

THE TEACHING WRITING DURING COVID-19 PANDEMIC:WHAT SHOULD BE DONE BY EDUCATORS TO MAKE E-LEARNING CLASSES BE EFFECTIVE AND EFFICIENT

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ABSTRAK

Situasi pandemi COVID-19 telah membuat kegiatan belajar mengajar menjadi e-learning. Hal ini menarik peneliti untuk mengkaji strategi guru dalam mengajar bahasa Inggris khususnya keterampilan menulis melalui kelas online selama masa covid-19. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian: (1) apa strategi guru yang digunakan dalam mengajar menulis selama pandemi COVID-19? (2) Sejauh mana strategi membantu guru dalam mengajar menulis selama pandemi COVID-19? Jenis penelitian ini adalah pendekatan kualitatif. Dan untuk teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa (1) guru menggunakan strategi pengajaran berbasis video dari youtube dimana materi sesuai dengan silabus dan juga pendidikan virtual melalui whatsapp. Sedangkan strategi dalam keterampilan menulis guru menggunakan strategi yang ada dimana perencanaan, penyusunan, dan penyuntingan. (2) Strategi mengajar melalui kelas online di masa pandemi COVID-19 sangat membantu guru dalam proses belajar mengajar di era pandemi untuk mencapai pembelajaran.

Kata Kunci: Strategi Menulis, Strategi Mengajar, E-Learning

ABSTRACT

The COVID-19 pandemic situation has made teaching and learning activities into e-learning. This has attracted researchers to examine teacher strategies in teaching English specifically in writing skills through online class during covid-19. The study aims to answer the research questions: (1) what are the teacher's strategies used in teaching writing during the COVID-19 pandemic? (2) To what extent do the strategies help the teachers in teaching writing during the COVID-19 pandemic? This type of research is qualitative approach. And for data collection techniques in this study were observation, interviews, and documentation. The results show that (1) the teacher uses a video based teaching strategy from YouTube where them a terial is in accordance with the syllabus and also virtual education via WhatsApp. While the strategy in the writing skill the teacher uses strategies there where planning, drafting, and editing. (2) Teaching strategies through online classes during the COVID-19 pandemic are very helpful for teachers in the teaching and learning process in the era pandemic to achieve learning.

Keyword: Writing Strategy, Teaches' Strategy, E-Learning

INTRODUCTION

The novel Corona virus (Covid-19) outbreak in the universe has forced schools, colleges and universities to close their activities for an indefinite period of time. In Indonesia, schools, colleges, and universities as well as Indonesians have begun to suspend various public activities, such as worship, work, celebrations, and studying, starting in March 2020 (Mailizaretal.,2020). Since then, everything has been done from home, and a new mode of teaching and learning is being managed, namely distance education.

For the Indonesian students teaching English commonly say difficult. With different levels of skill in each student, teacher must make strategies that effective and efficient allow students to learn the material. Teacher must make creative class in choosing materials and make the students not bored. Therefore, the teacher needs to manipulate several strategies to support and interesting for the teaching and learning process. "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations".

From this problem the teacher use online class that interesting with interactive teaching. In interactive teaching for students does not have only educational and vocational roles but has to be active for all there where designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and mentor. This is a challenge for English teachers, especially in terms of teaching writing. Writing including category are called active or productive skills.

With that, the teachers just be apply and adapt to e-learning classes in conveying English material, especially in teaching writing so the teaching and learning process can keep going. E-learning related with information communication technologies to easy the people for access to online learning. A teacher's realize that experienced a little difficulty in implementing e-learning classes because rarely used it, with that the teacher must directly use it. So the teacher needs adaptation and strategy to teach English.

From the explanation above, the researcher is interested in observing and finding what strategies used by teachers' in teaching English with the e-learning method. Thus, the objective of this research is to find out and describe the applied strategies by teacher in teaching English, especially in writing skill during COVID-19 pandemic.

REVIEW OF LITERATURE

Definition of Teaching Strategy

The study of educational technology, the strategy is included in the scope of learning. The development of strategy as a science has developed in various aspects, including in education. In war, a strategy is needed to gain victory. Likewise with the learning process, educators must evacuate everything related to the learning that will be carried out. Educators need to know all students' backgrounds including their characters. So the strategy is a plan of action including the use of method and the utilization a variety of source in teaching learning. It means the arrangement of strategy is only on the process not the action. The second, strategy is arranged to get the goal to be achieved. It means the point of the entire in arranging strategy is to reach the goal. Therefore, before arranging the strategy, it needs to formulate the distinct goal which can measure the achievement because the goal is the main point in implementing a strategy.

Definition of Writing Strategy

Writing is an activity that expresses feelings or ideas in the form of sentences in written language. According Dwi (2016):" Writing skills help students improve to independence, smoothness, and creativity in writing, mastering these writing skills will make students communicate better in a variety of ways so that others can understand their ideas". Writing skill guides us to reach the goals of the effective in writing skill. According Mustain

(2011) that get final writing result shown good so the students can use writing process strategy, there are prewriting and drafting, revising, editing and the last publishing.

There are four main elements in writing process. They are planning, drafting, editing, and final version it is cited by Harmer (2004: 4-6). Those process will be explanation, those are: planning, drafting, editing and final version.

Kind of Writing

Melly (2006) there are some kinds of writing:

1. Narrative writing is stories about the legends or the true story.
2. Descriptive writing is explained or describing people, animals, and things.
3. Expository writing is to explain or inform.
4. Persuasive writing is to against an issue.
5. Creative writing is interestingly like poetry, drama, screenwriting etc.

Definition of E-learning

The rapid development of the world, especially in information and communication technology, has encouraged various educational institutions in the world to use e-learning systems to increase the level of effectiveness and efficiency in learning. Because through this e-learning learning materials can be accessed anytime, anywhere and from anywhere, besides that the material can be expanded with various learning resources including multimedia which can be quickly updated by the teacher.

E-learning can refer to the delivery of learning materials to anyone, anywhere, and anytime by using various technologies, information and communication in an open, flexible, and efficient learning environment. Furthermore, the term open and flexible learning refers to the freedom of students in various ways, for example in terms of time, place, speed, content of material, learning style, type of evaluation, collaborative or independent learning.

From the several definitions of e-learning above, it can be concluded that e-learning can be done anywhere, by anyone and at any time by using available technology, information and communication so that students can access anything they want to know.

RESEARCH METHOD

Furthermore, this research will use a descriptive qualitative method because this research focuses on the teacher's strategies used in teaching writing an English e-learning class at SMPN 2 Tanah Merah which conducted a description and analysis of all events, be it individuals or certain groups (Sutopo and Arief 2010:1).

So it can be concluded that qualitative descriptive attempts to describe an event or social phenomenon in the form of words that aim to describe the current situation.

The population in this study includes all teachers at SMPN 2 Tanah Merah and the sample of this study will be taken from one English teacher who is do teaching and learning process in this pandemic.

Source of the Data

Data

Data is interpreted as a representation of information or notes on a collection of facts in the form of text or numeric forms (sequence of numbers, letters, images, etc.). According to

Mohajan (2016:31) normally, data is structured but does not cover any information for using it in certain contexts. Data in this research were in the form of written text in the field notes, and interview transcript. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtained information about the teacher's strategy in teaching English using elearning classes at SMPN 2 Tanah Merah.

Data Source

Data source is a person, something, or a place that provides information related to research. According to Moleong (1989:97) the primary data sources in qualitative research is words and actions. More than that is additional data such as documents and other. The primary data sources in this research were interview and WhatsApp chat from English teachers at SMPN 2 Tanah Merah.

Research Instrument

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy.

In addition, the instrument is also called an observation guide or interview guide, questionnaire or documentary guide according to the method used by the researcher (Gulo, 2000).

Observation

Observation is a way of collecting data in research conducted by researchers by observing or proposing. Sugiono says that, observation is the process of collecting data. Which in this study the researcher observed the teaching and learning process in the classroom. Observation is appropriate to use for this research, which is related to the teaching and learning process, student activities, and existing problems. Researchers are not directly involved in class activities due to Covid-19. Then, the researchers took notes during the teaching of the learning process by asking for responses from several students. In this case the researcher only notes, analyzes and makes conclusions with use notebook and pen.

Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary et.al (1985: 342) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer doing interaction or communication directly with used note structured interviews and record with mobile phone.

Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide can be used with mobile phone for took photographs, and took a screenshot chat as proof of teaching learning activity.

Techniques of Data Analysis

Data analysis is an integral part of the research process which is poured either in writing or not. In qualitative research, all investigators or researchers focus on the problems studied, guided by the conceptual or theoretical framework" (Sudarwan Dnim and Dervish, 2003:262).

Data analysis will be carried out in three steps. First, researcher will reduce data. Second, researcher will try to analyze the data using several theories related to understanding about teaching strategies in teaching writing during COVID-19 pandemic. After that the researcher will explain the contents of the data through descriptive words / text descriptions. There are:

Data reduction

Researcher will reduce the data means summarizing, choosing the main thing, focusing on the things that are important. The analysis will produce a description of the words. In reducing data, the researcher will be guided by the objectives to be achieved. In this stage, the researcher obtained data from interviews with the teacher, which shows how the teacher's strategies on English e-learning classes. In this step, the required data is entered while irrelevant data is not used.

Analyze the data

After the data is reduced the next step is analyze the data. To analyze data in qualitative research is with narrative text. With that will make it easier to understand what is happening and plan the next work based on what has been done understood. In this study data using an essay and include several theories related to understanding about teaching strategies in pandemic.

Conclusion

The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of description or description of an object before still dim or even dark, so after being investigated becomes clear. In the conclusion stage, the researcher began to see and examine all data then tell the story by making a relationship between the story so that the researcher got the results and conclusions from the study.

RESULT AND DISCUSSION

This chapter the researcher presents the result of the data findings in the study itself. It presents the strategies used by the teachers in learning English especially in teaching writing with e-learning classes during the COVID-19 pandemic at SMPN 2 Tanah Merah and the result of an interview about the teaching strategy used in teaching writing during COVID-19 English e-learning process.

4.1 Data Presentation

Teachers strategies on English e-learning classes according to the results of observations and interviews that have been conducted with English teachers about the strategies used in teaching English e-learning classes during the COVID-19 pandemic. There are several strategies used by the teacher in teaching according to the material used.

Table 4.1 Strategies of Teacher

1	Teacher	Rahmawati Agus Priyantini S. Pd
2	Skill	Writing
3	Strategy	Planning, drafting, editing

4	Material	Simple present tense, descriptive text
5	E-Learning Model	Web based-learning, and virtual education

Rahmawati as a teacher at SMPN 2 Tanah Merah said that there are some strategies used in teaching English e-learning classes during COVID-19 pandemic, one of the strategies is using video.

“the strategies that I used in teaching English during the COVID-19, one of them was using video”.

Following the syllabus in delivering descriptive text material, before the teacher conveys the tenses used in making descriptive text in advance, that is simple present tense. Teacher looking for videos in Youtube related to the material to achieve student understanding. In the video, the teacher gives a simple present tense pattern starting with the subject and is accompanied by simple examples in positive, negative, and interrogative sentences.

The next step is the teacher sharing the link through the WhatsApp group after find to videos in Youtube, and instructing students to watch and understand the video for the next assignments.

The e-learning model used is web-based learning because of the delivery of technology and information-based material through the web. When students understand simple present tense, the teacher instructs students to watch and understand the next video about descriptive text.

The teacher knows the students' understanding through discussion and questions and answers through the WhatsApp group. Then in the descriptive text explanation video, the teacher explains the generic structure contained the descriptive text along with an example. After that, still through WhatsApp group the teacher provides a stimulus through images related to the descriptive text or the example of descriptive text it-self to find out as far as the student's understanding of the material being taught.

The students are given the task by the teacher to make descriptive texts with the free theme. The teacher gives a task to students to make a descriptive text in Indonesian first.

“Writing descriptive text using Indonesian first to know the student's understanding in preparing paragraphs, after that students made a text in English. But I am not burdensome students if just make 1 paragraph for practice”.

The assignment that have been done by students in Indonesian take a photograph and sent it through the WhatsApp, if it is correct then students begin to translate the text into English and collect again in the form of photos.

This web-based learning in the form of video can help students because they can think more broadly related to the material and learning through video can make students not get bored quickly in learning. But this strategy can't work well if students do not have a high motivation to learn.

“ some strategies used in writing skill related to descriptive texts that have been learned are planning, drafting, and editing”.

The first strategy is planning. The teacher uses planning strategies for students to writing practice. Before starting to write, the teacher give direction to students to plan what they will write, through videos that have been examined, students know what they are going

to write. In the quarantine period due to a COVID-19 pandemic, students' planning was writing descriptive texts with the free theme. This strategy can help students easier and not confused in determining what text they write.

The second strategy is drafting. The teacher uses drafting to students in learning. After students have planned what text they write, the students start making a concept. This concept is made by students as a structured view in compiling writing.

This strategy make it easier for students to determine the concept or step by step of whatever structure include in the text. But this strategy can't function properly if students lack experience with the specific theme. Therefore, in this case the teacher provides a free theme.

The third strategy is editing. The teacher uses editing strategies to students in learning. The last stage is editing, students begin to write text with using Indonesian first, and pay attention to the tenses and generic structure that are written later if it is correct then the text edited to become an English text.

4.2 Data Analysis

In data analysis, the research discovery is regulated and presented in such a way that the research problem becomes the basis of reference to the arrangement and presentation.

4.2.1 Teacher's strategies in teaching English e-learning classes

According to the result of the interview conducted with an English teacher, strategy is important in learning as a way or method that makes students easier to learn. In line with the opinion from David (2011:18-19) strategy is a means together with the long-term goals that want to be achieved. There are several strategies used by teachers in teaching writing and listening skill. All strategies used by the teacher are effective, because with that strategy students can understand the material easily. Some strategies for writing as follows:

a. Planning

All of the students, especially in the first class students using this strategy, for example, in learning English with e-learning classes especially writing, the teacher provides videos related to the topic or material to be delivered was the experience text, so students can plan what they write. It suitable with the opinion of Richards (2002) that states the experienced writes will plan what they will write. In this case students can plan writing experiences at home during the COVID-19 pandemic.

“ For example by watching videos that have been made by the teacher as creatively as possible, namely about the simple present tense and descriptive text students must be able to have what text plan or what title they write in a descriptive text”.

b. Drafting

In this strategy students must be able to make concepts. This is one line according Richards (2002) that the first version of a paper is called a concept, so the teacher gives them topics, something that is related to memorable activities or creative activities during the COVID-19 pandemic. Students make concept or main map, noting the points what deliver in descriptive text.

“ This strategy is carried out to facilitate students in compiling text that has been given by the teacher. In this case I suggest students have a concept as the main capital for writing practice. By making students' concepts easier and know what sequence or points convey

in the text to be made so there is no confusion, even if in the end the concept expand or eliminated it is okay”.

c. Editing

In this strategy the teacher asks students to make descriptive text using Indonesian by paying attention to the generic structure contained in the text. Through WhatsApp group teacher checks student writing, if the writing is not appropriate students must edit until the writing is appropriate and justify the wrong sentence, the teacher provides motivates so students are excited in writing. Opinion to Flower & Hayes (1980:18), editing is triggered automatically and may occur in break episodes interrupting other processes. After all correct, students translate into English and gather back in photo form.

“ This is done to make it easier for students to write and to check first the student’s understanding in compiling a paragraph, then the text in Indonesian is sent via WhatsApp and corrected. After the writing is correct and appropriate, then the students edit the writing and translate it into English then send it back in the form of photographs”.

4.2.2 The extent of the strategies helps teacher in English e-learning classes

a. Planning, drafting, editing and final draft

These strategies can help teachers in teaching understanding through web-based learning in the form of videos in e-learning classes. The teacher delivered the material simply and gave orders to students step by step. This is in line with Richards (2002:316-319) which describes the process of teaching writing approaches has four basic stages namely planning, drafting, editing and final draft. And also opinion by Harmer (2004: 4-6) there are four main elements in writing process. They are planning, drafting, editing (editing and revising), and final version.

With this strategy students can understand the material clearly and the delivery of material through video also helps students’ enthusiasm in learning increase more. The teacher does, to students know how to write well by paying attention to some strategies or ways in writing themselves.

“ planning, drafting, and editing, these strategies can help me in conveying the material for students to can understand several process in writing and this is make it easy them. Besides that the e-learning classes can make it easier for students to get some references from the internet or the others”.

CONCLUSIONS

Based on the problems that occurred due to the COVID-19 pandemic which resulted in people doing all activities from their respective homes including all universities and schools in Indonesia being closed, However the government provides solutions for students to continue the teaching and learning process through e-learning online classes. Therefore, teachers need effective and efficient strategies for teaching. The strategy used by the English teacher at SMPN 2 Tanah Merah in teaching is to use videos from YouTube with material that is in accordance with the syllabus, namely writing material, including descriptive text and using simple present tense. and the strategies used by the teacher in writing descriptive texts are planning, drafting and editing. Because this strategy is very effective in improving students' writing skills, through videos presented by

teachers via YouTube as a way of delivering material in e-learning classes during the COVID-19 pandemic, as well as delivering assignments through WhatsApp groups in stages and in an interesting way, students can easily catch material, and don't get bored quickly. It helps teachers in teaching through e-learning classes. In short, this strategy makes it easier for students to learn to write in English.

From the analysis that has been done, the researchers can conclude that the strategies used in teaching several English skills are considered very helpful for teachers in teaching assisted by e-learning models using videos in the midst of the COVID-19 pandemic, making students not easily bored, besides The strategy used can also facilitate students in achieving learning objectives.

SUGGESTION

According to the results of the study, there are several suggestions presented for students, English teachers, and researchers.

1. Students

Through strategies used by the teacher in teaching English through e-learning classes, the students more understand the material and enjoy learning even though through video.

2. English teacher

This research can improve the quality and creativity of teachers in teaching English e-learning classes. Teacher strategies must be applied because this is the teacher's way of determining learning objectives during the teaching and learning process.

3. Future researcher

The writer hopes that for future researchers who are interested in conducting similar research, it contribute to understanding teaching strategies in teaching English e-learning classes. Besides, hopefully this research give provide inspiration and guidance for further researchers to be more careful in conducting research, so that the results are better than this. Therefore, the results more profitable and be applied in a larger area.

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