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INNOVATIVE LANGUAGE LEARNING STRATEGIES DURING THE COVID-19 PANDEMIC AT HIGHER EDUCATION

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ABSTRACT

This study aims to investigate innovative language learning strategies employed by students at higher education in the midst of Covid-19 pandemic. There were 102 students (male = 16 or 15.69% and female = 86 = 84.32%) participated in this study. The major of the students is Indonesian Language and Literature Education Study Program Faculty of Languages and Literature, State University of Makassar, Indonesia. The instrument of the present study was questionnaire which aims to explore innovative language learning strategies, measured by the 20-item Likert-scale Innovative Language Learning Strategies. The questionnaire was written in Indonesian and the students were asked to rate their perception on the innovative language learning strategies. The study therefore concludes that: 1) Students are motivated to improve their listening skills through online learning, 2) Students are more active in listening to material presented by lecturers through various media platforms used in online learning, and 3) Students are motivated to make improvements in their listening skills through online lectures. The study also concludes that: 1) The lecturer enthusiastically invites me/students to comment on online lectures, 2) Online lectures offer various audio-visual materials in the form of films that can improve my vocabulary, and 3) Enthusiastic lecturers invite me/students to comment on online lectures. In terms of developing reading skills, this study concludes that: 1) Students are more active in reading teaching materials delivered by lecturers online through various media platforms, 2) Are more active in finding and reading learning support materials if the lecturer presents them online, and 3) They are more active in

finding and reading learning support materials. more motivated to learn reading skills through online lectures.

INTRODUCTION

Currently, all countries in the world face unprecedented time where all nations in the world experience fear of the corona virus. All countries are then looking for a strategic way to break the chain of the virus, namely by implementing work from home (WFH). Educational institutions also took strategic steps to carry out the teaching and learning process from home using various media platforms in online classes. Indonesia, as one of the countries experiencing the high spread of the Corona virus, has issued a policy to control the spread of the Corona virus, namely by implementing work from home, including studying from home. As a result of the COVID-19 pandemic, the Minister of Education and Culture issued a circular letter as of March 24, 2020 regulating the implementation of education in Indonesia during the emergency of the spread of the corona virus through the "Learning from Home" Policy (Suci, et al., 2020).

The outbreak of the Covid-19 pandemic has changed procedures in all sectors of life, such as in the fields of economy, health, and also education. In the field of education, schools, universities and other educational institutions must close their buildings and carry out teaching and learning activities through online platforms, for example Zoom meetings, Google Meetings, and Microsoft Teams (Fitriani, et al., 2021, p. 270). The purpose of this present study is to explore the students' innovative language learning strategies in online learning. The strategies employed by the students in the online learning are vital to achieve the educational targets.

REVIEW OF LITERATURE

Learning Strategies

With a learning strategy, this means any action you may have to take to solve problems in learning, to help you make the most of your learning process, to accelerate and optimize your cognitive, affective or social behavior (Mariani, 2002). Learning strategies are steps taken by students to improve their learning (Shi, 2017). Learning strategies can be defined as, the behaviors and thoughts in which learners are involved and which are intended to influence the learner's coding process. Thus, the goal of any particular learning strategy may be to influence how learners select, acquire, organize, or integrate new knowledge (Weinstein & Mayer, 1983). Oxford as cited in Shi (2017, p. 24) defines language learning strategies as "frequently conscious behavioral measures used by language learners to enhance the acquisition, storage, retention, memory, and use of new information." Mariani (2002) argues that learning strategies are an fundamental component of the curriculum, as a bridge between competence (what you have to learn) and processes (what you must go through to achieve that outcome).

Some psychological factors like learning strategies contribute to the success of students' learning achievement (Weda, et al., 2018, p. 141). Many research

reports reveal that the learning strategies can enhance learning achievement (Weda, 2014; Ghiasvand, 2010; Muelas & Navarro, 2015; Freiberg-Hoffmann, et al, 2017; Qomariah, 2018; Taheri, et al., 2019; Habók & Magyar, 2018).

Language Learning Strategies

Strategy as an important factor in language learning must be considered (Weda, 2014, p.4). Success in language learning is influenced by the strategies used by students (Rustam, et al., 2015, p. 77). Similarly, Rustam, et al. (2015) argue that the successfulness in learning language is influenced by the strategies that employed by the language learners.

Language learning strategies have many potential benefits for educators, teachers and students (Yunus, et. al., 2013). Saksomo (1983) in Laki (2018) mentions technique in learning Indonesian, among others are (1) lecture, (2) question-answer, (3) discussion, (4) assignment and recitation, (5) demonstrations and experiments, (6) concocting opinion (brainstorming), (7) teaching at laboratory, (8) inductive, inquiry, and discovers, (9) demonstrations, dramatizations, and intensive, (10) simulation, role playing, and sociodrama, (11) work tours and playing games, and (12) eclectic, mixed, and immediate.

Innovative Language Learning Strategies

This part presents the studies of innovative language learning strategies conducted by researchers from various countries in the world. This part also records the years, the countries of the studies, the instruments used in the studies, and the subjects or participants in the study.

Table 1. The Measurement of Innovative Language Learning Strategies in Previous Studies

Researcher	Research Site & Year	Instrument	Subjects/Participants
Carol Chapelle	USA, 2001	Software tools	University students
Małgorzata Karczewska, Vaida Žeguniene, & Laima Kupriene	Lithuania & Poland, 2019	Questionnaire	One hundred Polish and one hundred Lithuanian students
Sri Setyarini	Indonesia, 2011	Observation & Interview	Elementary school teachers and students
M. Lehmann, P. Christensen, X. Du & M. Thrane	Denmark,	d Aalborg Model, a problem-oriented and project-based learning	University students

		paradigm	
Arsad Bahri, Irma Suryani, Idris, Hasmunarti, Muis, Muh. Arifuddin, & Muh. Jibrane Nidhal Fikris	Indonesia, 2021	Reading questioning answering (RQA).	The 4th-semester students majoring Biology Teaching in Biology Department, The Faculty of Mathematics and Natural Sciences, State University of Makassar, Indonesia
Johanna W. Istanto	Singapore, 2009	Film	NUS Students
Clara Burgo	USA, 2016	Interview	Latino immigrant family and students at university
Lambert, Fichard. D. S&Tucker, G. Richard	USA, 1981	Test	University students

reveal that the innovative language learning strategies in the classroom setting are determined by many teachings and learning factors, ranging from multimodality or learning aid, material, and other associated factors in learning process.

Istanto (2009, p. 278) argues that a combination of film choice, lesson plan development, and possible efficiency is obtained by asking students to watch films outside of class, a timing strategy showing how films can be used. in innovative ways to teach the target language and culture. The combination of lesson plans, evaluation sheets, and moodle-based e-learning is valid, practical and effective in improving students' self-regulated learning (Bahri, et al., 2021, p. 779).

METHOD

Participants

The innovative language scale was completed by 102 undergraduate students. 16 or 15.69 were male and 86 or 84.32% were female. The major of the students is Indonesian Language and Literature Education Study Program Faculty of Languages and Literature, State University of Makassar, Indonesia. The participants were in the second, fourth, and eighth semester enrolled in 2020/2021 academic year.

Instrument and Procedure

The instrument of the present study was questionnaire which aims to explore innovative language learning strategies, measured by the 20-item Likert-scale Innovative Language Learning Strategies during the Covid-19 Pandemic at Higher Education. The questionnaire was written in Indonesian and the

undergraduate in Indonesian Language and Literature Education Study Program were asked to rate their perception on the innovative language learning strategies. In this present study, the students were asked to rate the perceptions with response to the questionnaires on a 5-point Likert scale on which 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

RESULT AND DISCUSSION

This section presents the demographic information of the participants (gender, age, ethnic groups, and semester) and the results of the study.

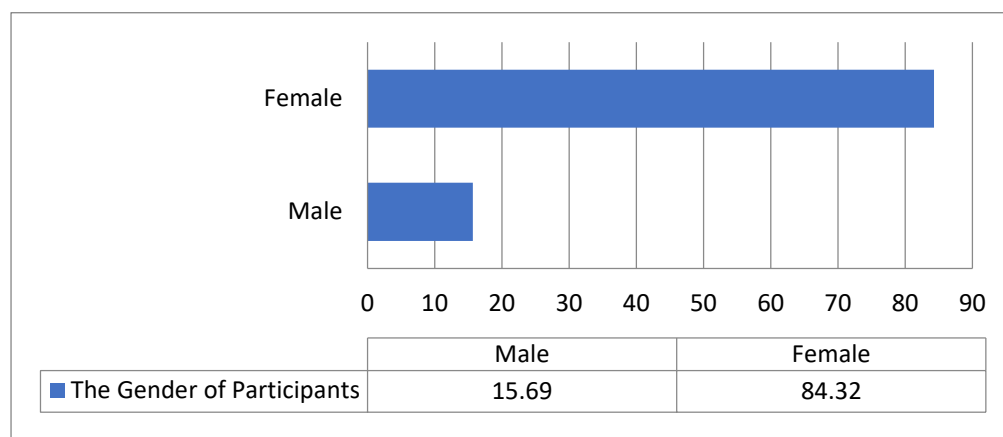


Figure 1. Gender of Participants

There were 102 participants in this present study. 16 or 15.69 were male and 86 or 84.32% were female.

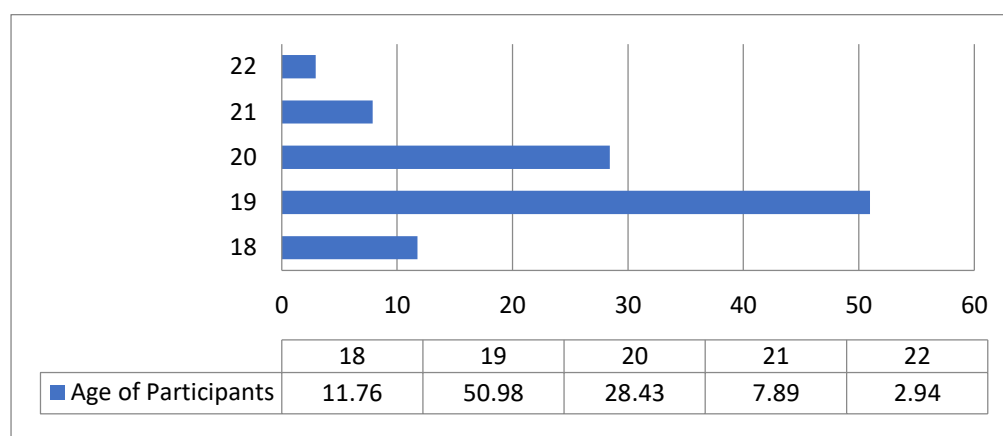


Figure 2. Age of Participants

The participants' age ranging from 19 - 22, there were 12 or 11.76% of 18 years old, there were 52 or 50.98% of 19 years old, 29 or 28.43% of 20 years old, 8 or 7.89% of 21 years old, and 3 or 2.94% of 22 years old.

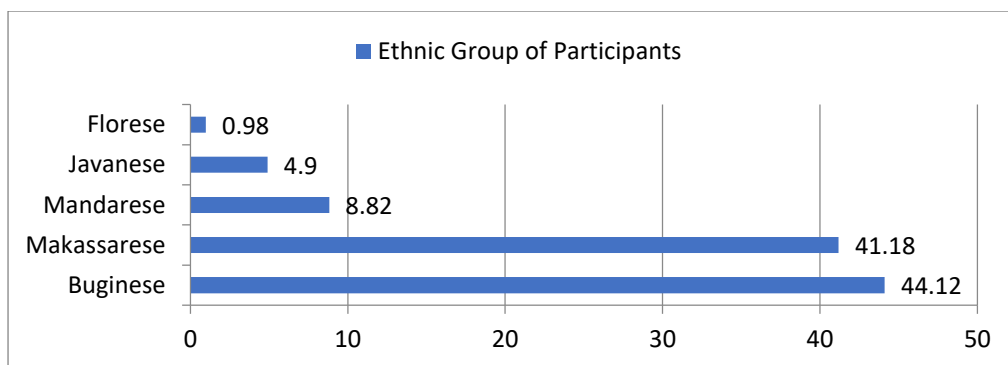


Figure 3. Ethnic Group of Participants

The participants were from 5 ethnic groups in Indonesia, 44.12% were from Buginese, 41.18% were from Makassarese, 8.82% were from Mandarese, 4.9% were from Javanese, and 0.98 were from Flores.

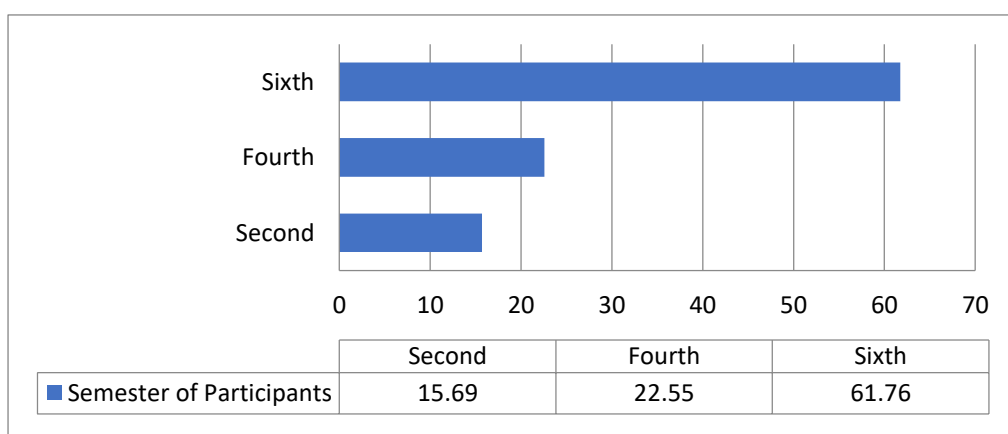


Figure 4. Semester of Participants

The participants were from a variety of semesters, 16 or 15.69% were from the second semester, 23 or 22.55% were from the fourth semester, and 63 or 61.76% were from the sixth semester.

Descriptive Statistics

Table 2. Distributions for Participants’ Perception on Innovative Language Learning Strategies: Listening Skill (N = 102)

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.7157	.66567	11.8	48.0	40.2	0	0
2.	2.1373	.59767	0	2.0	19.6	68.6	9.8
3.	3.0490	.73629	4.9	14.7	60.8	19.6	0
4.	2.2941	.75240	0	5.9	29.4	52.9	11.8
5.	3.5098	.60925	1.0	53.9	40.2	4.9	0
6.	2.3431	.90647	2.9	8.8	19.6	56.9	11.8
7.	3.7745	.72994	13.7	53.9	28.4	3.9	0
8.	2.0196	.65974	0	2.0	16.7	62.7	18.6

9.	3.5490	.63911	5.9	45.1	47.1	2.0	0
10.	2.2451	.55287	0	2.0	24.5	69.6	3.9
11.	3.2157	.68401	1.0	33.3	52.0	13.7	0
12.	2.4510	.87459	0	14.7	26.5	48.0	10.8
13.	3.2647	.70256	4.9	26.5	58.8	9.8	0
14.	2.5294	.88671	1.0	10.8	41.2	34.3	12.7
15.	2.7255	.77276	2.0	9.8	50.0	33.3	3.9
16.	2.8038	.96513	4.9	16.7	39.2	32.4	6.9
17.	3.0000	.46671	0	10.8	78.4	10.8	0
18.	3.1961	1.06277	7.8	37.3	28.4	19.6	6.9
19.	3.1078	.71625	3.9	18.6	62.7	13.7	1.0
20.	2.8137	.88698	4.9	15.7	36.3	42.2	1.0

To display the general tendency of students’ perception on innovative learning strategies, especially in listening skill required the determination of the mean, standard deviation, a percentage of the innovative learning strategy. Descriptive statistics (mean, standard deviation, and percentage) are revealed in Table 2.

As illustrated in Table 2, students’ responses ranged in five points on the scale. As seen in Table 2, students’ responses ranged from five points on the scale. The results of the present study show that the students achieved a mean of 3.7157 and SD = .66567 for student’s perception for item 1. The participants achieved a mean of 2.1373 and SD = .59767 for student’s perception for item 2. The students achieved a mean of 3.0490 and SD = .73629 for student’s perception for item 3. The students achieved a mean of 2.2941 and SD = .75240 for student’s perception item 4. The students achieved a mean of 3.5098 and SD = .60925 for students’ perception for item 5. The means and SD for students’ perception of item 6 to number 20 are clearly revealed on Table 2.

Table 3. Distributions for Participants’ Perception on Innovative Language Learning Strategies: Speaking Skill (N = 102)

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.2059	.69422	5.9	17.6	68.6	6.9	1.0
2.	2.3922	.82242	2.0	6.9	28.4	53.9	8.8
3.	3.2255	.62785	3.9	21.6	67.6	6.9	0
4.	2.2255	.81940	1.0	5.9	23.5	53.9	15.7
5.	3.3922	.71969	3.9	41.2	45.1	9.8	0
6.	2.5000	.72781	1.0	7.8	34.3	53.9	2.9
7.	3.5980	.76118	7.8	52.9	30.4	8.8	0
8.	2.3137	.84409	3.9	4.9	17.6	65.7	7.8
9.	3.5294	.77977	12.7	32.4	50.0	4.9	0
10.	2.2745	.75984	2.0	2.9	25.5	59.8	9.8
11.	3.5588	.68323	6.9	46.1	43.1	3.9	0
12.	2.3137	.57987	0	4.9	22.5	71.6	1.0
13.	3.0980	.51722	2.0	12.7	78.4	6.9	0

14.	2.5784	.77634	2.9	5.9	40.2	48.0	2.9
15.	3.7255	.61591	3.9	68.6	24.5	2.0	1.0
16.	2.0882	.52846	0	1.0	15.7	74.5	8.8
17.	3.6667	.72212	11.8	46.1	39.2	2.0	0
18.	2.2647	.73020	0	2.0	37.3	46.1	14.7
19.	3.7941	.70834	13.7	54.9	28.4	2.9	0
20.	2.2353	.70834	1.0	1.0	28.4	59.8	9.8

The most frequent response of students' perception on innovative language learning strategies are shown in Table 3. This table presents the proportion of participants who endorsed the five options on the Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). As revealed in Table 3, the majority of participants expressed their responses “Disagree” on the statement: Lecturers do not have the enthusiasm to invite me/students to comment in online lectures (Item 16, 74.5%). Followed by responses “Disagree” on the statement: I am not motivated to learn speaking skills through online lectures (Item 12, 71.6%) and response “Agree” on the statement: Lecturers have the enthusiasm to invite me/students to comment in online lectures (Item 15, 68.6%). Detail explanation is displayed on Table 3.

Table 4. Distributions for Participants’ Perception on Innovative Language Learning Strategies: Reading Skill (N = 102)

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.4804	.72754	9.8	32.4	53.9	3.9	0
2.	2.1961	.58087	2.0	1.0	13.7	81.4	2.0
3.	3.7451	.85233	22.5	33.3	40.2	3.9	0
4.	2.2059	.87131	4.9	2.0	14.7	65.7	12.7
5.	4.1078	.62785	25.5	59.8	14.7	0	0
6.	1.9608	.64365	0	4.9	3.9	73.5	17.6
7.	4.0098	.77709	28.4	46.1	23.5	2.0	0
8.	1.9216	.60830	0	1.0	11.0	65.7	21.6
9.	3.0784	.65531	1.0	19.6	68.6	7.8	2.9
10.	2.3824	.75837	2.9	6.9	16.7	72.5	1.0
11.	3.2549	.76671	4.9	27.5	58.8	5.9	2.9
12.	2.3922	.88056	3.9	6.9	21.6	59.8	7.8
13.	3.7353	.64374	9.8	54.9	34.3	1.0	0
14.	2.3333	.66501	2.0	1.0	29.4	63.7	3.9
15.	3.7549	.73708	17.6	40.2	42.2	0	0
16.	2.2745	.56563	0	2.0	27.5	66.7	3.9
17.	3.4608	.75349	5.9	42.2	46.1	3.9	2.0
18.	2.3627	.62599	0	3.9	32.4	59.8	3.9
19.	3.7745	.68804	13.7	51.0	34.3	1.0	0
20.	2.0686	.66392	2.0	1.0	10.8	74.5	11.8

The most frequent response of students' perception on innovative learning strategies in reading skill as revealed in Table 4. Table 4 reveals that the proportion of participants who endorsed the five options on the Likert scale

(strongly agree, agree, neutral, disagree, and strongly disagree). Table 4 presents that the majority of participants expressed their responses “Disagree” on the statement: Reading material on the internet cannot improve my reading skills (Item 20, 75.5%). Followed by responses “Disagree” on the statement: Online lectures do not offer a variety of materials that can be read anytime and anywhere (Item 6, 73.5%) and response “Disagree” on the statement: I am not motivated to learn reading skills through online lectures (Item 15, 53 or 64.6%). Detail explanation is displayed on Table 4.

Table 5. Distributions for Participants’ Perception on Innovative Language Learning Strategies: Writing Skill (N = 102)

Item	Mean	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	3.5000	.68578	4.9	45.1	46.1	2.9	1.0
2.	2.2353	.73359	2.0	4.9	14.7	71.6	6.9
3.	3.6373	.70063	10.8	44.1	43.1	2.0	0
4.	2.1765	.57007	1.0	2.9	11.8	81.4	2.9
5.	3.7451	.82877	16.7	48.0	29.4	4.9	1.0
6.	2.1765	.84913	4.9	2.9	7.8	73.5	10.8
7.	3.2353	.77302	4.9	26.5	58.8	6.9	2.9
8.	2.5098	.85301	3.9	8.8	24.5	59.8	2.9
9.	3.6961	.80579	15.7	44.1	34.3	5.9	0
10.	2.1471	.70916	5.9	15.7	65.7	12.7	0
11.	2.8431	.82947	2.0	16.7	50.0	26.5	4.9
12.	3.1471	.87896	7.8	30.4	32.4	27.5	2.0
13.	3.5392	.82859	18.6	19.6	58.8	2.9	0
14.	2.2647	.68833	0	4.9	25.5	60.8	8.8
15.	3.3235	.69170	5.9	27.5	59.8	6.9	0
16.	2.4118	.74930	2.0	2.9	36.3	52.0	6.9
17.	3.6765	.66246	10.8	46.1	43.1	0	0
18.	2.0686	.49272	1.0	12.7	78.4	7.8	0
19.	3.6863	.68910	11.8	46.1	41.2	1.0	0
20.	2.0784	.67025	0	2.0	20.6	60.8	16.7

The most frequent response of participants’ innovative language learning strategies, especially in writing skill are revealed in Table 5. It illustrates the proportion of participants who endorsed the five options on the Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). As displayed in Table 5, the majority of participants expressed their responses “Disagree” on the statement: I do not actively record discussion points online (Item 4, 81.4%). Followed responses “Disagree” on the statement: Online lectures do not offer a variety of reading material so they cannot be used as a source of writing (Item 6, 73.5%) and I am not actively taking notes on teaching materials delivered by lecturers in online learning (Item 2, 71.2%) Detail explanation is displayed on Table 5.

The Percentage of Participants' Responses to Innovative Language Learning Strategies amidst Covid-19 Pandemic

The percentage of participants' responses to innovative language learning strategies in the outbreak of Covid-19 pandemic is illustrated in the following figures. Figure 5 focuses on listening skill, Figure 6 dealt with speaking skill, Figure 7 dealing with reading skill, and Figure 8 is about writing skill.

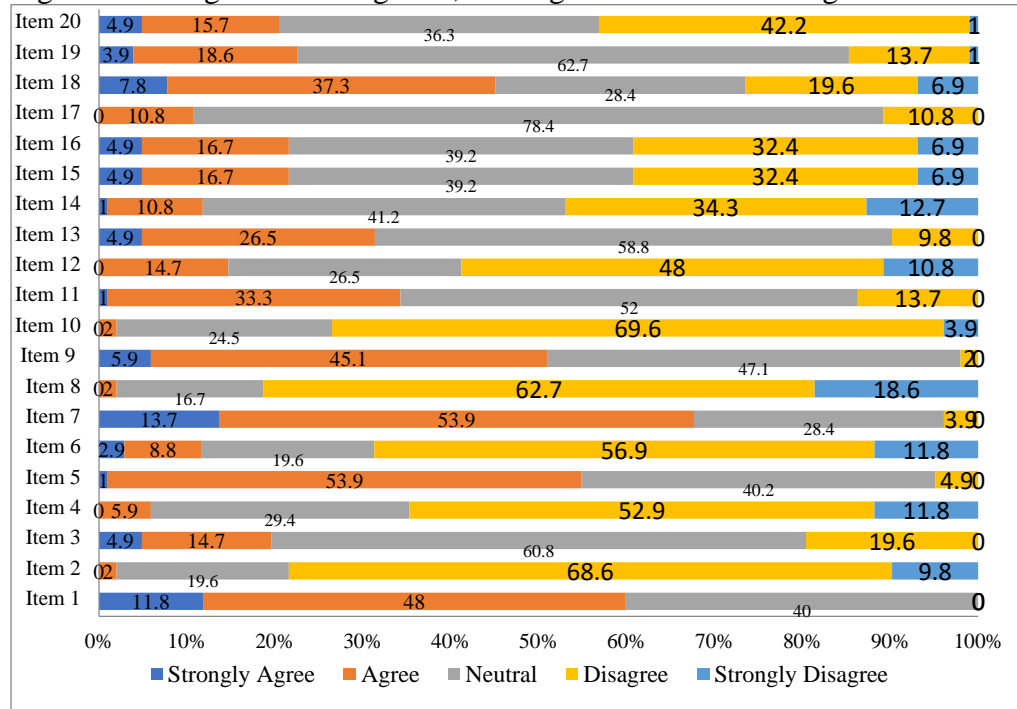


Figure 5. Proportion of Participants' Responses on Innovative Language Learning Strategies Amidst Covid-19 Pandemic (Listening Skill)

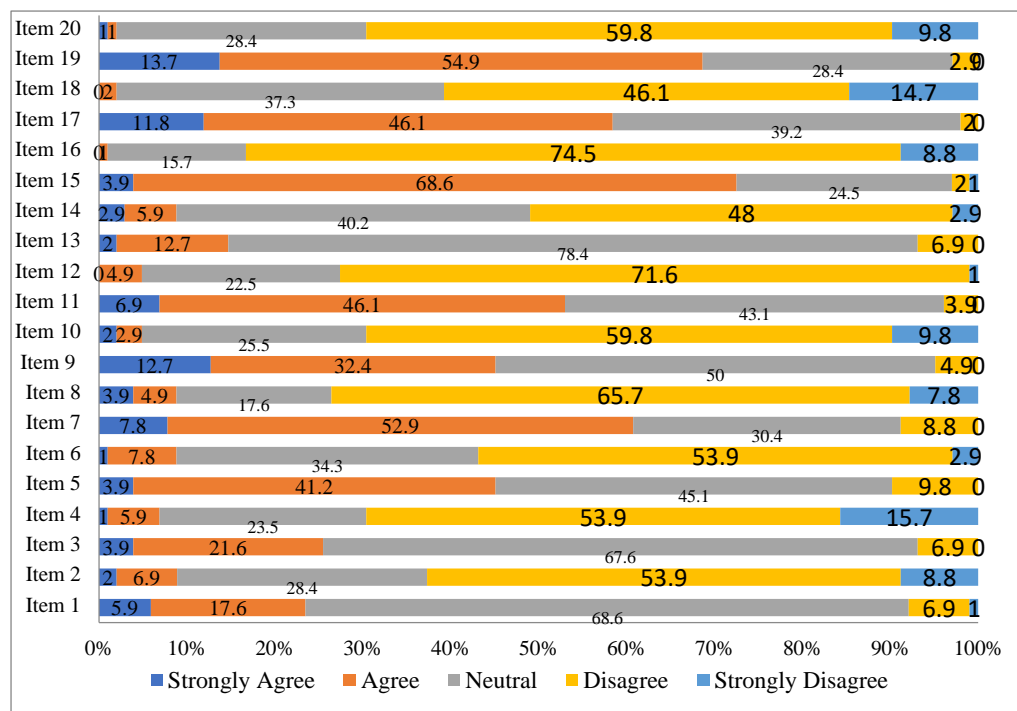


Figure 6. Proportion of Participants’ Responses on Innovative Language Learning Strategies Amidst Covid-19 Pandemic (Speaking Skill)

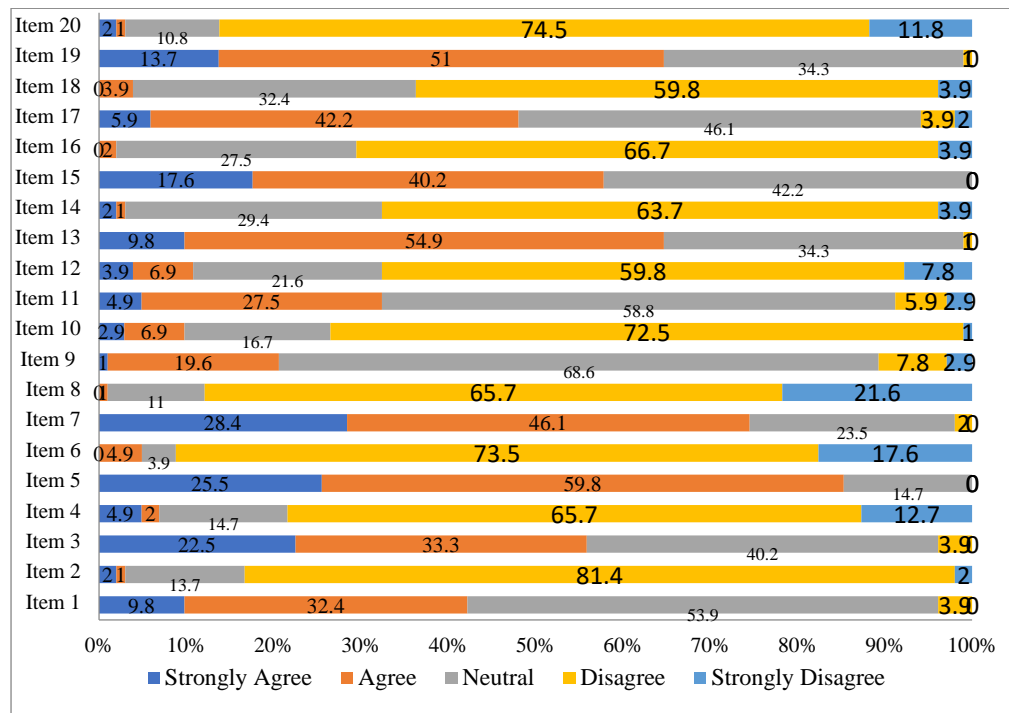


Figure 7. Proportion of Participants’ Responses on Innovative Language Learning Strategies Amidst Covid-19 Pandemic (Reading Skill)

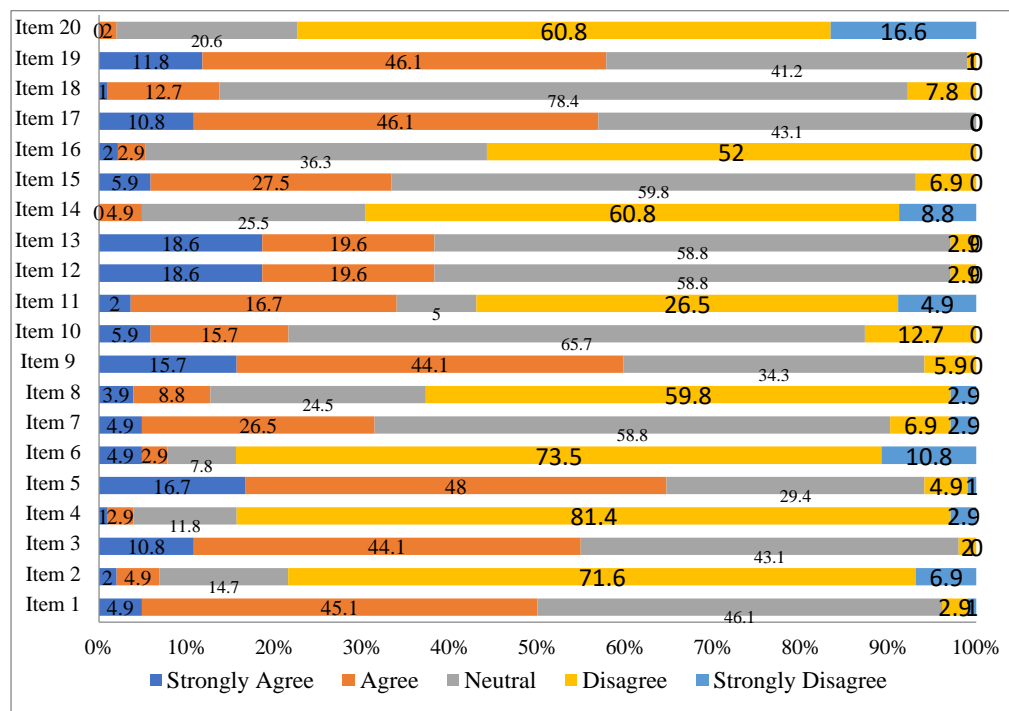


Figure 5. Proportion of Participants’ Responses on Innovative Language Learning Strategies Amidst Covid-19 Pandemic (Writing Skill)

DISCUSSION

This study was undertaken to explore the innovative language learning strategies employed in online learning in the outbreak of Covid-19 pandemic. The findings of the study show various innovative learning strategies. In terms of listening skill development, the study reveals that: 1) The students are motivated to improve their listening skills through online learning, 2) The students are more active in listening to the material presented by the lecturers through the various media platforms used in online learning, and 3) The students are motivated to improve their listening skills through online lectures. This is consistent with Wise, et al. (2013, p. 336) who assert that Online listening behavior looks like a form of an important component of student participation in online discussions.

In terms of speaking skill development, the present study shows that: 1) Lecturers have the enthusiasm to invite me/students to comment in online lectures, 2) Online lectures offer a variety of audio-visual material in the form of films that can improve my vocabulary, and 3) Lecturers have the enthusiasm to invite me/students to comment in online lectures. Theoretically, one-to-one online conversation helps students gain high confidence in speaking the language regardless of the influence of their first language accent (Rodrigues & Vethamani, 2015). Similarly, Indriani (2021) argues that the students have enough self-efficacy in speaking during online class.

In terms of reading skill development, the study illustrates that: 1) The students are more active in reading teaching materials delivered by lecturers online through various media platforms, 2) They are more active in finding and reading learning support materials if the lecturer presents them online, and 3) They are more motivated to learn reading skills through online lectures.

CONCLUSION

This present study concludes that: 1) Students are motivated to improve their listening skills through online learning, 2) Students are more active in listening to material presented by lecturers through various media platforms used in online learning, and 3) Students are motivated to make improvements in their listening skills through online lectures.

The study also concludes that: 1) The lecturer enthusiastically invites me/students to comment on online lectures, 2) Online lectures offer various audio-visual materials in the form of films that can improve my vocabulary, and 3) Enthusiastic lecturers invite me/students to comment on online lectures.

In terms of developing reading skills, this study concludes that: 1) Students are more active in reading teaching materials delivered by lecturers online through various media platforms, 2) Are more active in finding and reading learning support materials if the lecturer presents them online, and 3) They are more active in finding and reading learning support materials. more motivated to learn reading skills through online lectures.

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QUESTIONNAIRE

Innovative Language Learning Strategies During The Covid-19 Pandemic At Higher Education

Respondent Identity :
 Sex :
 Age :
 Ethnic Group :
 Semester :

Select one of the following options with the feeling that you are experiencing, by putting a check mark (√) on the available options:

- Strongly Agree**
- Agree**
- Neutral**
- Disagree**
- Strongly Disagree**

Listening Skill

No.	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I am more active in listening to the material presented by the lecturers through the various media platforms used.					
2.	I am not actively listening to the material presented by the lecturer through the various media platforms used.					
3.	I am more active in listening to discussions online.					

4.	I am not actively listening to online discussions.					
5.	Online lectures offer a variety of audio materials that can improve my listening skills.					
6.	Online lectures don't offer a variety of audio material, so they don't improve my listening skills.					
7.	I enjoy listening to broadcasts or news online to improve my listening ability.					
8.	I don't like listening to broadcasts or news online to improve my listening skills.					
9.	I am motivated to improve my listening skills through online lectures.					
10.	I am not motivated to improve my listening skills through online lectures.					
11.	My listening ability has improved through online lectures.					
12.	My listening ability has decreased through online lectures.					
13.	I am interested in learning listening skills through online lectures.					
14.	I am less interested in learning listening skills through online lectures.					
15.	I am more active in listening to					

	discussions online because I am not accompanied by the teacher directly.					
16.	I am not active in listening to discussions online because I am not accompanied by the teacher directly.					
17.	The material presented by the lecturer in the online lecture was very clear.					
18.	The material presented by lecturers in online lectures is sometimes unclear.					
19.	I am interested in listening to class discussions online.					
20.	I am sometimes less interested in listening to class discussions online.					

Speaking Skill

No.	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I am more active in asking and commenting on the material presented by lecturers online.					
2.	I do not actively ask and comment on the material presented by the lecturer online.					
3.	I am more active in participating in online discussions.					
4.	I do not actively participate in online discussions.					
5.	Online lectures					

	offer a variety of materials in the form of audio visuals in the form of films that can improve my speaking skills.					
6	Online lectures do not offer a variety of material in the form of audio visuals in the form of films, so that it does not improve my speaking skills.					
7.	Online lectures offer a variety of audio-visual material in the form of films that can improve my vocabulary.					
8.	Online lectures don't offer a variety of audio-visual material in the form of films, so they can't improve my vocabulary.					
9.	Online lectures offer a variety of audio-visual materials in the form of films that can improve my pronunciation skills.					
10.	Online lectures do not offer a variety of audio-visual materials in the form of films, so they cannot improve my pronunciation skills.					
11.	I am motivated to learn speaking skills through online lectures.					

12.	I am not motivated to learn speaking skills through online lectures.					
13.	My speaking ability has improved through online lectures.					
14.	My speaking ability decreased through online lectures.					
15.	Lecturers have the enthusiasm to invite me/students to comment in online lectures.					
16.	Lecturers do not have the enthusiasm to invite me/students to comment in online lectures.					
17.	I am enthusiastic about submitting comments on the material presented by the lecturer in online lectures.					
18.	I do not have the enthusiasm to submit comments on the material presented by the lecturer in online lectures.					
19.	I am interested in participating to comment on online class discussions.					
20.	I am not interested in participating in commenting on online class discussions.					

Reading Skill

No.	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I am more active in reading teaching materials delivered by lecturers online through various media platforms.					
2.	I am not actively reading teaching materials delivered by lecturers online through various media platforms.					
3.	I am more active in finding and reading learning support materials if the lecturer presents them online.					
4.	I am lazy or not excited to find and read learning support materials if the lecturer presents them online.					
5.	Online lectures offer a variety of materials that can be read anytime and anywhere.					
6.	Online lectures do not offer a variety of materials that can be read anytime and anywhere.					
7.	I can read teaching materials on various internet applications.					
8.	I can't read teaching materials on various internet applications.					
9.	I am more motivated to learn					

	reading skills through online lectures.					
10.	I am not motivated to learn reading skills through online lectures.					
11.	My reading ability has improved through online lectures.					
12.	My reading ability decreased through online lectures.					
13.	I am interested in reading the materials available on the internet.					
14.	I am not interested in reading the materials available on the internet.					
15.	I am interested in reading the material presented by the lecturer in online classes.					
16.	I am not interested in reading material presented by lecturers in online classes.					
17.	Lecturers really provide adequate reading material for students in online learning.					
18.	Lecturers do not provide adequate reading material to students in online learning.					
19.	Reading material on the internet can improve my reading skills.					
20.	Reading material on the internet cannot improve my reading skills.					

No.	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I am more active in taking notes on teaching materials delivered by lecturers in online learning.					
2.	I am not actively taking notes on teaching materials delivered by lecturers in online learning.					
3.	I am more active in recording discussion points online.					
4.	I do not actively record discussion points online.					
5.	Online lectures offer a variety of reading material that can be used as a source of writing.					
6.	Online lectures do not offer a variety of reading material so they cannot be used as a source of writing.					

7.	I write through film media on Youtube and other applications.					
8.	I do not write through film media on Youtube and other applications.					
9.	I write through various social media on the internet.					
10.	I don't write through various social media on the internet.					
11.	I write through songs available on the internet.					
12.	I do not write through the songs available on the internet.					
13.	I am motivated to improve writing skills through online lectures.					
14.	I am not motivated to improve writing skills through online lectures.					
15.	My writing skills have improved through online lectures.					
16.	My writing ability					

	decreased through online lectures.					
17.	The materials available on the internet can improve my writing skills.					
18.	The materials available on the internet cannot improve my writing skills.					
19.	Lecturers can encourage students to improve their writing skills in online lectures.					
20.	Lecturers cannot encourage students to improve their writing skills in online lectures.					