Teaching Procedures in Speaking for Social Intercultural Communication during Covid-19 Pandemic

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Abstract - This research article discussed the procedures of teaching speaking class during pandemic. In this case, the speaking class was purposed for social intercultural communication or lately called speaking 3. It was designed for 3rd semester students in English Department, Faculty of Teacher Training and Education in Mayjen Sungkono University of Mojokerto. This article was aimed to explain descriptively the steps for various topics in speaking class, especially in speaking for social intercultural communication course.

Keywords: teaching procedure, online speaking class, pandemic

INTRODUCTION

Covid-19 pandemic has forced conventional teaching and learning English transformed into online based class. We sort of have to redo all of conventional curriculum so we can teach it online and education has gradually transformed into more digitalized. Educators should handle the sudden shift to distance learning (Gorey, n.d). Indonesian government announced online teaching and learning activities or daring or distance learning (Fitri et al., 2021). Both of school and educator were forced to be more eligible in using technology and online devices (Gultom, 2020). However, we could use internet advantages as an instrument that helped us in improving our teaching learning process (Arianto, 2021). We also had to consider and adapt learning activities to students’ needs and capacity. Moreover, the majority of students in speaking for social intercultural communication class (80%) were worker who had tight schedule of working and studying at university at the same time and 80% of them got crashed time schedule between working and lecturing schedule. They demanded an effective and easy procedure of online class during covid-19 pandemic.

Cisco WebEx Meeting, Google Classroom, and WhatsApp were preferable choice (Amin & Sundari, 2020). Students could adapt and adjust to all the dimensions contained in the online learning process such as WhatsApp, Telegram, Zoom application and Google Classroom Web (Anggraini, 2021). It was also proven that YouTube video as English learning material improved speaking skill of students (Syafiq et al., 2021). It was including fluency, vocabulary, pronunciation, grammar, and content. It was supported that used V-log for teaching speaking during covid-19 pandemic (Silalahi, 2020) and applied mobile internet-based learning (Widiastuti, 2020) could improve student’s speaking skill. In this case, 80% of students in speaking for social intercultural communication class preferred Zoom application to join in lecturing. They argued that it was easy and effective. It could be followed anytime and anywhere while the camera and speaker were muted. Meanwhile, 92% of them chose WhatsApp because they could be easier to check and repeat the material or task instruction that Zoom App. In fact, WhatsApp obviously was opened and checked more time everyday than Zoom App which was opened only when there was a link to particular schedule of online class.
It was also ease them in submitting their online tasks and did not take much cellphone energy, internet capacity, and transmission. In term of task submission, 92% of the student preferred to use Youtube because they thought it was an easy way as task compilation and easy to access whenever they needed to evaluate their performances or data lose cases in broken computer or cellphone.

Many challenges and obstacle faced by both teacher and students in online learning (Anugrah, 2021; Puspitasari, 2021; Fitriani, 2020). Hartshorn and McMurry (2020) stated that the effects of the pandemic increased stress for both students and teachers across an array of contexts. The priority for teaching and learning decreased for both the practitioners and their students during the pandemic due to a variety of new stressors in their lives. Transition to online instruction was more challenging for the students than the teachers. Their results also showed that students experienced less language development for speaking than writing during covid-19 pandemic. Alzamil in Arabic (2021) has reported his subjects of research appreciated the advantages of online learning but it could not replace face-to-face learning. The full online digital learning system was less preferable than face-to-face learning (Amin & Sundari, 2020). Simamora (2020) stated online learning provided various instructions led by the lecturer. Instructions could be synchronous or communication where participants interacted in the same time space as video conferencing, zoom, Google meet, and WebEx. Instructions could also be asynchronous or time-separated communication such as e-mail, Google form, streaming video content, posting lecture notes and social media platforms. Among 36% of the students in speaking for social intercultural communication wanted offline class, 28% wanted to stay in online class and 28% wanted blended class (online and offline).

**METHOD**

This research used descriptive qualitative method approach. The data was obtained from online questionnaire and interview with 21 items of question toward 25 students of the third semester of the English Department who joined speaking for social intercultural communication class at University of Mayjen Sungkono Mojokerto, East Java, Indonesia. It was designed to dig up their roles and responses as they were asked to reflect on their learning difficulties during the pandemic. Their answers were also reflected on their track record of task submission and attendance report.

**FINDING**

Speaking for social intercultural communication has tried both offline and online meetings. There were 7 from 25 students came in offline meeting. It was the first meeting where the lecturer explained the course outline and brief picture of the whole tasks. Actually it was considering the important explanation toward the task instructions and the lecturer though it would be better if the students came along and pay a lot of attention to the briefing. Nevertheless, the lecturer send the material in WhatsApp group for the course along with the voice messages. So the rest of the class who could not joined in offline class still had chance to follow and catch up. It was proof that audio-lingual method was recommended to improve English speaking skill (Maaliah et al, 2017). The following meetings were online. The whole semester was designed as student centered based learning and lecturer was only a facilitator and instructor. Salieva (2020) suggested student-centered approaches as an effective meant of teaching the English language.

The instructions were given by typing chat box, recording voice message, and sending links of video as examples from Youtube, Facebook and Instagram. The students had enough time before the due date task submission because the lecturer always gave
range of time between the instruction date and task submission date. It was 3-7 days long. The consideration was they need more time to think about the concept, script and video production. 100% of them loved this idea. Students gave positive attitude towards the learning instruction (Rizqiya, Cahyati, and Bramandika, 2021).

So it was nearly never be on the spot and spontaneous speaking task. Even so, 96% of the students admitted they were out of the due date because of various problems both technical and non-technical issues. Their technical problems were the device was not compatible to edit video and they were in out of internet network service area that made them difficult to send the file (it could be house or work place). Their non-technical problems were busy at work, bad time management, “later-on quadrat” habitual, misunderstanding to the instruction and date line, confused what to do and say even after watched the example, and distraction priority as like family member got sick and financial trouble. It also happened to Efriana (2021) who reported some students were less enthusiastic to participate in online learning even though they were supported by adequate facilities, such as computers, androids, and the availability of an internet network. They were less concerned about the importance of EFL literacy and task submission. As a result, assignments that should have been submitted within one week period were often stretched to two weeks.

There were 2 topics that should be worked in pair. They were 100 questions and problem in speaking English. The students had chance to do it in real peer work or act 2 speakers’ role in one person (considering the majority of them were worker and probably found difficulty to discuss the task with their peer then chose individual work). 92% of them liked to work in pair because they could share ideas, role and dialogues. Sitting with classmates or having direct partners in improving spoken English was not a must (Fidyati et al., 2020).

They also had 4 topics that focused in describing their family, house, occupation and leisure time. Besides, 4 more topics focused in telling the procedures of cooking, creating something like craft or tutorial, and how to get somewhere. Then 3 last topics focused to narrate the history of great people life, Indonesian tribes and places. Those 11 topics were individual work. The midterm project was producing video about tourism object in Mojokerto (individual work) and the final project was movie production (group work). According to the questionnaire and interview result, 92% of the students liked individual work and 20% liked to work in group.

So, in offline meeting, the lecturer would opened the class by greeting and having small talk about what the students had from previous speaking class last semester. Then she would explained the main objectives and activities in speaking for social intercultural communication class. Brief description of each topic discussions would also be delivered to the students, so they could manage their time to get use to the dead line of task submission. The students also had free chance to ask whenever they wanted to ask or did not understand about the instructions or materials. Then the lecturer would dismiss the class.

In online meeting, the lecturer would greet the students and remind about the weekly topic. Then the lecturer would send typed chat of instruction, due date reminder, and video link as an example. The instruction sometime also in form of voice note whereas the lecturer recorded her voice and sent to WhatsApp group of the course. The lecturer gave opportunity for the students to ask both in WhatsApp group or direct/private chat. At the due date of submission, the students sent their work and filled the chat list done. It informed their numbered complete name and media submission (e.g. Sherly Citra Putri/video in Youtube/http://youtube.video/xxxx). Their work could be in the form of video posted in Youtube (92%), video file in Google drive (32%), or video sent to WhatsApp group (20%).
The lecturer gave them freedom of choice to ease them in submitting their works by considering their status as worker too.

**DISCUSSION**

Systematically and explicitly addressing the teaching of speaking was an aspect of English language teaching that was often underestimated. While teachers might presented various speaking activities in the classroom, such activities may amount to ‘doing speaking’ rather than ‘teaching speaking’ (Burns, 2019). It was one of the lecturer’s consideration to give more time for students in speaking class in thinking ideas and creating video production rather than much talking in giving instruction and explanation. So the class was more like students centered learning and task based learning. Video project model for increasing English speaking skills in covid-19 pandemic was applied in this case (Baron, 2021).

Kusuma, Mahayanti, Gunawan, Rachman, and Pratiwi (2021) had talked about how well e-portfolios facilitate students' learning engagement in speaking courses, especially during online learning, has been little documented. That was the reasons of students in speaking for social intercultural communication chose to save their works in Youtube (92%), Google drive (32%) and WhatsApp (20%). It would ease them whenever the lecturer wanted them to show or submit the whole files of their works at the end of the semester or it could be as main proof when something like human error in score entry happened.

While Fithria and Ratmanida (2019) introduced ESA (Engage, Study, and Activate) method, the researcher found the same procedure applied in. First, the teacher got the class interested and engaged. Second, the students studied something. Third, they tried to activate it by putting it into production. It was applied too in speaking for social intercultural communication class whereas the lecturer gave link of videos to be watched and learnt by the students, then the lecturer asked them to create their own video related to the topic of that day. They were helped so much from the video links that given by the lecturer because they could learnt how to make their own video concept, script, language structure and accent. Utami (2021) showed that students used some media such as speech recognition software in mobile phone to correct their pronunciation and to gain the new vocabulary, internet to gain the information that they need, podcast, and Youtube to gain such as tips to speak in English, produced the correct pronunciation, and produced videos that contain presentation. Those media and technology matched to enhance the quality of learning speaking skills in online learning era such as they got new vocabulary to explain in specific scope, students could do repetition more and to pronounce the correct pronunciation, then they got more comprehend to understand the content of the material that they uploaded in their Youtube channel and automatically they did practice in order the result of recording in accordance with expectations. Students did not only learn the theory but also they had output such as they could upload their performance on their Youtube channel as the learning speaking skill used media and technology. Even though from the questionnaire result, the students still needed general (20%) and personal (80%) evaluation from the lecturer about their work especially related to pronunciation and grammatical.

It was in line with Wulandari, Widowati, and Fikri (2020) stated the student's problems in learning English speaking through online learning were limited vocabulary, pronunciation trouble, internet connection, students feel boring, and students less of practicing. Prentiss (2021) argued many instructors and students were experiencing
online education for the first time and, understandably, anxiety exploded. Public speaking and presentations took on new meaning with Zoom sessions and webcams and our speech anxiety, undoubtedly, grew, as well. Meanwhile Huang (2021) wrote that the learning process involved interactive and collaborative discussions and presentations that allow students’ speaking opportunities. Indeed, online discussions contributed to students’ confidence but lacked adequate feedback towards students’ speaking skills. Students expected more types of learning activities that contribute to collaborations among peers, a sense of belonging to the online community, and examination orientated English skills. That was supported by the questionnaire result of 36% students wanted offline class so that they could experience spontaneous speaking performance and evaluation on the spot from the lecturer toward their mistakes and error.

Hazaymeh (2021) reported on his article, the participants had a positive attitude of online distance learning which empowered them to develop high scores of creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem-solving, decision-making and digital citizenship. The results also showed that majority of respondents (86.66%) acquired language proficiency successfully through online distance learning that indicated a flexible and suitable learning environment. It was supported by this research questionnaire result that showed 88% students appreciate the teaching procedures in speaking for social intercultural communication. They though it was interesting, good to know what would they were going to face at the beginning of the semester, challenging tasks, easy to catch up anywhere anytime and efficient.

The result of the research showed that five arisen problems of online learning during covid-19 pandemic in speaking class (Ariani and Tawali, 2021) were well overcame. The first was related to Youtube video as the source of learning materials, 92% students gave positive response to Youtube video and though it was really helpful to have better picture of what they were going to do with their own video productions. The second was dealing with the students’ difficulties in elaborating the materials given by the lecturer during an online class. In this case, Efriana (2021) agreed that students' understanding on the subject material was a problem of online learning during covid-19 pandemic. But here, we had 84% students though they could break that problem by WhatsApp group of the course. They could follow and repeat both material and instructions by reading the chat room, screen shooting the WhatsApp screen, listening the voice notes, clicking and watching the video link. The third was related to the students’ procedure in doing the project or assignment given by the lecturer. It was overcome by 3 – 7 days range of time between the instructions given with the due date line. The fourth was dealing with Students’ limitations in accessing Zoom Meetings. It has been replaced by WhatsApp group for the course. The fifth was students’ learning equipment and supporting facilities. It was actually overcame by giving alternative video production whereas students could also send picture and audio record to the WhatsApp group for the course. Diana (2021) added speaking assessment problem and indeed it still was interesting area to be discussed for further research.

CONCLUSION

It was concluded that: (1) the instructions were designed as student centered and task based learning (2) offline meeting gained less students’ attendance (3) online meeting eased majority of students who also as worker to catch up the material and tasks. The
future research might investigate: (1) students' perception and motivation in doing speaking tasks which need skill in video editing (2) their capability in using various video editing applications to overcome their speaking online tasks (3) the effectiveness of v-log for assessment in speaking class.

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