Lecturer's Online Instructional Strategies
in English Speaking Class
During Covid-19 Pandemic Period

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Abstract

The study aimed to find out the types of online instructional strategies, Lecturer's perception, how to conduct online speaking class, the impact of online instructional strategies on students speaking activity and Lecturer's online instructional strategies implementation. The research was conducted through qualitative research with descriptive analysis at IAIN Palopo. The result revealed that direct instruction, indirect instruction, ADDIE Model and Mahmood's strategy were the types of online instructional strategies were applied in English speaking class, meanwhile, Lecturer's perception were classified into three aspects: place of origin of the students, poverty issues, and students' attitude toward online learning. To conduct English speaking class Lecturer utilized online learning platform. The findings revealed there were seven students faced technical problems on online learning, and it was contrasting with other thirteen students. Poverty issues, internet connectivity, neglected area, limitation time, lack of infrastructural development and lack of students' motivation were technical problems which impacted online learning on English speaking class at IAIN Palopo.

Keywords: Lectures' Online Instructional Strategies; Students; Speaking Class

Introduction

Corona virus termed as COVID-19 was declared as pandemic by WHO officially on March 2020 (WHO, 2020). COVID-19 is a severe acute respiratory syndrome and is a type of virus. Educational institute's closures occurred due to this pandemic. It has estimated that 107 countries implemented educational institute's closures. It is roughly said to be affecting 862 million people around the globe. This is approximately calculated as half of the world students population (Viner, R., Russell, S., Croker, H., Packer, J., 2020). Moreover, 29 countries closed their educational institutes a week before the official announcement (UNESCO, 2020b). Educational institute's closures were immediately considered after this pandemic. In past, it was assumed that minimizing social contacts can reduce influenza outbreaks (Jackson, C., Vynnycky, E., Mangtani, 2016).

The spread of COVID-19 across the world , as March 13, 61 countries in Africa, Asia, Europe, the Middle East, North America, and South America have announced or implemented school and University closures and most of Universities have enforced localized closures (UNESCO, 2020a). The widespread of Covid-19 virus one year ago, influencing the education and all of its components in Indonesia. In Indonesia, Universities are moving from traditional face-to-face education to online education. Most of the higher education institutes exclusively Universities are moving toward online education. Students are getting education online by sitting in front of their computer screens at their home.

Before Covid-19 virus attacked Indonesia, teaching and learning process was conducted through face-to-face meeting in the classroom. It means that Lecturer and students meet together in the classroom at the same time to teach and learn. However, during pandemic period, most of the school and Universities in Indonesia conduct teaching and learning through online that students learn from home and do not meet Lecturer face to face in the classroom, but teaching and learning process conducted distantly using online learning platforms such as Zoom Meeting, Google Classroom, Edmodo, etc.

Mahmood (Mahmood, 2021) with her research entitle "Instructional Strategies for Online Teaching in Covid-19 Pandemic". This research explored different instructional strategies that could help in implementing online teaching in higher education. The methods would help in designing successful online study sessions. The study formulated different notions for online education in developing countries. It included maintaining slow voice and practicing vocal functions by Lectures. Furthermore, sharing resources before the class would help in creating interactive online classes. These strategies played fundamental role in enhancing students learning. the study suggested that Higher Education Commission should make

collaborative with telecommunication industries.   There were multiple factors that help in enhancing remote learning. these factors included getting feedback from students, offering flexible teaching and assessment policies, recording online lectures and getting support from teaching assistants were also vital features. These instructional strategies would serve as an excellent tool in running online classes.

Bao (Bao, 2020) under the title "COVID-19 and Online Teaching in Higher Education ; A Case study of Peking University". This research focused on a case of Peking University's online education. There were six specific instructional strategies were presented to summarize current online teaching experiences. The study concludes with five high-impact principles for online education: high relevance between online instructional design and student learning, effective delivery on online instructional information, adequate support provided faculty and teaching assistants to students, high-quality participation to improve the breadth and depth of student's learning, and contingency plan to deal with unexpected incidents of online education platforms.

Dollah, S (Sakkir, Dollah, & Ahmad, 2021) with their research entitled "E-Learning in Covid-19 Situation: Students' Perception". This research aimed to investigate students' perception on the use of E-learning during COVID-19 pandemic era and the factors affecting the use of E-learning in the classroom. This research found that form students' perceptions indicated the most of the students showed the negative perception about E-learning in EFL classroom during COVID-19 pandemic era. There were numerous factors influenced students' perception about the use of E-learning during COVID-19 pandemic era, they were the signal and network connection, limit of quota and expensive, lack of Lecturers' methods, lack of students; motivation, limitation of time and lack of interaction.

In speaking class, students must be able to develop their communicative skill and must speak the foreign language as much as possible. However, learning to speak English through online is complicated to do because numerous problems can happen during the online class. The problems can be encountered during online class such as poor internet service, no communication device, and poor knowledge on how to use the application or software to embrace the learning process (Apriliana, 2020). Therefore, exploring how Lecturer conducts speaking class during pandemic period is urgent.

During pandemic period, Lecturer teaches speaking in different method. Thus, Lecturer must have strategies to create online learning as effective as possible, and Lecturers must have a good teaching method, including good instructional strategies in order to facilitate students to have better learning experience and to avoid from the failure in achieving the objectives of the learning. Instructional strategies defined as any type of learning technique a Lecturer uses to help students learn or gain a better understanding of the course material The instructional

activities contains activities required for students to achieve meaningful understanding, retention, application, and practice with feedback (Smaldino, Sharon E., 2012). They allow Lecturers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education.

According to Hirumi (Hirumi, 2013) instructional strategies are comprehensive sets of instructional events intentionally designed to promote learning and facilitate the achievement of specified learning objectives. Meanwhile, according to Dick (Dick, W., Carey, L., Carey, J, 2014) instructional activities are overall plan of instructional activities to achieve an instructional goal. It includes sequence of objectives, learning activities, student grouping, media and delivery system. It typically includes pre-instructional activities, content presentation, learner participation assessment and follow-through activities.

Saskatchewan Education (Saskatchewan, 1991) classified instructional strategies into five categories. These types include: direct instruction, interactive instruction, independent/ individual study, experiential instruction, and indirect instruction. Based on the explanation above, it is urgent to explore the type of instructional strategy that Lecturer applies in English speaking class and whether the instructional strategies used by Lecturer in the University effective to improving students speaking skill during pandemic period.

This research is under the root of Applied Linguistics. Applied linguistics is an interdisciplinary field that identifies, investigates, and offers solutions to real-world problems related to language. This research focuses on finding out Lecturer's online institutional strategies in English speaking class during COVID-19 pandemic period. It uses observation checklist and interview to obtain deep information about online instructional strategies during pandemic period. This research focuses on analyzing Lecturer's online instructional strategies in English speaking class during online learning. It focuses on five major research questions namely: the types of online instructional strategies applied by Lecturer, Lecturer's perception on online instructional strategies, the way Lecturer conducts online learning, the impact of Lecturer's online instructional strategies on students' speaking activity and the impact of online learning on Lecturer's online instructional strategies implementation in English Speaking Class.

Method

This research investigated Lecturer's online instructional strategies in English speaking class during COVID-19 pandemic period. The population of the research was the 1rd- semester students of IAIN Palopo in English Department, academic year of 2021/2022. To select a representative sample out of this population, the researcher invited 20 students and a Lecturer of English-speaking. The research was conducted in a month to observe the process of English-speaking class during online learning. To get depth explanation, the researcher interviewed sample. Observation and interview were applied to collect the data

There were three major operational to prevent a bias interpretation toward the terms that used in this research: Lecturer's online instructional strategies are the techniques that Lecturer applies to help students become independent in online learning. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing the information during discussion and debate activity in English speaking class. Online learning is learning process that conducted through online learning platform such as Zoom Meeting, Google Classroom, Edmodo, WhatsApp, etc.

The research applied qualitative research with descriptive analysis. The researcher analyzed data based on Miles, Huberman and Saldana (Miles, 2014). There are four steps in qualitative data analysis, namely data collection, data reduction, data model/data display, qualification/ verification conclusion.

Findings and Discussion

Lecturer applied direct instruction, indirect instruction, ADDIE Model, and Mahmood's Strategy. Direct instruction assigned Lecturer as all resources for students in the class (Saskatchewan, 1991). As the resource of the knowledge, Lecturer presented the materials in the class. The first material was Self-Introduction. By utilized online learning platform Lecturer set the goals of the material presented by Lecturer. The goals, students could practice one of the function of speaking, it was speaking as interaction (Brown, G. Yule, 1999) where students could introduce their self, could exchange greeting, and could engage in small conversation. Then, Lecturer explained self-introduction and requested students to practice how they introduce their self, when all students had introduced their self then Lecturer gave corrections. The steps were conducted by Lecturer, it was supported by Arends (Arends, 2021) stated that there are five steps in direct instruction, they are set the goals, explanation/ demonstrate, practice guide, feedback and practice. Lecturer applied indirect instruction aimed to raise student curiosity, and to build students confidence in speaking English because the prime goals of learning language are able to speak. Indirect instruction was one of the appropriate instructions that could be applied in online platform, it was supported by Saskatchewan Education (Saskatchewan, 1991), stated that indirect instruction

is a kind of believe that the learning is more meaningful when students can seek and discover the knowledge. For example: debate, panels, brainstorming, group investigation, etc. ADDIE model purposed for students to be to be engaged by the e-learning contents to be extents that students get to understand things that they did not comprehend before (Alonso, López, Manrique, & Viñes, 2005), ADDIE model made the students ready to practice and to act to perform new activities. There are five step of ADDIE model: analysis, design, development, implementation and evaluation (Qulgley, 2019). In the analysis phase, Lecturer tried to find out students' characteristics, and clarified problems face by the students and set the goals of the teaching and learning process. The design phase, learning objectives, assessments instruments, exercises, contents, subject matter analysis, lesson, planning dan media selection had been prepared by Lecturer. Further, in the development phase Lecturer assembled the content that was created in the design phase. During in the implementation phase, a procedure for training was developed, and the evaluation consisted of two part; formative and summative. Based on Lecturer's analysis of ADDIE Model, Lecturer found that there were few students came from neglected area and faced poverty issues. Further, Lecturer determined another strategy to cover these students, so these students were not lack behind. Based on Lecturer's interview, the researcher could see that the Lecturer recorded the explanation in Zoom Meeting and then shared it into WA Group. It aimed to cover students from remote area and faced poverty issues. This recording will be beneficial for students who missed or did not understand any part of the Lecturer's explanation (Mahmood, 2021).

Lecturer perception were investigated in terms of three aspects: place of origin of the students, poverty issues and students' attitude toward online learning. First group was place of origin of the students, source found that few students came from neglected area and lack of infrastructural development where this area did not have basic equipment needed for online learning (Mahmood, 2021). Students who came from neglected area had inaccessible internet connectivity that they face technical problems during online learning. These areas were lack of infrastructural development that influenced online learning because students who came from neglected area faced technical problems during online learning such as infrastructural neglected area and internet connectivity. Students who came from neglected area were arduous to access online learning platform therefore with the result that students were infrequently to join the class by utilized online learning platform during online learning therefore that they left behind. It was contrasting with students who came from recognized area, students had stable internet connectivity therefore they did not face technical problem.

Second, poverty issues faced by the students who came from inaccessible area and accessible area. Based on students' interview found that few students who faced poverty issues couldn't provide quota every day and some of them didn't have personal computer or smartphone, they must share their smartphone with their sister, brother or parents. Further, poverty issues faced by the students was one of technical problem faced by students during online learning, it certainly influenced students during online learning. Third, students' attitude toward online learning, students were divided into two kinds, students were enthusiastic during online learning and students were unpassionate during online learning. Students were enthusiastic during online learning were the students that their point of view of online learning were same with offline learning where online learning platform was a tool and media to facilitate them to join in online learning and most of the students were enthusiastic were the students did not face technical problems such as infrastructural neglected area, internet connectivity and poverty issues. Whereas unpassionate students were students who were not enthusiastic about learning online and had poor quality work or late assignment (Rahayu & Wirza, 2020). Unpassionate students also were students who were lack of motivation during online learning, it might be caused of infrastructural neglected area, poverty issues and students had another activity during online learning such work etc.

Furthermore, WhatsApp group application had numerous benefits to cover all the students who live in inaccessible and accessible internet connectivity area before conduct online learning through appropriate online learning platform such as Zoom Meeting and Google Classroom. Students were agree that using WhatsApp is easy and straightforward (Rahayu & Wirza, 2020), WhatsApp could be an alternative application to cover all students where faced technical problems or did not face technical problems during online learning.

Meanwhile, Lecturer had positive perception about online instructional strategies but had negative perception about online learning, because online instructional strategies assisted Lecturer to deliver the material and to manage the class during online learning but because of technical problems faced by the students during online learning, it was caused negative perception from Lecture.

Lecturer conduct online learning by using online learning platform such as Zoom Meeting and Google Classroom, these online learning platforms could enable Lecturer to reach out the students more efficiently and effectively through chat group, video settings, also document sharing. Second, there were few students faced technical problems such as poverty issues, internet connectivity and remote area. This case caused Lecturer to find an online learning platform which could cover all the students' problems. Lecturer chose WA (WhatsApp) as backup platform to resolve these issues without causing any learning delays for student in online learning (Mahmood, 2021). WA (WhatsApp) is one of the best and most popular

apps all over the world, when people who have Smartphone will definitely have WhatsApp installed. Moreover by using WA (WhatsApp) user can send images, videos, documents and WA (WhatsApp) doesn't spend much internet quota, Riyaz (Riyaz, 2020), that was the reason the using of WA (WhatsApp) as backup plans for the students faced technical problems on online learning.

Online classes were completely different from the traditional class. In traditional class, in traditional face to face education, Lecturer could have more control over student's behavior during teaching and learning process whereas online classes was different, online leaning utilized a technology as a tools that is used to facilitate the learning process for various students, including EFL classes (Sakkir et al., 2021). By using technology, Lecturer could utilize online learning platform. Lecturer could determine appropriate online learning platform to conduct online learning.

Occasionally, Lecturer before starting the class, Lecturer analyzed the goals would be achieved after the class, Lecturer discussed to the students about the goals would be reached on online learning, these activities to determine an assessments instruments, exercises, contents, subject matter analysis, lesson, planning and media selection, then Lecturer developed and implemented in the class and the last activities was evaluation, Lecturer always evaluated students before class finished (ADDIE Model).

Based on analysis of the students' interview and observation during online learning, there were thirteen students could increase their speaking activity with the activities during online learning. These students did not face technical problems on online learning with the activities during the class therefore students could receive the material from Lecturer and then practice it in the online class, the instruction was explained by Lecturer, when students could receive the material therefore students did not misunderstanding with Lecturer's instruction and could do the assignment better than a few students who lived in neglected area which faced technical problems such as internet connectivity, faced poverty issues and lack of infrastructural development like Smartphone or Personal Computer to access the online learning platform (Mahmood, 2020). That few students did not have basic equipment needed for online learning influenced their improvement their speaking skill.

Nunan (Nunan, 2003) stated that speaking consist of producing systematic verbal utterances to convey meaning. Therefore, it can be concluded that speaking is a skill to pronounce words in order to convey or express the intent, ideas, thoughts, and feelings are conceived and developed in accordance with the needs of what is conveyed the listener that can be understood by the listener. Therefore,

based on observation and interview could be known that Lecturer gave other treatments for these few students who lived in neglected area and faced technical problems on online learning platform. During activities in the online learning, Lecturer recorded the explanation and all activities in online learning platform and then shared it into group WA. It aimed students who couldn't join in online learning platform could watch the video record. This recording will be beneficial for students who missed or did not understand any part of the Lecturer's explanation (Mahmood, 2021).

Based on Lecturer interview, however Lecturer utilized a backup planning to cover these few students but the fact, it was hard to these few students to improve their speaking skill because they could not feel the environment like other students felt on online learning, these students couldn't build their confidence to speak their idea and to express their opinion, although they could memorize vocabularies well. During online learning, there were technical problems faced by the students: neglected area, internet connectivity, and poverty issues influenced students' improvement on speaking.

Lecturer had implemented four online instructional strategies: direct instruction, indirect instruction, ADDIE Model, and Mahmood's strategy. In the first meeting Lecturer applied direct instruction in the online class by utilized Google Classroom application. Lecturer applied direct instruction to present the material with topic "introduction" to the students. First, Lecturer set the stage for learning, it was the opening of the class. It was intended to engage students, to obtain students' attention and purposed to active their prior knowledge about the topic. Second, present the material, Lecturer was a source of knowledge therefore Lecturer used clear explanation about the material and organized the material step – by – step how to introduce and to ask information or to give response from interlocutors therefore students could absorb the new material. Lecturer applied direct instruction therefore the presentation of the material was implemented through a Lecturer and a demonstration. Third, Lecturer guided students to practice the concept together, in this part, guided practiced was conducted by the Lecture, the purpose was to guide initial practice, to correct mistakes, to provide sufficient practice therefore students could work independently. Fourth, Lecturer gave feedback and correctives, it was the important phase in the guided practice where the students had to understand everything in this phase. Fifth, independent practice, after Lecturer and students finished guided practice and received the right feedback, the next step was independent practice, in this phase students were ready to apply the new learning material on their own. In independent practice, Lecturer gave the students the repetition to integrated the new information with their previous knowledge. Sixth, evaluation, in evaluation was purposed to make sure that the students understood the material and can practice the material in their daily life. And then Lecturer

instructed the students individually to make video record and shared into WhatsApp Group application as assignment.

Additionally, Lecturer applied indirect instruction during online learning. In this strategy Lecturer instructed to all students to seek and to discover   the knowledges by themselves because Lecturer believe learning was more meaningful when students could seek and discover the knowledge (Saskatchewan, 1991). Three days before class was started, Lecturer gave information regarding activity would students do in the online class, the information announced by Lecturer in WhatsApp Group application. Lecturer instructed to the students to divide students into five groups, students was let to choose their group member. After students reported to Lecturer that all the students had have a group and then Lecturer gave a topic, every group had different topic. The topics were juvenile delinquency, violence against women, online learning, COVID-19 virus, and early age marriage. Every group was free to choose their topic. Lecturer gave opportunity during three days to seek and to discover the information about the topic and then, Lecturer instructed the students to record their presentation. An hour before class was begun, Lecturer instructed to the students to submit their video presentation into WhatsApp Group application. When online class was begun, Lecturer enquired to every group to present their material and enquired another group to give responses about the first group material and presentation. During the discussion presenter and audience interacted each other about the topic.

In two meetings that conducted by the Lecturer through Google Classroom, Lecturer realized only few students joined in the online learning platform during online learning, therefore, Lecturer could not maximize the teaching and learning process because of the problems then Lecturer applied ADDIE Model, where Addie Model had five steps, namely analysis, design, development, implementation and evaluation (Qulgley, 2019). Because of not all of the students joined the online learning. Therefore, Lecturer came to decision to seek information about the students and to re-plan the strategies to be applied in the next meeting. Lecturer dug the information with several questions to the students, for example what is the audience and their characteristics? In this analysis phase, Lecturer found some technical problems faced by the students such as, internet connectivity, infrastructural neglected area, poverty issues and lack of students' motivation.
Based on result of analysis phase, Lecturer constructed the design. Lecturer explained simple past and instructed every student to create a sentence in a simple past tense, when all the students had read their sentence and Lecturer thought all students understood about simple past and then Lecturer showed a storyboard slide. The storyboard slide was purposed to explain about Lecturer's unforgettable

experience by using simple past tense. after Lecturer finished to demonstrate the storyboard slide, the next phase Lecturer gave evaluation to all students about the use of simple past tense and the last assignment gave to the students was retelling Students' unforgettable experience.

During several meeting on online learning, Lecturer found technical problems faced by the students such as internet connectivity, infrastructural neglected area, limitation of time, poverty issues and lack of students' motivation. The technical problems faced by the students had caused separate problems during online learning. Lecturer found that few students faced technical problems, it caused Lecturer to provide backup application as a media to interact with all the students through WhatsApp Group application. By utilized WhatsApp group application where WhatsApp application could be an alternative tool for Lecturer to teach, to share material, to communicate to the students, to check students' presence, to give assignments, to do examination and to give feedback (Rahayu & Wirza, 2020), WhatsApp group application as a backup plan could resolve   the technical problem faced by the students without caused any learning delayed   for the students (Mahmood, 2021).

Because of these problems, Lecturer applied backup plan application to cover all the students. At first, WhatsApp group application was purposed to collect students' assignment, when Lecturer realized that few of students were difficult to access online learning platform therefore Lecturer changed the purpose of WhatsApp group application to become backup plan application. Where Lecturer could share the information or material, Lecturer could share video record about the material would be present on the online learning. Lecturer and students could have interaction (Lecturer gave feedback) in WhatsApp group application.

Based on analysis of Lecturer interview could be seen that online learning by utilized certain online learning platform had impacted the process of teaching and learning. Lecturer couldn't maximize online learning because there were a few students couldn't download online learning application because of signal connectivity in their area was low. Students' assessment and students' feedback was limited by time and internet connectivity, certain online learning platform had a limiting time that cause Lecturer need to set numerous times the meeting, therefore students needed to re-join the meeting. Online learning by using online learning platform had high- fix cost and there were few students faced poverty issues therefore students couldn't access the online learning platform (James, 2002). These were technical problems that students faced during online learning: network connectivity, infrastructural neglected areas, poverty issues, limitation time and lack of students' motivation. However, Lecturer had a backup planning to cover these students but the result of their capability to speak to present their idea and to communicate to another classmate was low.

Conclusion

The data analysis indicated that Lecturer applied direct instruction, indirect instruction, ADDIE Model, and Mahmood's strategy by using online learning platform such as Zoom Meeting and Google Classroom and WhatsApp (WA) group application as a backup application. Lecturer's perception on online instructional strategies to conduct online speaking class were classified into three aspects: place of origin of the students, poverty issues and students' attitude toward online learning. Few students faced technical problems that caused Lecturer had negative perception about online learning. While online instructional strategies assisted Lecturer to manage the class and to deliver the material during online learning therefore with the result that Lecturer had positive perception about online instructional strategies.

Furthermore, there were thirteen students could increase their speaking activity with the activities during online learning, while seven students were arduous to increase their speaking activity because of technical problems faced by the students during online learning. Meanwhile, Lecturer could not maximize online learning because there were a few students cannot download online learning application because of signal connectivity in their area was low. Students' assessment and students' feedback was limited by time and internet connectivity, certain online learning platform has a limiting time that caused Lecturer set numerous times the meeting and students needed to re-join the meeting. Online learning by using online learning platform has high- fix cost and there were few students faced poverty issues, therefore students couldn't access the online learning platform. There were technical problems faced by students during online learning: internet connectivity, poverty issues, neglected area, limitation time, lack of infrastructural development and lack of students' motivation.

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