

Systematic Review on Speaking Skill Teaching Approaches in the ESL / EFL Classroom: Before and During Covid 19

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Abstract

Despite its significance, speaking skill is often neglected in ESL/EFL classroom as most educators and learners find it challenging. It becomes more challenging with the strike of global crisis Covid 19 due to the forced remote teaching and learning. This study reviews the teaching approaches that are effective to enhance speaking skill among ESL/EFL speakers. It aims to systematically review the developments of teaching approaches that can be used to enhance learners' speaking skill and highlight the trends that began in the strike of pandemic covid 19. This systematic review is conducted based on the five steps proposed by Khan et al (2003). Articles were explored based on the application of selected keywords on various data base. A total of 15 related articles were identified, where 5 of them are conducted during the pandemic. Data were analyzed and tabulated in findings. Result shows that task-based approach and present, practice and produce approach are effective to enhance speaking skill. Meanwhile role play and information gap are most popular intervention used in task-based approach. Result also indicates that speaking skill teaching approaches used before the pandemic is transferable to be applied in remote teaching during the pandemic.

Keywords: Speaking Skill, Teaching Approaches, ESL, EFL, Covid 19

Introduction

Globally, there are many sources of diversity and each community have their own language. It is essential to have a common language to bridge the communities from different countries. The English language has long been used as a global language for worldwide communication. Thus, it is significant to have English Language to act as a shared medium of communication for knowledge transfer purposes (Welch & Welch, 2008). Needless to say, all walks of life are urged to learn this international language. However, there are distinctions between these diverse communities depends on the functional and formal range of language in used (Gotz and Schilk, 2011). In general, we can categorize countries all over the world into three categories according to the ways of teaching and learning English: English as a native language (ENL), English as a second language (ESL) or English as a foreign language (EFL). ESL refers to English teaching and learning of non-native speakers in an English-speaking country, while EFL refers to English teaching and learning of non-native speakers in a non-English speaking

country. Such division is necessary because there are distinctions in teaching learners with different language background. ESL and EFL communities are both non-native speakers, we should bear in mind that these two communities use English differently in their functional range and hence require different teaching and learning methods from ENL. Various studies had been carried out to explore the effectiveness of language teaching in ESL and EFL classroom using different approaches. As language learning could be divided into four main skills: listening, speaking, reading and writing, many researchers narrow down their research to focus on a particular skill.

Among the four language skills, speaking skill is relatively neglected in the English Language classroom as claimed by (Lam, 2004; Ekmekci, 2016; Arbain & Nur, 2017). In Malaysia, the four language skills are not getting equal emphasis in the curricula of Primary School Standard (KBSR/KSSR) and secondary schools (KBSM/KSSM). Listening and speaking skill are neglected in the classroom as reading and writing skill are the only two skills that are tested in Sijil Pelajaran Malaysia (SPM) (John et al., 2021). However, in 2013, the Common European Framework of Reference (CEFR) was implemented in Malaysia English Language curricula with the aim to reform the education by giving equality among the four skills. According to Kathirvel & Hashim (2020), teachers have paid more attention to speaking skill in daily lessons as compare to previous curriculum. Even though teachers are aware of the necessity to teach speaking skill, many found it as a challenging task. Speaking skill is regarded as one of the most difficult aspects of language learning (Leong, 2017). Learners are reluctant to use the language orally due to various problems. In order to provide effective guidance in developing competent speakers, it is necessary to examine the factors affecting ESL & EFL learners' speaking competency. Up to date, factors identified by researchers include psychological problems i.e. anxiety, peer pressure, low self-esteem; social problem i.e. classroom environment, informal communication through social media and lastly linguistic difficulties i.e. lexicon's size, inaccurate pronunciation, unable to comprehend syntax (Ali et al., 2020). This problem shouldn't be taken lightly as speaking skills are fundamental to the development of literacy. According to Usmonov (2020), speaking skill plays important role in the process of language learning to allow learners to express any idea and also engage themselves in discussion. Thus, suitable teaching approaches and techniques should be applied in ESL & EFL classroom to enhance learners' speaking skill.

Educators have been trying to provide as much help as possible to assist learners to speak in a non-native language. Thanks to the rapid growth of Industrial Revolution (IR) 4.0 throughout the century, information and communication technologies (ICT) and digital technologies has gone through a great transformation. This leads education 4.0 to take a new vision in learning skills and knowledge trends into consideration. Jaluluddin (2016) claims that the development of technology has provided multiple ways for teachers to apply online resources in the classroom. Traditional teaching method has been developed into innovative teaching methods which include the implementation of ICT. Bujang et al (2020) suggest that digital learning platforms and tools can be utilized to apply blended learning, flipped learning, personalized learning and other techniques in teaching and learning process. On top of that, with the strike of pandemic, educational field are facing a huge challenge. Teaching and learning process is forced to transform from face-to-face (F2F) learning to remote online learning in language classroom. In short, a new trend of language teaching approaches is

developed due to these changes. This systematic review spotlights teaching approaches used by educators to enhance speaking skill in education 4.0 and during the pandemic.

Research Objectives and Research Questions

The aim of this study is to systematically review the developments of teaching approaches that can be used to enhance learners' speaking skill and highlight the trends that began in the strike of pandemic covid 19.

Research questions are:

1. What are the teaching approaches that can be used to enhance learners' speaking skill in an ESL/EFL classroom?
2. How does the pandemic influence current teaching approaches to enhance learners' speaking skill?

Literature Review

Speaking Skill as Oral Communication Skill

The major element of language teaching and learning consists of four main skills, listening and reading as skills to receive input while speaking and writing as skills to convey output. Speaking skill is the ability people used to communicate with each other through a verbal use of language (Al-Tamimi, 2014). Generally, speaking is a skill that allows people to express ideas and thoughts into spoken words to convey the message to other people. Bygate (2003) claims that speaking, as well as literary abilities in second language demand special emphasis. It is obvious that speaking skill is one of the most crucial elements of effective communication and hence it should be developed and enhanced. Speaking skill is significant for oral communication which acts as a medium for learners to generate conducive learning. In order to master speaking skill, we can look into the components of the skill. Brown (2007) suggested that fluency, accuracy and pronunciation are the three main components of speaking skill. However, in the research of Hadijah (2014), speaking skill components are further divided into vocabulary, grammar, and comprehension besides the three components mentioned earlier. This is supported by Rizqiningsih & Hadi (2019) who also added intonation as one of the elements. There are many researchers who focus their study on a particular component. For example, researchers such as Bai & Yuan (2019), Priya (2020); Tejedor-Garcia et al (2020) emphasize approaches to enhance pronunciation. Nevertheless, each and every component plays equally significant role for a person to speak well in the target language. Thus, this study reviews teaching approaches which incorporate speaking skill holistically.

Education 4.0

A big part of the Education 4.0 is 21st Century Learning which involve technology. Transformation of ICT and digital technologies such as computers, smartphones, social media, online games, online shopping, eBooks and digital televisions is overwhelming and inevitable. As a result, there rise nine trends related to Education 4.0 as described by Fisk (2017), where the education can be carried out at anywhere and anytime, personal, flexible, connect with peers and mentors, focus on higher order thinking skill, apply knowledge practically, project based learning, self-directed learning and not examination oriented . It is obvious that the traditional models of language learning and teaching no longer suitable for the new generation learners as new technologies create more learning platforms. Jebur (2020) highlights that traditional way of teaching isn't sufficient for new generation's learners. These

learners show tendency to utilise technology in classes especially mobile devices. Ahmad et al (2019) confirms that interactive and immersive educational contents are essential to fulfil the necessity of 'Generation Z' (born between 1995- 2015) and now 'Generation Alpha' (born between 2011 to 2025).

Covid 19

The outbreak of the pandemic Covid-19 has devastated the typical ways of language learning and teaching. It has radically shaped the world we live in. Ben et al (2020) believes that political, economy and social emergency have caused by the global pandemic besides a serious public health emergency. The education worldwide is influenced by pandemic Covid-19 which demands lockdown in some countries and minimize close contact, leading to the shutdown of academy institutions (Setiawan 2020). In Malaysia, a Movement Control Order (MCO) was enforced on 17th March 2020 and this cause schools to be closed. Similarly, Indonesia launched a study from home (SFH) policy by forcing the closure of schools (Amir et al 2020). This causes an abrupt and rapid shift to online modes of teaching and learning (Flack et al 2020). This is supported by Schneider & Council (2020) who highlight a dramatic paradigm shift caused by this global pandemic in terms of ways of human interaction. Hence, education norm is obligated to adapt digital learning. Burgess & Sievertsen (2020) argues that these interruptions will not merely be a temporary issue, but have long term effects to the influenced sector.

Theories of Language Teaching and Learning in ESL/EFL Classroom

Norquist (2019) defines Teaching English as a Second Language as Language training methods that are tailored to those whose first language is not English. Meanwhile Teaching English as a Foreign Language is teaching English to learners who might be learning English as a third or fourth language. Most of us don't remember learning our mother tongue as it seemed to happen naturally. However, same thing doesn't occur when it comes to learning a second or third language. Learning a non-native language doesn't occur naturally and it can be associated with negative experiences and memories (Escamilla & Elizabeth, 2015). Besides, learners' can be any age and hence, various theories and hypothesis have come out throughout the centuries to assist the learning process. Barman (2012) summarizes that the Language Acquisition Device (LAD) proposed by Noam Chomsky in 1965 helps teachers to understand better in second language acquisition. Another popular theory is the Second Language Acquisition proposed by Stephen Krashen which is widely used as reference in language classroom (Parick, 2019). It focuses on five hypotheses, namely The Acquisition-Learning Hypothesis, The Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis and The Affective Filter Hypothesis. Among the five hypotheses, Affective filter hypothesis is frequently referred by educators and researchers. It emphasizes learners acquire target language when they have higher motivation.

Teaching Approaches to Enhance Speaking Skills

Teaching approaches refer to the general principles, pedagogy and classroom management techniques that can be applied in the classroom. Teaching approaches are also defined as tools being used to facilitate learning through small groups, seminars and collaborative work (Manik, 2017). The variation of teaching approaches is one of the most significant factors in the teaching and learning process because every individual is unique and has their own learning style. Educators can gain a greater understanding of how to govern their classes,

execute curriculum and interact with their students through these various teaching approaches. This is important because students' current learning approaches may be influenced by teaching approaches, which can lead to changes in underlying modes of perception and action (Campbell et al., 2001). Teaching speaking is to teach ESL / EFL learners to make speech in English and use English in conversation so that they can express themselves and communicate with other in English (Muhammadqosimovna, 2021). Educators and researchers are still on the lookout for new approaches to increase student achievement. Approaches in teaching speaking is a collaboration of interventions and strategies used by teachers to overcome problems faced by learners in order to promote speaking among learners (Ahmed, 2018). In this 21st century, the goal of modern teaching approaches is to efficiently educate oral communication in creative ways (Abdurahmonova, 2021).

Present, Practice and Produce Approach

Present, Practice and Produce Approach also known as PPP cycle. It consists of the application of three stages, namely presentation, practice and production stage, where presentation refers to explicit teaching the input, present stage means controlled practice and production stage is the communicative use (Bui & Newton, 2021). According to Apriliadi (2020), active speaking can be achieved as learners observe, identify, ask, listen and give feedback to an input in the first stage, followed by gathering information and communicating in second stage, and lastly associating in production stage. This is supported by a study carried by Tamayo (2020) which found the implementation of activities based on PPP can foster learners' speaking skill.

Task-based Approach

Task-based approach refers to an approach that use 'task' as the fundamental element in language teaching. Task is defined as an activity with precise aim to prepare second language learners to use targeted language in real life communication situation (Kizi & Nashirova, 2021). In other word, such approach provides the student with realistic scenarios in which to use their knowledge. Based on task-based approach, learners go through a series of activities to achieve the lessons' objective (Malihah, 2010). Khoshshima & Shokri (2017) agrees the key components in task-based approach as proposed by Nunan (1999) are the aims, the input, the activities and the roles of teachers and learners. On the other hand, the application of task-based approach in language classroom can be divided into three stages, namely pre-task, during-task and post-task (Nunan, 1989; Willis, 1996; Ellis, 2003). Pre-task is for introducing topic and giving instruction, during task is for learners to perform the task and lastly, post-task is for feedback on the task performance. Aliakbari & Jamalvandi (2010) claimed that role play is one of the most common application of task-based approach in teaching speaking.

Classroom management

Classroom management is defined by Ozen & Yildirim (2020) as a concept for teachers to play role in teaching and learning process. It involves skills and techniques in managing safety, time efficiency, interaction, communication, routines, cultural diversity, discipline and conflict in a classroom to ensure learners be organized, attentive and productive (Cangelosi, 2013; Marzano, 2003). Thus, it is crucial for teachers to master classroom managing skill to regulate students' behavior, engage students' participation and maintain good teacher-student relationship to obtain positive learning outcome (Oliver & Reschly, 2007; Hans & Hans, 2017). It can be said that classroom management is the primary concern of teachers to take into

consideration upon conducting a certain teaching approach. However, every classroom is unique and requires different classroom management style to cater the needs. Despite the differences, there are 12 same key elements to be looked into in classroom management (Hans & Hans, 2017). The elements suggested by them are summarized as below:

Table 1

Summary of Key Elements for Effective Classroom Management

	Element	Description
1	Classroom Design	Position of desks, displays, storage and equipment
2	Rules	Expectations for behavior
3	Discipline	Be firm, fair and consistent
4	Scheduling	Leave room for extenuating
5	Organization	Keep student files, assignments and paperwork in order
6	Instructional Technique	Convey information that suit students' learning style
7	Communication	Interaction with administration, colleagues, students and parents
8	Respect	Understand each other
9	Consistency	Having a set of procedure that are practiced and revisited
10	Proximity	Walking around the room
11	Seating Arrangement	The order of the room whether desks be put in pair or group
12	Trial and Error	Find out what works and develop the environment

Flipped Classroom and Online Classroom

In traditional classroom, the instruction was conducted conventionally where students can complete speaking tasks in pairs or in group based on the activities (Yesilcinar, 2019). However, such traditional classroom is facing time constraint problem. In 21st century, as a result of the rise of education 4.0 with technology advancement, flipped or inverted classroom is then receiving a lot of attention as it combines face to face and online instruction (Milman, 2012). Beside overcome the time constraint of traditional classroom, flipped classroom benefits teaching and learning process by encouraging student-centered activities which involve active learning, peer-assisted learning and collaborative learning (Akçayir & Akçayir, 2018).

With the strike of Covid 19 pandemic, traditional classroom management is drastically reshaped (Apak et al., 2021). Physical classroom with face-to-face interaction is forced to be stopped to curb the spread of the virus. Consequently, remote teaching and learning through online platforms has taken over and hence, classroom management skills and strategies has to be adjusted to suit the needs. This is supported by Lathifah & Maryani (2020) who claimed remote learning gives new perceptions in managing class. Some of the key elements in classroom management that involve physical classroom such as seating arrangement and classroom design were omitted due to the pandemic. Teachers no longer able to build fun, warm and comfortable learning environment with the aids of physical materials like posters on wall, reward notice board and lively classroom decorations. Instead, teachers should manage online classroom effectively by setting up the rules and routines, bonding with students, motivating students by giving simple and straightforward instruction, and control the disruption that might happen during the class (Bao, 2020).

Methodology

This systematic review is conducted based on the five steps proposed by Khan et al (2003). which are 'framing' questions for a review, identifying relevant work, assessing the quality of studies, summarizing the evidence and interpreting the findings.' First of all, we should identify the problems that needed to be tackled, followed by narrowing down the problems to be specific. This is to ensure the research topic is precise and unambiguous. Next, we set well-structured and explicit research questions before we start the review work. At this stage, the population, the interventions, outcome and study designs are taken into account. In this case, ESL and EFL learners regardless age group are chosen. Secondly, an extensive search for the relevant studies should be carried out. A wide range of databases were searched including Google Scholar, Science Direct, Social Science Research Network (SSRN), Scopus and Educational Resources Information Centre (ERIC). The criteria listed in study selection follow the review questions. Specific keywords such as teaching approaches, speaking skill, ESL and EFL were used during the search. Moreover, studies that focus on enhancing certain speaking skill component such as pronunciation and accuracy are filtered. Only studies that enhance speaking skill holistically are selected. Meanwhile for time range, 15 articles selected are published in the most recent 5 years (2017-2021), whereby 5 of them are conducted during the pandemic Covid-19. Lastly, the criteria for research design are not restricted, it could employ qualitative, quantitative or mixed method. Moving on the third step, the quality of articles is carefully assessed to ensure the research questions match with the objectives and a valid inference is produced. Proceeding to step four, the data are collected and summarized in a table for comparison purpose. In the end, the findings are interpreted in step five to explore the research questions.

Findings

Total of 15 studies based on speaking skill teaching approaches from the year 2017 to 2021 were chosen for the systematic review and the findings as:

Before the Pandemic

Study	Participants	Research Design	Types of Intervention	Type of classroom	Approach adopted	Results
Mishiman & Cheng (2017)	5 graduate students (Pursuing either MA or a Ph.D)	Action Research	-Public speaking -Shadowing using two digital tools a) Go Animate b) TED Talks	Flipped classroom	Present, practice & produce	-Participants' improvement of prosodic control. -Learner's speaking skill improve.
Krebt (2017)	40 Iraqi EFL college students	Action Research	Role play	Traditional classroom	Task-based approach	- a significant improvement in speaking performance
Amiri, Jahedi, Othman, (2017)	A Form One student who score lowest in the class	Qualitative case study	Debate (debate script with gap	Traditional classroom	Task-based approach	Debate activity improve participants collaborative skills, raising awareness of speakers' roles and guiding participants via prepared texts. Participant made improvement throughout the debate rounds
Maarof (2018)	100 first year polytechnic students	Mixed-method	role play and simulation	Traditional classroom	Task based approach	Participants were enthusiastic and confident. Participants achieve outstanding enhancement oral communication abilities.
Adiantika & Purnomo (2018)	English teacher in a senior high schools	Qualitative	Role play	Traditional classroom	Task based approach	Increase students' speaking skill,

						boost confidence
Precintha et al (2019)	20 Form 4 students in a Suburban school.	Action Research	e-Digital Storytelling VideoScribe (A software to create whiteboard animations)	Flipped classroom	Present, Practice & produce	-Arouse participants' interest. -Motivate participants to self-check and correct themselves in order to speak fluently -Improve speaking skill of most participants
Azlan & Yunus (2019)	8 participants in Year 6	Action Research	Role play, Jazz Chants, Social Expression -Instagram platform	Flipped classroom	Task-based approach	- boost motivation - increase speaking skill among participants
Togimin, Jaafar (2020)	9 first-year University students	Mixed method	Role Play	Traditional classroom	Task-based approach	Role play improves speaking skills especially in terms of fluency, comprehension, context and interactive communication among students.
Bin-Hady (2020)	10 male and 10 female students (19-20 years old)	Quasi-experimental	Dialogue, information gap	Traditional classroom	Task-based approach	-contribute to the development of participants' overall speaking competence.

Safitri et al (2020)	15 third semester university students	Action Research	Turn-taking, information-gap , role play, simulation, storytelling, drama	Traditional classroom	Task based approach	-Students' score in speaking test increase - more confident in speaking
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During the Pandemic

Study	Participants	Research Design	Types of Intervention	Type of classroom	Approach adopted	Results
Affifah & Devana (2020)	36 University students	Quasi experimental design	Experience sharing (social situations during pandemic)	Online classroom	Task-based approach	-score better in English test -enjoy in learning -improve Vocab
Silalahi & Perdana (2020)	English teacher teaching tenth grade	Descriptive qualitative research	V-log	Online Classroom	Present-practice and produce	Help in online teaching, share screen in Zoom meeting Improve speaking skill enthusiasm
Rafsanjan, Suwandi & Bharati (2020)	360 students	Quasi-experimental study	WhatsApp -Role-play, -Information Gap	Flipped and Online Classroom	Task-based approach	-role play and information gap were effective to speaking -no significant deference in confidence level.
Syafiq, Rahmawati & Oktaviana (2021)	85 first grade students	Action Research	Youtube	Flipped and Online classroom	Task-based approach	Youtube Video can improve students' speaking skill during online learning in pandemic covid 19
Isda & Imran (2021)	25 students of 11 th grade class	Quasi-experimental	-Role Play -blended learning via Google Classroom	Flipped and Online classroom	Task-based approach	- a significant enhancement of speaking skills

						- students' participation increase
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Discussion

In between the year 2017 and 2021, 15 past related studies in enhancing speaking skill among ESL/EFL learners were identified. 10 of them were conducted before the pandemic and 5 studies were conducted during the strike of pandemic. These studies are from different level of non-native participants who learn English Language as second language or foreign language, ranging from primary level to tertiary level. Nonetheless, only two types of teaching approaches were identified. In 12 out of the 15 studies, Task-Based Approach was applied as their teaching approach to enhance learners' speaking skill in ESL/EFL classroom. Another 3 studies used Present, Practice and Present approach to increase learners' speaking skill. These two approaches were used to assist learners in improving speaking ability holistically and able to apply speaking in real life to serve its function.

Despite a same task-based approach is applied, the type of intervention chosen by different researchers are varied. Among all, role play activity is the most popular intervention to be used as speaking task. In traditional classroom, 5 studies (Krebt, 2017; Maarof, 2018; Adiantika & Purnomo, 2018; Togimin & Jaafar, 2020; Safitri et al., 2020) set role play as the task for learners to simulate a real life situation. The results from these five studies are positive. Maarof (2018) describes the result of his study using role play in task-based approach as 'participants achieve outstanding enhancement oral communication abilities' while Togimin & Jaafar (2020) claims role play improves speaking skills especially in terms of fluency, comprehension, context and interactive communication among students. Besides role play, gapped-text is commonly used in language classroom with task-based approach. Debate activity with gapped debate script was implemented by Amir et al (2017) to guide participants in expressing their opinions. Similarly, Bin-Hady (2020); Safitri et al (2020) used information gap in dialogue script to assist learners in developing their speaking performance. There is a significant increase in participants' speaking performance in these three studies using task-based approach with gapped-text materials. In the study of Safitri et al (2020), a combination of turn-taking, information-gap, role play, simulation, storytelling and drama is used throughout the course. The finding of this study in which students' score in speaking test increase at the end of the course shows that task-based approach is effective to enhance speaking skills in the language classroom.

Nevertheless, one of the problems faced by teachers and learners in a traditional classroom is the time constraint. To overcome this difficulty, flipped classroom is introduced where part of the lesson can be conducted outside the classroom. It is a merge of online and face to face learning. The advancement of technology in education 4.0 provides several online platforms for educators to be blended in their classroom. Azlan & Yunus (2019) uses the social media, Instagram as flipped classroom platform to conduct task-based approach with role play, Jazz Chants and Social Expression. The result of their study shows that speaking skill among 8 targeted primary level participants have increased. Not only that, learners' motivation in speaking has been boosted too. On the other hand, another two studies use flipped classroom to carry out present, practice and produce approach. In the study of Mishiman & Cheng (2017), online platform 'TED Talks' is used to show real life examples of informative speech

and motivational speech delivery by speakers all over the world. Such input is given to the participants, and they practice public speaking through the digital tool “Go Animate” and produce their speech. Result shows a significant improvement in prosodic control and overall improve learners’ speaking skill. Likewise, Precintha et al (2019) uses the platform of VideoScribe for learners to produce digital storytelling in their study. According to them, such approach arouses participants’ interest, motivate participants to self-check and improve speaking skill of most participants.

Unfortunately, in the end of the year 2019, the outbreak of the pandemic covid 19 has caused a shift of education development towards remote learning. This is due to the closure of educational premises to curb the spread of the virus. Up to the year 2021, the pandemic has yet to be completely under control. Remote teaching and learning are forced to be continued to ensure students’ safety. Facing such unexpected situation, educators have to modify their teaching methods to suit the new classroom management. Fortunately, flipped classroom isn’t a new thing as it was introduced and widely used in language classroom ever before the burst of the pandemic. Basically, same teaching approaches with some amendments can be applied during the pandemic to enhance learners’ speaking skill. Online classroom refers to a classroom where teachers and students get online within a specific time. Physically face-face classroom can be converted to virtually face-face online classroom with video communication tools such as Google Meet and Zoom. However, it is challenging to exploit real time online class due to unavoidable technical issues. Not all students can involve themselves in real time because of weak line problem, gadget sharing with family members and so on. Thus, all the five studies that identified to be focus on enhancing speaking skill during the pandemic uses blended learning, as in flipped classroom where learners can practice speaking online and offline. Four of them applied task-based approach and one study applied present, practice and produce approach. According to Afifah & Devana (2020), task-based approach is learner-centered. This imply that it fulfils the need of current teaching and learning situation because it benefits students, especially those who face technical problems and cannot attend online class fully. They are clear with the objective of the task and can achieve it based on own flexibility.

In the study of Afifah & Devana (2020), tasks are given to the learners to talk about the social situation they experienced during the pandemic such as market and wedding. The application of such task-based approach to inculcate speaking skill through real life situation leads to a better score of learners in their English test, together with improvement of vocab and enjoyment. Meanwhile, Syafiq et al (2021) uses the platform Youtube to conduct their task-based approach’s activities. However, the result of the first cycle in this study wasn’t obvious and hence cycle 2 and cycle 3 were carried. The final result shows that YouTube is effective to teach speaking class during pandemic Covid-19 as students’ speaking skill development in each cycle is palpable. On the other hand, Isda & Imran (2021) uses Google Classroom as a platform to allow flipped learning for learners to access task instruction and feedback outside real time online classes. In their study, role play is selected to be used in their task-based approach to enhance speaking skill. Similarly, Rafsanjani et al (2020) uses WhatsApp as a platform to conduct task-based speaking skill development. A combination of role play and information Gap task was implemented in their study. Findings show that role play and information gap were effective to enhance speaking skill. Though, no significant deference in confidence level among learners at the end of the study. Lastly, in the study conducted by

Silalahi (2020) using present-practice and produce approach, Vlog is used by the teachers to present sample of Vlog videos. Learner practice and produce a self-introduction Vlog. Finding of this study indicates that learners improve their speaking skill and able to do better on storytelling. Moreover, they become enthusiastic and confident to express their idea in English.

Conclusion

In conclusion, there are two teaching approaches that can be used to enhance learners' speaking skill in an ESL/EFL classroom, namely task-based approach and present, practice and produce approach. Task-based approach is mainly used to teach speaking as interaction as it aims to help learners engage in real life conversation. Finding of this study shows that role play is the most popular intervention for task-based approach as 8 out of 15 studies apply role play to enhance speaking skill in their classroom and all proven effective. Information gap is also commonly used in task-based approach. It includes gapped debate script and gapped dialogue script to guide learners in expressing their thoughts verbally. On contrary, present, practice and present approach serves the purpose to teach speaking as performance such as deliver a speech, storytelling and self-introduction. Findings of this study shows that besides improving learners' speaking skill, such approach with the implementation digital tools (Vlog, Go Animate and VideoScribe) motivate learners and boost their confidence.

In 21st century, society has familiarized with integration ICT in teaching and learning process in Education 4.0 especially the term flipped classroom. Even though the traditional classroom is affected by the pandemic and experienced a dramatic shift, current teaching approaches to enhance learners' speaking skill are still applicable. Nevertheless, adjustment and adaptation of the intervention are essential to suit learners' need. Digital tools such as YouTube, WhatsApp, TED Talk, and Vlog can be implemented to assist the teaching and learning process. In short, speaking skill teaching approaches used before the pandemic is transferable to be applied in remote teaching during the pandemic. This study benefits teachers and learners in ESL/EFL classroom who struggle with ways to held effective lessons to enhance speaking skill, especially in the remote teaching and learning process during this global crisis Covid 19. The findings of this study can be used as a reference to develop lesson planning to boost learners' speaking ability in English.

Limitations and Recommendations for Future Research and Practice.

There are limited related research that only focus on ESL classroom to enhance speaking skill holistically during the pandemic. Even though both ESL and EFL are non-native speakers, their language background, as well as the exposure to the targeted language are varied. ESL speakers who can use English widely within the country has an advantage as compare to EFL speakers who only use English in language classroom or certain occasions. Moreover, some studies selected in this study aims to boost motivation among learners to enhance their speaking besides investigating the effectiveness of the selected teaching approach. Meanwhile other studies do not investigate the affective filter aspect. Such differences in the variables of this study might cause inconsistency of the result. Therefore, variations as mentioned above should be eliminated in future research and practice.

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