Students' Views on Teaching Strategies in Online Speaking Classes at Universitas Negeri Padang

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Abstract. In language learning, speaking becomes one of the essential skills that should be mastered by university students. Besides, the process of teaching and learning speaking gives challenges to the students. The students have a lack of motivation to get involved during the learning process because of their fear of making mistakes, difficulties in delivering their ideas orally, and shyness. Moreover, due to the Covid-19 pandemic condition, the process of teaching and learning speaking should be changed to online which gives an enormous impact on the students. Besides, the students have various views related to this condition. This study aimed to find out students' views on teaching strategies in online speaking classes. In this descriptive qualitative study, the researcher collected the data from 40 students at the English Language and Literature Department of UNP registered 2020/2021 and 2021/2022 Academic Years chosen by using the proportional random sampling technique. The questionnaire and interview were the instruments that were used to collect the data. The result of this study found that the score of students' views on teaching strategies in online speaking classes is an average of 2.98. It indicates that the students' views on online speaking classes are positive in terms of time efficiency. They have an agreement in the case of teaching strategies, which are beneficial for them in following and comprehending online speaking classes during the pandemic condition. Besides, some suggestions related to online speaking classes also arise.

Keywords: Online Speaking Classes · Students' Views

1 Introduction

Speaking is one of the essential skills and a required subject that English Language and Literature Department students must take since their first semester at university. Speaking is part of the language skills which is important for language learners to be developed [1]. Likewise, Aleksandrzak [2] asserts that speaking is generally perceived as the most fundamental skill to acquire. It can be said that speaking is a crucial subject for language students to develop and enhance their ability to learn and gain proficiency in a foreign language. Furthermore, students can be considered successful if they can communicate effectively in the language.

In teaching and learning speaking, students are provided with several levels, starting from the basic interaction of speaking to the advanced level. Each level of speaking class

has different topics but has the same aims: to enhance the students' ability to deliver their ideas, build communication with others, and develop their skills well. In addition, during the process of learning speaking in each level, they do some activities to practice and master their speaking skills. Discussions, role-play, simulations, interviews, storytelling, and so on are the activities that are provided in speaking class and can help the students to promote their speaking skill [3].

Despite its importance, acquiring foreign language proficiency in a classroom setting is a difficult task. It is based on the character and inadequate frequency of speaking opportunities in the classroom compared to the abundance of natural varieties and genres of oral communication [2]. Other problems that frequently arise in the language classroom are related to the individual learners' personalities and attitudes toward the learning process, particularly in speaking. According to Efrizal [4], the problem faced by the students in speaking class is the lack of motivation to speak English in the students' language conversation in classroom activities. They seem to avoid getting involved in speaking activities because of their reluctance to reveal their thoughts when they have something to say. Another reason that inhibits them from speaking is they have difficulties conveying due to their lack of self-confidence. Some of the students might try to speak but then they get stuck when they find that it is difficult to keep on conveying their ideas in English [5], they then switched to their native language to continue expressing their ideas.

In line with challenges in teaching speaking in a conventional classroom, currently due to the Covid-19 pandemic condition, the process of teaching and learning speaking should be changed into an online way, which gives new and enormous impacts to the students. It is related to Gultom's [6] statement, who argues that teaching and learning speaking in online speaking class is more complex than face-to-face learning. Barriers and problems come insistently during the learning process going on from students.

The challenge that students encounter in online speaking class is they are forced to attend the class in different ways that are new to them. For instance, they are forced to use online platforms like Zoom, Google Meeting, WhatsApp, or e-Learning which are provided by the university, accept the lessons or learning materials in online ways, and obligate them to be able to develop their speaking skill without the real practice. It means that what they got in the previous way of learning, which was held in the classroom, such as getting the lesson through face-to-face learning, getting direct explanations from the lecturers related to the materials, and the way they practice their speaking skills with their friends directly will fully transform into online. As a result, they need to put more struggle to prepare themselves to operate online learning platforms to make them more accessible in participating during online classes.

Above and beyond, online learning also challenges the students to manage their time and autonomy, besides, technical problems related to internet connection or the malfunction of technical devices also hinder the learning process [7]. By facing this new condition, the students need more effort to take responsibility, be more disciplined, and manage their time effectively in order to succeed in online learning, due to the fact that the online learning environment is more dynamic with complex tasks. Moreover, the technical problems cause the students frustration, resulting in their anxiety and low

motivation to attend online classes. This condition will impact to their achievement in following online classes.

In the meantime, the implementation of online speaking classes due to the Covid-19 pandemic condition could generate changes in students' views of this way of teaching compared to the conventional classes they previously attended. The students' views about how the process of online learning occurs are essential to discuss because it will have an impact on how they think about the online learning class, which leads to their achievements and attitudes. Besides, the meaning of views is related to perceptions. As Johns and Saks [8] argue that perception is the process of interpreting the messages or information of our senses to get meaning from the environment through human perception and it is constantly in contact with the environment. By getting involved in a certain environment, like in online speaking classes, the student can form their own views based on what they experience during the process of getting the lessons.

In accordance with views and perceptions, there are several research discuss students' views or perceptions related to how teaching and learning online speaking classes occur. First, the research conducted by Babayiğit, Cizrelioğulları, and Altun [9] found both positive and negative views toward online learning by the students. The ones claiming positive attitudes feel more safe and relaxed throughout online classes, whereas the others feel insecure and unsuccessful during online classes. Moreover, there have been fewer of them was a user of online programs and they were not aware of the online processes for education before coronavirus. In addition, many participants claimed that the instructors at university do not have enough knowledge on how to use these online programs well. Lastly, it is clear that many students said they could not update or program for their classes and that is seen as a limitation of online learning. It can be concluded that the research found both the positive and negative views form the students on online learning in general.

Second, Bagata, Umamah, and Fikri [10], found significant differences between male and female EFL students' views about the use of online learning platforms. Male students' perspectives are more favourable than females' because male students naturally prefer the practical and using internet technology will help them quickly complete the assignments. However, the students of both genders felt the advantages of the online learning platform during the pandemic. The process of teaching and learning is fully online in the sense of saving time and effort in doing and submitting an assignment electronically. In short, this research focuses on university students' views about the use of online learning platforms, and their views differ based on gender.

Then, Yusnilita's [11] study revealed that online learning provides the students practical and flexible way of learning, which also makes them more creative and active in online classes. Online learning gives them some benefits in learning. Moreover, most of the students said that their lecturers give them feedback about their assignments and they independently explore and find the solution to the materials given by the lecturers in online ways. Although, the majority of the students also found the challenges of online learning due to the unstable internet connection. To concluded, this research focuses on the students' point of views related to online learning during Covid-19 pandemic condition.

Nevertheless, several studies conducted by Wibowo and Khairunas [12]; Marzetta [13]; Fitriani, Bandung, and Kadri [14]; Rahmawati, Sihombing, Ginting, and Arrimonnaria [15]; and Al-Amin, Al Zubayer, Deb, and Hasan [16] discovered negative views of students related to their challenges in following online class. The students' views of online speaking were that it made them difficult to follow the class due to the problems with enhancing their confidence and improving their good public speaking; there was no clear correction of mistakes from the lecturer; there was less time to practice their skill; and the unstable internet connection and available devices that inhibited them from following the class. Thus, a lack of preparedness, participation, and scope of classroom activities and the impact of using online platform that made students difficult to comprehend lessons and made them lazy to speak English were also the others impacts of online learning. Nevertheless, most of these research only discuss the students' views of online learning in speaking class in general without including the other important aspect in online speaking class, for instance the teaching strategies.

In a nutshell, most of the previous studies that exposed the students' views related to the implementation of online learning still focused on students' problems and online learning media. Nevertheless, the views associated with the use of teaching strategies in continuous online classes are found to be few and far between. Therefore, the researcher is interested in conducting research about students' views on online speaking classes at English Language and Literature Department of UNP. This research was conducted on the 2nd and 3rd Semester Students at English Language and Literature Department of UNP registered 2020/2021 and 2021/2022 Academic Year respectively who have already taken Speaking classes conducted through online mode in the previous semesters.

2 Methods

This research used a descriptive qualitative design. It is research that determines and describes the way things are, which involves answering questions about the current subject of study [17]. Moreover, the instruments used in this research were a questionnaire and an interview used to see the students' views and responses related to teaching strategies in online speaking classes. The data were taken from the 40 students at the English Language and Literature Department of UNP registered 2020/2021 and 2021/2022 Academic Year.

3 Results and Discussion

The finding of this study are categorized into four sub-indicators: the implementation of the activities, the students' learning desire, the students' self-confidence, and the students' interaction with the lecturers. The results of each sub-indicator are described as follow:

3.1 The Implementation of the Activities

In the implementation of the activities, four statements are shared with the students. Their responses related to this sub-indicator can be seen in the following figure:
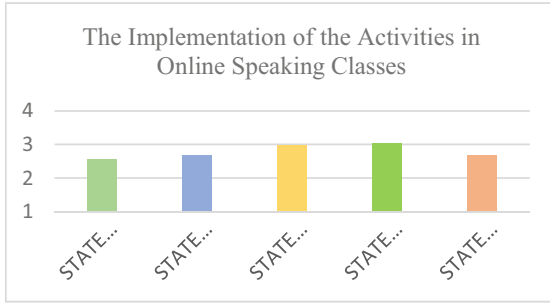
Fig. 1. Students' Views on the Implementation of the Activities

According to Fig. 1, it depicts students' views on online speaking activities. This sub-indicator is elaborated with five statements with the score of each statement is 2.55, 2.68, 2.98, 3.05, and 2.68. Then, the mean score of those scores is 2.79 and categorizes as "Agree". It indicates that most of the students say that they have positive views on online speaking activities in terms of time efficiency. First, the highest score of the statement is from Statement 12 (*The strategies used by the lecturers help the student to follow online speaking classes well*). This statement got 6 responses for "Strongly Agree", 30 responses for "Agree", and 4 responses for "Disagree". Then, Statement 11 (*After several meetings, the student is easy to follow online speaking classes in the point of media used and learning atmosphere*) as the second highest score, got 5 responses for "Strongly Agree", 29 responses for "Agree", and 6 responses for "Disagree".

However, Statements 10 (*At first, the student has difficulty with the learning atmosphere of online speaking classes*) and Statement 13 (*The student feels that the media used in online speaking classes are practical and efficient for them to understand the materials*) have the same score that is 2.68. From Statement 10, 7 students chose "Strongly Agree", 14 of them chose "Agree", 18 students chose "Disagree", and one of them chose "Disagree". Besides, Statement 13 got "Strongly Agree" from 6 students, "Agree" from 18 of them, "Disagree" from 13 students, and "Strongly Disagree" for the rest.

Last, Statement 9 (*At the beginning of online speaking classes, the student has difficulty using online media*) got the lowest score for this sub-indicator. From 40 students, 7 students chose "Strongly Agree", 11 students chose "Agree", 19 of them chose "Disagree", and 3 students chose "Strongly Disagree". This score means that most of the students say disagree that they got difficulties using online media in speaking classes at first.

From the result finding of the questionnaire that was discussed earlier, it can be analyzed that the majority of students have positive views regarding the first sub-indicator of teaching strategies in terms of time efficiency. Most of them generally agree that the teaching strategies used in online speaking classes were suitable for online learning. The implementation of the strategies during online speaking classes had a positive impact on the students' comprehension of speaking skill because the various strategies and activities during online speaking classes helped them to practice their speaking skills so that they have more time to master their speaking by performing with their friends during online classes. Although, the students found challenges at first attending online

speaking classes where they had to deal with new environment and should be ready to use online media, they finally could adapt with online learning environment. However, a few students believed that the conditions of online learning made them need more time to practice their speaking skill with their friends and need various strategies used by the lecturers since they could not meet their lecturers and friends face-to-face, the learning strategies should be enjoyable and effective for them to follow.

Additionally, the responses to the questionnaire are also supported by the interview results from the students. "*The use of strategies in online speaking classes were very helpful*, (S.20) *because we have discussion, so it avoids boredom, the strategies were various, there were also discussion in group via Zoom*" (S.3, S.6, and S.9). "*…with these learning strategies we could practice our speaking with partner, besides we could also prepare ourselves before having online class*" (S.5). "*The implementation of the strategies and media in online speaking classes impacted my speaking skill because when we made some mistakes, our friends or lecturers would correct them. So, indirectly our skills were developed well*" (S.10).

Likewise, the others have the same opinion about strategies in online speaking classes. "*I thought the strategy was effective because it was not monotonous and the lecturers gave us the opportunity to speak*" (S.25). *I thought the implementation of the strategies in online speaking classes helped me to follow speaking classes, besides, we could get more comprehension from listening to our friends, so it increased our vocabulary and pronunciation*" (S.36). "*I believed that the strategies used helped me well so that we could understand technology too, besides we learned the materials*" (S.39). It can be analyzed that the strategies used by the lecturers during online speaking classes were beneficial in giving comprehension to the students because through these strategies, the students could do speaking practice in online classes, such as they had chances to do a role-play with their partners and they got feedback from the lecturers when they made any mistakes in terms of vocabulary or pronunciation.

Additionally, they also said that they got difficulties in attending online class at the beginning. "*…because usually we have face to face classroom, by attending online classes made me feel discomfort and bad signals also inhibited us to get the learning lesson*" (S.2). "*At first, we got difficulties attending online classes, because the different learning environment make us feel unsatisfied with the process of learning…*" (S.4). "*…at first, I got difficulties attending online speaking classes, but after several meetings, I got to used attending online classes*" (S.15 and S.17). "*At the beginning we got difficulties in attending online speaking classes because of bad signals when using Zoom*" (S.23). "*It was a little bit difficult for me at the beginning of online speaking classes, because usually speaking class were held face to face*" (S.26). It can be analyzed that the students found challenges in following online speaking classes due to the learning environments that made them have to do more effort and forced them to adapt to this condition.

Mainly, from the description above, the students' views about teaching strategies are categorized as "Agree" which means that most of the students have positive views related to the strategies used by the lecturers in online speaking classes in terms of time efficiency. Although in some cases, few of them feel that the online learning made them hardly adapt to the new learning environment because they could not meet their friends and lecturers directly face-to-face. However, in the case of using online media, they

did not find difficulties at the beginning of the learning process. Implementing those strategies by the lecturers helped the students and avoided boredom for them to follow online speaking classes.

3.2 The Students' Learning Desire

As the second sub-indicator of teaching strategies, the students' learning desire is developed in five statements. The following figure illustrates the outcome of the students' responses:

Based on Fig. 2, it shows the statements in sub-indicator students' learning desire. From those five statement, the score of each statement is 3.08, 2.85, 2.75, 3.23, and 3.00. The mean score of those five statements is 2.98 and categorizes as "Agree". It indicates that most of the students have positive views on students' learning desire in online speaking classes in terms of time efficiency. The highest score with high intensity is Statement 17 (*I believe that I can complete the assignments given by the lecturers in online speaking classes*). This statement got responses "Strongly Agree" from 12 students, 25 students' responses for "Agree", and 3 responses for "Disagree". From those data, it means that most of the students agree that they could finish the assignments given to them in online speaking classes. However, Statement 16 (*I'm happy to re-read the materials given by the lecturers in online speaking classes*) as the lowest score, got one response for "Strongly Agree", 29 responses for "Agree", 9 responses for "Disagree", and one responsible for "Strongly Disagree".

In addition, Statement 15, Statement 18, and Statement 14 got the range score between 2.85–3.00 which is categorized as "Agree". For Statement 15, 2 students chose "Strongly Agree", 30 of them chose "Agree", and 8 of them chose "Disagree". Statement 18 was responded "Strongly Agree" by 6 students, 29 responses for "Agree", 4 responses for "Disagree" and one responsible for "Strongly Disagree". Last, Statement 14 got responses "Strongly Agree" from 9 students, 26 responses for "Agree", 4 responses for "Disagree", and one responsible for "Strongly Disagree". Those scores indicate that the majority of the students agree that they had the motivation to learn more and were engaged during online speaking classes.

Based on the result of the questionnaire above, it can be analyzed that most of the students have positive views on the strategies used in online speaking classes in terms of
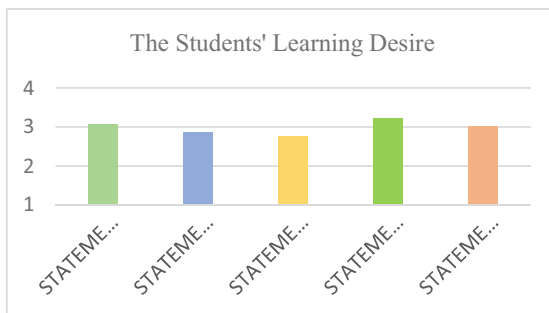

Fig. 2. Students' Views on the Students' Learning Desire

time efficiency. They tend to agree that the strategies motivated them to attend the classes and the implementation of strategies in online speaking classes significantly impacted their motivation. It is because those strategies provided them with various activities that could develop their speaking skill, for instance, the strategies included the students' speaking performance in every meeting, which means that they performed in online classes and made them get used to speaking. It finally impacted their self-confidence to speak in front of many people. Furthermore, when they found certain interesting materials or needed more sources to comprehend them, they were motivated to access the internet, found videos, and learned about them to build their comprehension as well as develop their speaking skill. With those strategies, the students were implicitly forced to perform independently, or when they were asked by the lecturers, they were ready to perform without fear. Nevertheless, a few students disagree with that. In some cases, and different classes, the students need more motivation from the lecturers when they have lack motivation to attend online classes or when they are still confused about certain materials, the lecturers are needed to provide them with more explanations or references to help them overcome the problems they face during online classes.

Furthermore, through the interview, the students also supported the results of the questionnaire related to the students' learning desire as the second sub-indicator of teaching strategies. "*The lecturers gave us motivation to speak and have a willingness to perform*" (S.2). "*Sometimes, the strategies or the materials given by the lecturer forced us to learn more and study hard in online speaking classes*" (S.15). "*The strategies used by the lecturers helped me because it motivated me to learn more. It also made me to do independent learning*" (S.20). "*The lecturers gave us motivation to be brave enough to speak in online speaking classes*" (S.10 and S.17). "*…sometimes, when we did wrong during perform in the class, the lecturers still motivated us*" (S.26). "*I'm excited to find more references*" (S.36). "*In online speaking classes, we always perform our speaking skill individually or with partners*" (S.3, S.4, and S.6). "*…we are asked to create the conversations, then we practice it during the online class*" (S.5, S.23, S.25, and S.39). It can be analysed that students' motivation to learn was enhanced through the strategies used by the lecturers in online speaking classes since the students were motivated to learn more and to found additional source as part of comprehending and enhancing speaking skill.

However, there was also a contrast point of motivation implicitly describe from the student's response. "*The lecturers did not give us feedback to our assignments*" (S.9). It indicates that the students have lack motivation to attend the classes when the lecturers do not active in giving comments or feedback to them. They thought that it would be useless if they do their assignments when they got nothing from their lecturers.

In general, from all of the statements in this sub-indicator resulted there are positive views in terms of time efficiency from the majority of students about the strategies used in online speaking classes, particularly they could complete and submit assigned work and prepared to participate in the process of online speaking classes. They also agree that those strategies could motivate them to follow the online speaking classes and learned more in independent ways. Although, there were also a few students in some cases in different classes who believed that they needed more motivation from their lecturers to build their motivation.

3.3 The Students' Self-confidence

The students' self-confidence as the third sub-indicator of teaching strategies is likewise elaborated through four statements shared with the students. Their reactions to this sub-indicator are depicted in the following figure:

Figure 3 shows four statements related to the students' self-confidence. The score of each statement is 3.15, 2.98, 2.78, and 3.20. The average score from these four statements is 3.03 and categories as "Agree". It means that the majority of the students have positive views on students' self-confidence during online speaking classes. First, the highest score belongs to Statement 22 (*I believe that I can complete the assignments on time*). This statement got 10 responses for "Strongly Agree", 28 responses for "Agree", and 2 responses for "Disagree". From this data, it perceives that most of the students can complete the assignment given to them in online speaking classes. However, Statement 21 (*I'm confident to perform in online speaking classes*) got the lowest score, where 3 students chose "Strongly Agree", 26 of them chose "Agree", 10 students chose "Disagree", and one students chose "Strongly Disagree".

Then, Statement 20 and Statement 19 got the score of 2.98 and 3.15, which implies the students' perceptions are agree related to their self-confidence during online speaking classes. From Statement 20, 6 students chose "Strongly Agree", 27 students chose "Agree", and 7 of them chose "Disagree". Besides, for Statement 19, 9 students' responses for "Strongly Agree", 28 students chose "Agree", and the rest chose "Disagree".

Based on the result of the questionnaire presented above, it can be analyzed that most of the students have positive views about their self-confidence impacted by the strategies used in online speaking classes. The strategies which provided the students to do speaking performance and create any kinds of assignments meaningfully gave more self-confidence to them. It is because the students continuously could practice their speaking skill in online speaking classes by using online media. Additionally, they independently could practice with their partners in online speaking classes and it built more courage for them to perform in speaking classes. Although the minority of students believed the opposite. They needed more guidance and comments from the lecturers related to their performance or the assignments given to them. Additionally, in certain
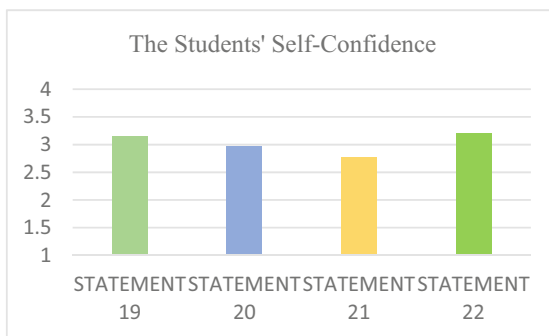

Fig. 3. Students' Views on the Students' Learning Desire

conditions, the students needed more varied kind of performance and motivation from the lecturers to improve their willingness to be active and engaged during the learning process.

Likewise, through interview from the students, 15 students also confirmed the results of questionnaire. "I'm excited to finish my assignments" (S.2). "*I thought the assignment helped me improve my speaking skills, because we were asked to record our conversation, we speak, so our skills were developed well*" (S.3 and S.4). "*…in online learning, I could prepare well before perform in Zoom…when we speak with our friends, it made me confident to use English*" (S.5). "*The assignment was creating conversation, then we recorded or made our videos with our friends, then sent it*" (S.6 and S.9). "*In the second semester, we mostly uploaded our group works in YouTube, sometimes we performed directly in online class*" (S.10). "*We are asked to create conversation, then we record it and upload on YouTube, sometimes we performed in Zoom with group, so we perform based on our number of presences or asked by the lecturer*" (S.15, S.17, and S.26). "*Sometimes, when we did the assignment, like making audios or videos, we used Zoom to practice by ourselves, then recorded it, uploaded it on YouTube and shared the link with the lecturers (S.20)*". "*…We made groups and create conversations, then practiced online with our friends*" (S.23). "*The lecturers asked us to create a dialogue and next week we should present it, sometimes we directly performed in Zoom, then we practiced speaking with our friends*" (S.25). "*In online class, the lecturers asked us to do role-play with friend and talked about random topics, most importantly we talked on Zoom*" (S.36). "*For the assignment, we usually created our own conversations based on material given by the lecturers, then we performed directly via Zoom, or we recorded our conversations*" (S.39).

To sum up, this sub-indicator of teaching strategies is categorized as "Agree", which means there are positive views from most of the students about their self-confidence, where they could complete the assignments given to them which impacted their development of speaking skill due to the practicing activities they did during online speaking classes.

3.4   The Students' Interaction with the Lecturers

The last sub-indicator of teaching strategies is about the students' interaction with the lecturers. This sub-indicator developed in three statement, starting from statement 23 to 25. From the students' responses, the students' views related to this point describes in following figure:

Figure 4 describes students' views related to students-lecturers' interactions. The score of each statement is 3.18, 3.03, and 3.23. All of the statements in this sub-indicator are categorized as "Agree", with the mean score is 3.14. It means that most of the students have positive views on this sub-indicator in terms of time of efficiency. Conversely, Statement 25 (*I'm happy when the lecturers corrected me if there were any mistakes related to my pronunciation or vocabulary in online speaking classes*) receives the maximum score of 3.23. This statement got response "Strongly Agree" from 9 students and "Agree" from 31 students. It means that most of the students perceived that they had good interaction with the lecturers, in case of getting corrections about wrong pronunciation or vocabulary.
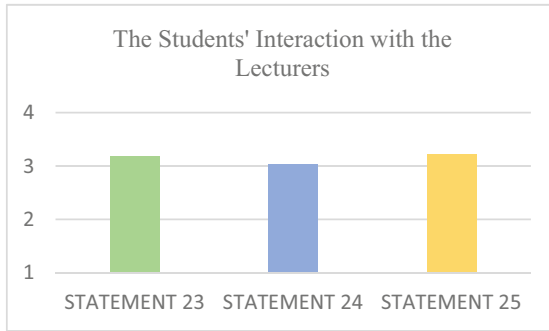
Fig. 4. Students' Views on the Students' Interaction with the Lecturers

On the other hand, Statement 24 (*I'm happy when I get help from the lecturers on how to practice speaking skill and get any references about it*) as the lowest score among the three. From 40 students, 7 students chose "Strongly Agree", 27 students chose "Agree", and the rest of them chose "Disagree". The score of this statement indicates most of the students agree that they got helped from the lecturers in the point of practicing their speaking skill with references. Last, Statement 23 (*I'm happy the lecturers give feedback and suggestions on my performance in online speaking classes*) is in the middle score. This statement got 8 responses for "Strongly Agree", 31 responses for "Agree", and one responsible for "Disagree".

Based on the result of the questionnaire above, it can be analyzed that the majority of students' views on the fourth sub-indicator in teaching strategies are positive in terms of time efficiency. Most of them agree that the lecturers provided good feedback during their performance in online speaking classes. When the students performed in the class and they made mistakes, the lecturers immediately would give feedback to the students, for instance, for mispronouncing words, or unappropriated vocabulary, or others mistakes related to speaking. The students got more insight and had better comprehension and their speaking skill would be developed significantly with those feedbacks. Though, the other opposite opinions indicated that in the case of giving more references, the students needed the lecturers to give them additional sources related to some points of confusing materials, including giving videos or other relevant materials which could help the students to comprehend and increase their speaking skill.

Furthermore, through the interview, the students also confirmed the result of the questionnaire related to students' interaction with the lecturers. The students' views are positive due to the good interaction between students' and lecturers. "*When we had something to ask, the lecturers sometimes responded it when our next meeting is held, the lecturers gave the explanation, like they review the materials before continuing our next topic*" (S.2). "*If we spoke and we made mistakes in grammar or pronunciation, then the lecturers would immediately correct them*" (S.3). "*The lecturers gave us feedback, but sometimes when we made assignments in group, the lecturers only gave feedback to the first collected group*" (S.4). "*During online classes, the lecturers gave feedback via Zoom*" (S.5). "*The lecturers gave us feedback like good, very good, it is because there were no mistakes, I guess*" (S.6). "*The lecturers rarely gave feedback during the*

Table 1. Students' Views related to the Teaching Strategies Used by the Lecturers

Indicator	Sub-Indicator	Fr
Teaching Strategies	The Implementation of the Activities (Activities, Language Activities)	**2.79**
	The Students' Learning Desire	**2.98**
	The Students' Self-Confidence	**3.03**
	The Students' Interaction with the Lecturers	**3.14**
Total Score		**2.98**
		Agree

class" (S.9). "*The lecturers were very active in giving feedback to us, when we spoke they immediately gave us feedback*" (S.10). "*The lecturers always give feedback, for instance when we made mistakes in pronounce it, they would comment and gave the correct one*" (S.15 and S.39). "*Sometimes, the lecturers gave us feedback, but sometimes there were no feedback from them*" (S.17 and S.23). "*There was feedback from the lecturers, when I was in the first semester, the lecturer asked me to perform directly in online class, so I had no more preparation to do it. Then, when I spoke and made mistakes, the lecturer corrected my mistakes, like pronunciation or vocabulary*" (S.20). "*The lecturers always pay attention on how we pronounce something, if there were any mistakes, then they would correct them*" (S.25). "*The lecturer gave us feedback when we had Zoom class and we talked and made some mistakes, the lecturers would directly correct them. Besides, everyone in the class got feedback from the lecturers*" (S.26). "*The lecturers gave us feedback during the process of teaching and learning, usually after we performed in class, the lecturer gave feedback to each group*" (S.36).

In conclusion, based on the description above, it can be analyzed that most of the students' views related to the students' interaction with the lecturers are positive in terms of time efficiency, which means that most of them believed that the lecturers were active in providing feedback and suggestions on their performance in online speaking classes, specifically regarding to incorrect pronunciation, vocabulary and grammar during online learning.

To sum up, based on these four sub-indicators above, which elaborated and developed seventeen statements to see students' agreement towards their views about teaching strategies used by the lecturers in online speaking classes. The details of this finding can be seen in the Table 1.

Referring to the findings of this research shows most of the students' views related to the teaching strategies used by the lecturers in online speaking classes is categorized as "Agree" with the average score is 2.98. In other words, the result of this research found that the majority of students at English Language and Literature Department of UNP have positive views on teaching strategies used by the lecturers in online speaking classes in terms of time efficiency. Moreover, the result of this research implies that teaching strategies in the process of teaching and learning a language is one of the important

criteria in language learning [18] and play an important role in achieving the objectives of the learning subject.

The finding of this research is supported by Lumpkin, Achen, and Dodd [19]. They found that the students' views on teaching strategies are positive, where they claim that the specific learning strategies are uniquely beneficial to their learning, in other words, improving their understanding. So, following online speaking classes which have various strategies used by the lecturers indirectly impact to the students' achievement in understanding the lessons which end in their improvement of speaking skills.

In addition, the lecturers also needed to vary the strategies and media used to avoid the students' boredom. Hasri, Basori, and Maryono [20] state that the less varied of learning media will cause of students' boredom and not paying attention, which make learning ineffective and inhibited. By having varied strategies applied by the online lecturers and online media will impact to the students' achievement in speaking. It is also in line with the research conducted by Farrah and Abu-Dawood [20] who found positive views from the students, where they believe that the mobile application as media in learning helps them to understand and learn better in learning a language.

To sum up, the students' views of teaching strategies are positive, which means that the students get the advantages of the use of teaching strategies used by the lecturers in online speaking classes in terms of time efficiency. They believed that those strategies and online media helped them in comprehending the lesson, motivated them to utilize the online media to practice their speaking skill, and made them have fun and enjoy the process of teaching and learning speaking online.

4   Conclusion

Based on the finding of the questionnaire and interview results, it indicates that most of the students' views on teaching strategies are positive in terms of time efficiency, which indicates that most of the students believe that the implementation of strategies by the lecturers during the pandemic condition in online classes had beneficial impacts on the students in following speaking classes. Although the students still found the limitation of the strategies. In some cases, the lecturers did not provide them with the appropriate ways of learning when the lecturers could not hold the classes.

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