly teaching Speaking which needs more interaction the classroom. Obviously, it is far greater different teaching in offline classroom than in online learning environment. Before the pandemic, English teachers might use several common strategies for teaching speaking in the conventional or offline classroom, such as "cooperative activities, role-play, creative tasks, and drilling" (Anjaniputra, 2013, p. 2); "dramatization, discussion, debating, impromptu speeches, storytelling, role-play, dialogue, oral narratives, poems recitation, songs and tongue twisters" (Gudu, 2015, p. 57). It is quite contrary to online learning where mostly the delivery of the lessons used" "mobile internet-based learning" (Widiastuti, 2020, p 9) and public speaking content could be retrieved in an internet setting (Butler, 2017, p.1).

Teaching online speaking subject is not the same thing as the face-to-face learning. We acknowledge that the lesson is taught completely online using internet connection and gadgets as tools for learning. This caused the shifting from a traditional speaking classroom face-to-face interaction to an online environment. Consequently, it aroused a unique existential challenge to instructional pedagogy (Butler, 2017). In addition, this shifting method of learning from offline to online brings about the condition as 'forced readiness' (Cutri, et.al, 2020). Although teachers should adjust to the quick changes from offline to online learning, they are able to come up with readiness to face this situation in which it is called 'forced readiness' (Cutri, et al, 2020) which signifies that teachers are willing to revise their teaching to online mode and these efforts would result in good online teaching.

In Indonesian teaching context, most teachers should adjust and adapt their teaching practices to online teaching. This causes some challenges due to the facts that some teachers are lack of technology enhancement and poor internet connection in some areas, especially remote areas. Not so many studies are conducted yet to find out how teachers adjust and adapt their teaching from offline to online learning. However, some results of the studies on how teaching speaking in online learning during Pandemic COVID-19 have helped the researchers positioned themselves in this study. Wibowo, et.al. (2020) stated the results of their study that public speaking online learning is rather having dissatisfaction to be conducted by online learning. The participants of the study argued that online learning is boring, the students encountered technical difficulties, the students do not have time for online learning, students need to talk to people, the students need practice, the online course has no impact, the quality of the course is mediocre, high cost of internet data and unsupported infra structure. As one among other solutions to the challenges, Khoiroh (2021) proposed learning speaking by using YouTube can be alternative during this online learning. One strength of accessible technology is the students can enjoy videos they like.

Echoing the research results states previously, Fitriani et. al. (2021) stated the challenges faced by their participants of the research are internet connection, available devices, students' data, so they said that the online learning did not help them in improving their speaking skills. The students are more comfortable to study in offline class rather than online class. Thus, the teacher should consider students' situation in terms of internet connection, available devices, students' data dan using an appropriate technique. Moreover, another study from Cristina et.al. (2022) suggest that utility along with utilization technology could done by the teacher particularly in teaching speaking. The use of media in learning process is very important in teaching, so the students are not bored and the teacher could help them in the process of achieving better learning results. Technology is an important thing in the process of English language learning. Therefore, this study focuses on how a

female English teacher employed her teaching strategies in online learning. Speaking skill is the area of teaching that is investigated in this study, because more interaction is needed in the process of teaching and learning, and how the teacher can cope with challenges in delivering her online teaching.

Through this study, the researchers will observe thoroughly and analysed how her beliefs belief about online learning and her teaching practices are carried out consistently with what she believed. Reflection of teaching is needed to see the awareness of the entire trajectory of her English teaching process (Saiful & Triyono, 2018). Besides, language teachers hold complex beliefs about teaching and learning and that these beliefs have tremendous impact on classroom practices (Basturkmen, 2012; Farrell and Bennis, 2013; Farrell, and Ives, 2015). Thus, they can improve their teaching based on their own reflection. The whole process of research is purposively aimed at elucidating:

1. The English teacher's stated beliefs in relation to teaching Speaking in online learning.
2. The English teacher's observed classroom practices in relation to teaching Speaking in online learning.
3. The relationship between the English teacher's stated beliefs and observed classroom practices.

Literature Review

We become familiar with the term "online learning" where a number of systems that use the internet to transmit educational materials and facilitate interactions between teachers and students, as well as among students (Bakia et al., 2012). To make our understanding clearer, we may consider Allam's et al. opinion (2020) which state that "Online Distance learning (ODL) is a form of education in which the key practice includes physical separation of lecturers and students and the use of various online applications innovate to facilitate interactive communication between lecturers and students" (p. 645). Online learning environments allow students to learn in an environment that is not confined by geography or time (Gilbert, 2015); it gives students the freedom to learn whenever and wherever they desire (Joosten & Cusatis, 2020).

The teachers should also be familiar with the way how the students learn in online learning either synchronous or asynchronous learning. A synchronous learning environment is an environment where the teacher and the students meet online on a specific online platform for teaching and communicate about a lesson" (Amiti, 2020, p. 62). This means that both the teacher and the students are gathering together in a video conference with a camera. As Jackson (2012) puts out, because synchronous courses require students to be in the same virtual classroom as the teacher at a specific time to receive instruction, they are more similar to classroom-based courses. On the other hand, asynchronous settings provide information such as audio/video lectures, handouts, publications, and PowerPoint presentations quickly available to students. This material is available at any time and from any location (Amiti, 2020). This means that asynchronous students do not have access to the Internet at the same time as their teachers, but they can engage with them via email, phone calls, and, in most cases, discussion forums (Hrastinski, 2008). Nevertheless, the synchronous structure is much more relevant to be used for engaging more with students since the teacher can give real-time instruction and get real-time replies from students.

Reflection is needed in this research to observe and reflect on how a teacher believe in his or her teaching and how this belief is manifested in his or teaching practices. The teacher can do some activities such as "the teacher's thinking about what happens in classroom lessons and thinking about alternative means of achieving goals or aims" (Liu & Zang, 2014, p. 2396). In this case the teacher makes reflection in which his or her cognitive process reflected or evaluated his or her past teaching

experiences (Sööt & Viskus, 2015). By doing reflection, it gives meaning to experiences, then transforms them into practices by connecting previous and present experiences; as a result, it prepares persons for future training (Fines as cited in Gupta et al., 2019). Therefore, "it implies looking back on an action, and engaging in meaningful thinking about the action, before determining possible alternative approaches" (Mumford & Dikilitas, 2020, p. 4).

In this context, reflection in education refers to teachers' thinking about their practice both outside of the classroom ('reflection on action') and in the classroom ('reflection in action'). "It is through reflection in and on practice that practitioners make sense of uncertain, unique or conflicted situations of practice" (Schon, 1983, Svojanovsky, 2017, p. 338). In teacher education programs, reflection is fostered to help students and instructors to become more aware of and thoughtful about their actions, rather than relying on trial and error to deal with perplexing and troublesome situations (Sööt & Viskus, 2015).

In order to have clear and meaningful reflection, Farrell (2013, 2016, 2019) sets up a framework of reflection: Philosophy; Principles; Theory; Practice; and Beyond Practice. Throughout the reflective process, teachers are encouraged not only to describe but also examine and challenge embedded assumptions at each level, so that they can use the framework as a lens through which they can view their professional (and even personal) worlds, and what has shaped their professional lives as they become more aware of their philosophy, principles, theories, practices and how these impact issues inside and beyond practice. With regards to reflective teaching, teachers need to get involved in an evidence-based reflective practice that empowers them to express to themselves (and others) what they do, how they do it, why they do it, and, lastly, how their teaching influences learners' achievement (Moayeri & Rahimiy, 2019).

METHODS

This study aimed to investigate the English teacher's stated beliefs and observed classroom practices and its relationship in carrying out her teaching Speaking in online learning. The participant of the study is a female EFL, Mary Jane or MJ (pseudonym) who has currently been teaching English speaking online. She has taught English for eleven years in a vocational school in Bandung, West Java, Indonesia. She completed her study in one university in Bandung, majoring in English literature. She volunteered in this research as a participant to explore the relationship between her teaching beliefs and practices in relation to the strategies of teaching speaking in online learning. During the period of the study, Mary Jane was teaching the-eleventh grade class that consisted of 20 students. The students had two-hour classes per week and each class focused on speaking skill. According to the official curriculum, the main objectives for the speaking class were to improve students' oral communication skills. The method used in this study is a qualitative case study, that is based on descriptive data and does not use statistical processes on a regular basis (Creswell, 2012) and to explore complicated phenomena in their context (Baxter & Jack, 2008). The case study in this research is used to figure out and describe the teacher's reflection based on her belief and practices on the strategy in teaching speaking online learning. Three instruments were used to collect the data namely teacher's interview, teacher's reflective journal, and classroom observation. Data from classroom observation were interpreted by looking back at the researcher's videotapes and notes written during the classroom observation. Interview data were transcribed, then categorized based on themes to see the teacher's reflection on strategies, challenges and practices in her online classroom. Next, teacher's journal was analysed as document analysis to find out how she reflected her strategy used for teaching speaking in online learning. In this case, the data were selected, simplified, organized, reduced, and spelled out, then eventually, the researchers interpreted the data based on the framework of reflective teaching where it leads to findings.

FINDINGS AND DISCUSSION

Teacher's Reflection on the Strategies used for Teaching Speaking in Online Learning
Data analysis from three kinds instrument, teacher's interview, teacher's journal and classroom observation led to the findings of this research that will be delineated below:

1. What are the English teacher's stated beliefs in relation to teaching Speaking in online learning?

    Mary Jane has strong personality with 11 years of teaching experiences that caused her to learn and adjust to the challenges she faced during teaching online. Even though she was not graduated from educational institution, she understands teacher administration and managed to prepare her class well, such as lesson plan, worksheet, and post-test. She understands well her role as an English teacher, that is to facilitate learning, as a model for English conversation and as a motivator to help students speak English. Since this is an online classroom, she had to also prepare for internet data, Google Meet link, PowerPoint or Canva, and YouTube link. After articulating her beliefs about teaching and learning, she reflected on her actual classroom practices to see if there is alignment between her stated beliefs and her classroom practices. In this point the teacher claimed that aims of the teaching is to make the students speak English, even a word, some words or sentence. This is done so that the students are used to speaking in English and are able to make a conversation in English. Here is the excerpt:

    "...Karena ini kelas speaking dan tujuan belajar di kelas speaking itu adalah peserta didik bisa mengucapkan kata atau kalimat atau bahkan dialog dalam Bahasa Inggris."

    "…Because this is a speaking class and the purpose of learning in the speaking class is that students can say words or sentences or even dialogue in English."

2. What is the English teacher's observed classroom practices in relation to teaching Speaking in online learning?

    The several sessions of ongoing process in online learning have been successfully captured through classroom observation. The researchers acted out as non-participant observer in order to behave neutrally during the learning process without making any interference. As we can see from the following table, the classroom activities are delineated and summarized in the table, including the challenges during online learning.

Table 1. The result of classroom observation

No	Observation	What happened in the online classroom?
1.	September 06, 2021 10.00-12.00	Students did not response immediately when the teacher tried to communicate with them or ask them questions.
		Students were not very confident to performed the task given by the teacher during the online classroom.
		Internet connection's problem happened during the online meeting.
2.	September 13, 2021 07.40- 09:00	The teacher directly points the student to response by calling their name so that the student will respond immediately.

		The teacher did something she didn't do in the first meeting such as asking students to fill the attendant list in the chat.
		The teacher was unable to manage the teaching time which leads to the delay of the completion of the online meeting.
3.	September 24, 2021 07.10-08.00	The teacher could guide the students to keep on trying to speak in her online classroom.
		The teacher could manage her teaching time better than the previous meetings.

As Table 1 indicated, Mary Jane started her online classroom by doing her classroom ritual such as greets the students and asks them to pray, then she began her teaching activity by introducing and explaining the learning material to the students accompanied by YouTube video, and finally pair work assignment in the form of performing conversation based on the dialogue in the video.

In the first online classroom observation, Mary Jane used drilling and role-playing as her main teaching techniques. It can be seen that most students could follow the instruction to work in pairs and do the drilling and role-playing. However, some challenges occurred during the class such as: students' lack of response, students' lack of confidence, and lack of internet connections.

Unsounded video was another problem occurred in the class. The students kept silent and did not to say anything, except one student who dare to say that he could not hear anything when the teacher's microphone was muted. Eventually, due to the student's slow response the class was not ended on time.

The second classroom observation was on September 13, 2021. Mary Jane used the same strategies as in the first meeting, except classroom interaction was improved which is shown by: the student's immediate response when he was called by his name; the students' attendance was listed in the chat; the students' camera on while performing the dialogue and the students' feedback on their friend's performance. However, MJ was still unable to manage the time that led to the delay in completion of the class.

The third classroom observation was on September 13, 2021. The teacher emphasizes more on the drilling. The teacher seems to have known how to run her online speaking class after several meetings. As a result, she could guide the students to keep on trying to speak in her online class. Moreover, this time, she could finish her online class on time.

Data from interview shows that the main techniques for her online teaching are drilling and role-playing added by displaying YouTube video from native English speakers. The teacher employed these techniques because of the students' different learning styles. Although drilling and role-playing are not new in the field of English teaching, adding the videos was so helpful to support students learning. To sum up the interview data, the researchers displayed them in the following tables: Data from Interview:

Table 2. The result of teacher's interview

Theme	Data
Purpose of teaching	Making students to be able to speak English in general.
Teaching Preparation	Lesson Plan Worksheet Post-test
Teacher's Favorite Classroom Activity	Any classroom activity which triggers the students to speak in English.

Teaching Strategy	Drilling and Role-playing with the support of video display.
Challenges	Internet connections problem
	Internet data problem
	Lack of devices or tool
	Students' lack of response
Reflection	Creating a journal or teacher's log
	Self-reflection

3) Online learning

Reflective practice generally means that teachers subject their beliefs about teaching and learning to critical analysis, and thus take full responsibility for their classroom actions because these beliefs are reflected in these classroom actions. In order to engage in reflective practice, teachers must systematically collect data about their beliefs and classroom practices, and then examine if there are any inconsistencies between their beliefs and practices (Farrell, 2015).

Mary Jane reflected on her online teaching by creating her teaching journal. This enables her to identify both strengths and weaknesses of the strategy she used. She usually writes what class she would be teaching, what are the activities in the class, what happens in the class, and what should be done next in the class. Below is the excerpt:

"*Jadi memang refleksinya dibuat, dilakukan evaluasi, kemudian tindak lanjutnya harus dilakukan di pembelajaran selanjutnya*"

"So, indeed, the reflection is made, an evaluation is carried out, then the follow-up must be done in the next lesson."

By doing self-reflection, the teacher memorized what happened during the learning activity and what should be done in the next meeting. The teacher also explained how she evaluates her teaching practices as she stated:

"*Kemudian pada saat pembelajaran Online berlangsung, diakhir pembelajaran I always ask my students how do you feel about the English learning today. Jadi miss menanyakan kepada peserta didik bagaimana perasaan kalian setelah belajar, bagaimana materinya? Apakah sulit? Jadi miss ingin mendengar juga pendapat mereka tentang pembelajaran yang sudah mereka lakukan.*"

"I make self-reflection, and then I write it down what I have to improve and then I do the things that I want to do better in the next meeting. Then when the online learning takes place, at the end of the lesson, I always ask my students how do you feel about English learning today. So, I asked the students how they felt after studying, how's the material? Was it difficult? So, I also want to hear their opinion about the lessons they have done."

Data from teacher's interview, teacher's journal and classroom observation are triangulated to reveal the findings. Then for teacher's reflection, all instruments gave meaningful data that indicated the findings. Echoing the findings from her classroom practices, data from teacher's interview revealed as follows:

"*...Jadi beberapa siswa menyampaikan bahwa mereka tidak bisa mengikuti Google Meet atau Zoom Meeting karena handphonenya berkendala atau kuotanya berkendala jadi ada beberapa hal yang akhirnya membuat mereka meminta izin. Jadi tidak semua peserta didik itu hadir*"

> *"... So, some students said that they could not participate in Google Meet or Zoom Meetings because they had problems with their cellphones or that their internet data were constrained, so there were several things that eventually made them ask for permission. So not all of the students were present."*

Another disturbing problem occurred during the class was unsounded video. Nevertheless, instead of saying to the teacher about the sound, the students chose to be silent and decided not to say anything, except one student who dare to say that he could not hear anything when the teacher's mic was muted. It was likely the same as the first unsounded video, the student continued to be silent. Eventually, due to the student's slow response the class was not ended on time.

The second classroom observation was on September 13, 2021. Mary Jane used the same strategies as in the first meeting, surprisingly classroom interaction improved which is shown by: the student's immediate response when he was called by his name; the students' attendance was listed in the chat; the students' camera on while performing the dialogue and the students' feedback on their friend's performance. However, MJ was still unable to manage the time that led to the delay in completion of the class.

To overcome the challenges, she gave them some solutions. Preparing both wi-fi and internet data to maintain stable connection; informing the students a week prior to their synchronous class; and reminding them a day ahead before the online class start. These are done to give the students enough time for preparing their devices or internet data before joining the class. She said:

> *"...Jadi harapan miss mereka bisa menyiapkan entah itu dari segi kuota entah itu dari segi handphone seperti meminjam dulu atau bagaimana"*

> "…So, I hope they can prepare it, whether it's in terms of internet data, whether it's in terms of cellphones, such as borrowing first or something else."

Problem with the students' slow response is solved by pointing directly or calling their name to do something in the class. She also gave them rewards to motivate them to do what she asked. This solution was taken based on her reflection on the previous meeting so that they will be a lot more responsive.

The third classroom observation was on September 13, 2021. The teacher emphasizes more on the drilling. The teacher seems to have known how to run her online speaking class after several meetings. As a result, she could guide the students to keep on trying to speak or communicate in English. Moreover, this time, the teacher could manage her teaching time, which means she could finish her online class on time.

DISCUSSIONS

The findings from this case study indicates Mary Jane's reflection on her strategies in teaching speaking in online learning. How she changes her teaching practices based on her beliefs reflected on her teaching journal. Reflecting on practice generally means that teachers subject their own beliefs, assumptions, and values about the teaching and learning to a critical analysis (Farrell, 2007, 2013). Due to the Pandemic COVID-19, she has to shift her teaching ritual into online teaching, which caused her to adjust to some changes and challenges in conducting her teaching practices. Her teaching practices underwent some changes because of her reflective teaching on her journal that could help her to cope with problems and challenges occurred in her online classroom. switching from a traditional learning method to an online learning method is not a straightforward or simple task, and that almost all parties (students, lecturers, parents, and society) face challenges in terms of skills, knowledge, habits, infrastructure, technology, time, expenses, and so on. When considering

her teaching strategies, she focused mainly on how she could make her students' learning experience in class more effective.

Mary Jane's reflective teaching is evidence-based where she collects data about her work, and the reflect on this evidence to make informed decision about her practice. Engaging in evidence-based reflective practice allows her to articulate to herself (and others) what she does, how she does it, why she does it, and what the impact of her teaching is on student learning. The finding of the teacher's reflection is in line with Schon in Philipsen et al. (2019), who states that reflection on action is the process of reflecting after something has occurred, which involves reviewing the circumstance and considering what has to be changed in the future.

Journal writing can provide teachers with a written record of various aspects of their practice such as classroom events in which they can later review and can thus assist them in gaining a deeper understanding of their work (Farrell, 2004). In addition, teaching journals can be used as a way to explore the origins and implications of a teacher's beliefs about language teaching (and learning), and as a way of documenting a teacher's classroom practices (Richards and Farrell, 2005).

She then wrote about what she covered in her speaking classes and her reflections on what happened in her classes as well as what she perceived her students got from these classes. Teachers who engage in reflective practice can develop a deeper understanding of their teaching, assess their professional growth, develop informed decision-making skills, and become proactive and confident in their teaching. The results of engaging in such reflective practice may mean an affirmation of current practices or making changes, but these changes will not be based on impulse, tradition or the like, but as a result of analysis of concrete evidence Farrel (2016).

Farrel (2005, 2013, 2015, 2016, 2019) states framework for reflection that consists of Philosophy; Principles; Theory; Practice; and Beyond Practice. Philosophy can be considered to be a window to the roots of a teacher's practice, because having a philosophy of practice means each observable behavior has a reason that guides it even if the teacher does not articulate this reason. Principles include reflections on teachers' assumptions, beliefs, and conceptions of teaching and learning. Theory explores and examines how to put their theories into practice. Practice examines the more visible behaviors of what we do as teachers in the classroom and what influences what we do. The final level of the framework entails teachers reflecting beyond practice, or the sociocultural dimensions related to teaching and learning.

As for her belief that she wants to make her students speak English even only one word or one sentence. This belief is manifested in her online teaching practices. What she has done is fueled by her belief about what she should be doing in the classroom. In this case the third stage of Farrel's framework, practice, will be our main focus to be discuss in Mary Jane's online teaching practices. She made some changes in her teaching practices due to some problems and challenges in her online classroom. One critical incident happened in her first meeting, when she cannot manage her class well because of the delay of students' responses, internet connection problems, muted microphone, camera off, and unsounded YouTube video. This caused conscious reflection, and when language teachers formally analyze these critical incidents, they can uncover new understandings of their practice (Richards and Farrell, 2005).

In Mary Jane's online classroom practices based on her reflective journal, her interview and her observed classroom practices, she made some changes when facing some problems and challenges, such as students' slow response, students' lack of confidence, internet connections' problem, students' lack of device, students' lack of internet data, students' lack of discussion, teacher's lack of focus, students' lack of knowledge, etc.

The students' lack of confidence is the reason why they slowly responded to the teacher's question. This could indicate that they have yet to understand the necessary information given by the teacher. This is in line with Wang & Newlin (2001), who state that students feel more engaged with

the instructor and the course because of the immediate responses, which ensure that all class participants understand necessary information. Unstable internet connection is the main issue in most online learning (Efriana, 2021; Yuzulia, 2021) that caused distraction during online discussion and often got misunderstood by the teacher's explanation" (p. 10). This statement supports the finding in this study regarding students' lack of discussion in the online class.

Some factors caused to the challenges during the teaching of speaking in online learning, such as students' lack of discipline, teacher's lack of online application, teacher's lack of time management, and students' lack of engagement with the instruction. Mary Jane should enhance her skills in operating many instructional platforms such as Zoom, Google meet, SPADA, YouTube, and many others. Moreover, the teacher's lack of time management is also the factor leading to the challenges faced by the teacher. This is supported by the result of the study conducted by Cengizhan (2021), which stated that "COVID-19 process having a negative effect on time management namely, wasting time, feeling psychological pressure, losing the meaning of the concept of time, home being crowded, laziness, boredom, and disturbed sleep respectively" (p. 307). Additionally, regarding students' lack of engagement with the instruction, Dixon (2015) states that "Student engagement is about students putting time, energy, thought, effort, and to some extent, feelings into their learning" (p. 146).

The third point written in teacher's journal is solution to online learning challenges. Teacher's affirmation towards students made them more disciplined during the online class. Self-affirmation treatments improved students' behavior and reduced disciplinary infractions over the course of three years in middle school in the United States (Easterbrook et.al., 2021). Mary Jane always prepares both wi-fi and internet data to prevent her from losing connection while teaching in online class. This solution, however, might not always work properly in online classes since not all the students could prepare the same way their teacher did. "Problems in the internet signal might become a barrier among students in their learning" (Asio et.al, 2021, p. 65). Another solution that the teacher used in facing challenges during online learning is teacher and students' learning simulation. Managing the online classroom should be done properly by the teacher so that the teaching and learning process could run smoothly.

Farrel (2016) states that engaging in reflective practice involves a process of problem-posing, solving problems, and reconstructing meaning. This problem-posing and problem-solving is seen as a healthy, normal, and creative process. Reflective practice is evidence-based in that teachers are actively seeking concrete evidence and knowledge about their practice. This means teachers must gather data about their practice. The results of engaging in such evidence-based reflective practice may mean an affirmation of current practices or making changes, but these changes will not be based on impulse, tradition, or the like; they will emerge as a result of analysis of concrete evidence.

Based on teacher's reflection, she made some changes in managing her online classroom and her teaching strategies in her online speaking classroom. After learning from previous meetings, students were able to learn to speak English both guided and independent learning. The same goes for the teacher who was able to use English better during the online class. Drilling and role-playing are used as her main techniques for teaching speaking. Although these two strategies are mainly used in traditional classroom Sukardi (2019) and "drilling remains a useful technique if it is used appropriately" (Kartikasari, 2014, p. 2). Mary Jane added the technique by playing online YouTube videos to help stimulate the students' speaking activity. This is supported by Riswandi (2016), who considered YouTube as an alternative strategy to improve students' speaking abilities. Also, students might use YouTube to seek related subject materials in online learning (Li, 2017). The researcher assumed that this happened due to the educational background of the teacher who graduated from a non-educational institution.

CONCLUSION AND SUGGESTION

In this study, teacher's reflection could affect the future teaching of speaking in online learning. It can be seen from how the teacher reflects on her teaching strategies and improved from the first online meeting to the third one by reflecting on her teaching. The teacher reflects on her teaching by taking notes on the teacher's journal, which she categorizes into four main categories, namely challenges, factors, solution, and result. The main challenges that the teacher had to face during the meetings were internet connections problem, students' slow response, and students' lack of confidence. The solution to the challenges faced by the teacher is the teacher's affirmation towards students, preparation to prevent connection loss, teacher and students' learning simulation, and enhancing the management of the online classroom.

In terms of teaching strategy, the teacher used two strategies, namely drilling and role-playing. The teacher did not change the strategies from the first meeting to the third meeting. Nevertheless, there are some enhancements in the second and third meetings regarding the students' responses. This is because the teacher was able to manage the classroom activity after doing the reflection on her teaching.

By using the reflection about her teaching written in the teacher's journal, the teacher was able to reflect and enhance her teaching at each meeting. This means that the teacher's reflection plays an important role in enhancing the teaching speaking strategy in online learning.

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