

## TEACHING DURING COVID-19 PANDEMIC: WHAT SHOULD EDUCATORS DO TO SAVE NATIONS' EDUCATIONAL CRISIS?

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### Abstract

COVID-19 has caused a crisis in all sectors of life, including in the education sector. The COVID-19 pandemic forced the educators to find the best strategy to save the nations' education crisis. This study employs descriptive qualitative study that attempts to describe EFL Indonesian teachers' teaching strategies and explore their challenges in adapting to the new mode of teaching during COVID-19. Two EFL teachers from different regions in Indonesia were interviewed to find out about their English teaching strategies applied during the COVID-19 pandemic and their challenges in adapting to the new mode of teaching (distance education). This study also discussed teachers' efforts to overcome the challenges in teaching with a new mode. It is hoped that others can learn from the participants' experience to be more prepared to face the extension of the new learning mode.

**Keywords:** *COVID-19 pandemic, new mode of teaching, teaching challenges, teaching strategy*

### Introduction

Various kinds of crises that occur in a nation will have a tremendous impact on all sectors of life, especially the educational sector. Students' right in education is mostly threatened during the crisis, like when natural disasters occur, such as earthquakes, tsunamis, cyclones, or a war or disease outbreak. The Novel Coronavirus (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 started to suspend public activities, such as worship, working, celebrations, and studying, started in March 2020 (Mailizar et al., 2020). Since then, everything is done from home, and the new mode of teaching and learning activities was administered, namely the distance education.

However, during the implementation of online teaching, teachers and students faced many challenges, especially in the technology infrastructure (Fojtík, 2018). Due to the unpreparedness of the schools and the human resources for online teaching, the students from several remote areas in Indonesia or students who live in mountains or small villages cannot continue their learning activities because they have no internet connection. The attempt to understand the course content is also a paramount issue. Students feel that the scarcity of community, technical problems, and troubles in comprehending the teachers' instructions are the common barriers in distance learning (Song et al., 2004). Indonesian students were also not well prepared for the e-learning competencies. There is a low-level of readiness among the students concerning Learning Management Systems (Parkes et al., 2015). The educational crisis started after that and is up to the present. At first, the Indonesian government has anticipated this by providing educational programs to learn from home, which are broadcasted

on television and radio, but this does not help much because it is only done for a short period. Even though the Indonesian government has also issued a policy that schools can allocate the operational cost to buy internet data packages, several teachers and students still cannot successfully implement online learning due to the bad signals. Some students were often late in collecting and completing their assignments, and some of them may have difficulties understanding the materials.

COVID-19 has shifted the education system throughout the world, especially in Indonesia. Most of the teaching in Indonesia adopts a traditional system though certain schools like international or national plus schools have already adopted blended learning. The radical change is that all of the schools in Indonesia must adopt distance learning accompanied by the use of technology as the program that supports the government in social distancing. Since that, every teacher must change their teaching scenarios so that the students can continue their study even though many of the schools in Indonesia are not ready with the technology infrastructure, human resources, and resource availability. COVID-19 makes us aware that scenario planning is a crucial need for education (Rieley, 2020). Distance learning is seen as the answer to all of these and has become a new teaching pedagogy (Harper et al., 2004).

Students have to continue their studies even though the COVID-19 crisis has not yet ended. Educational units are struggling to find solutions to this challenging situation. There is a rapid switch of the conventional classroom into virtual classrooms that makes educators shift their entire pedagogical approach to tackle the new mode of teaching and adapt to the changing situations. During this challenging time, the main focus is not about whether the distance education method can supply the qualified education. Instead, it is how the education units can adopt massive and extensive online learning (Carey, 2020). Teachers are guides and facilitators in learning who have to ensure the teaching and learning process going on (Vermunt & Verloop, 1999). Teachers have to find the alternate strategy to teach during the COVID-19 pandemic in order for the students to continue their studies and to achieve the goal sets. Strategies can make learning easier, faster, joyful, more focused, more effective, and more transferable to new situations (Oxford, 1990, p. 8). Some studies regarding teaching strategy during COVID-19 has been done in the medical field (Zayapragassarazan, 2020) and agricultural science education (Sinha & Basu, 2020). This study attempts to explore the teaching strategies during COVID-19 applied by Junior High School teachers and investigate the teachers' challenges in adapting to the new mode of teaching. Therefore, the research questions are formulated as follows.

1. What are the teaching strategies applied by EFL teachers during the COVID-19 pandemic?
2. What are the EFL teachers' challenges in teaching by using the new mode?
3. How do the EFL teachers cope up with those challenges?

### **Literature Review**

In education technology, a strategy is seen as a learning design. According to Seels and Richie (1994), a strategy is an act for choosing and sequencing activities in a lesson. Haidir and Salim (2012) add that strategy is a way, tactic, or method to do something, in this case, is teaching the students to obtain their learning goals. Brown (2000) claims that teaching can be done without a teacher. Students can use any sources in their surroundings, like books, computers, the internet, nature, and so forth.

In distance education, the students act as active learners and are responsible for their own success. The constructivist theory is the core in the practice of distance education in which the learning responsibility mostly depends on the learners (Duc, 2012; Garrison & Kanuka, 2004; Valasidou et al., 2005). Distance learning demands teaching using telecommunication

technologies that transfer and accept various kinds of materials through voice, video, and data (Singh & Thurman, 2019). Distance learning needs a delivery mode that utilizes some forms of telecommunication. In the early utilization of distance learning, the basic forms of communication were television, video-cassettes, or radio. With the development of the Internet and the broad use of networks, students recently can have a chance to use asynchronous and synchronous communication tools and have more freedom to set up their own pace and place of learning. Distance education provides many benefits if applied properly, such as reducing financial burdens for students and allowing students to work with diverse people around the world. Parsad and Lewis (2008) note that many educators prefer to adopt asynchronous tools because they have more freedom to set up their own learning schedule. Asynchronous learning supports self-paced learning, students' independent as well as students' participation (Murphy et al., 2011). Furthermore, asynchronous online learning can connect students' previous knowledge with new concepts (Lin & Lawrenz, 2012) as well as offers more opportunity of discussions with peer groups that can stimulate students' teamwork and collaboration (Huang & Hsiao, 2012).

Online learning can be categorized into synchronous, asynchronous, and hybrid learning. Asynchronous learning requires students to perform online materials without any time-bound with the teachers' guidance (Friend & Johnston, 2005; Zucker & Kozma, 2003). Synchronous learning is a type of learning in which the participants take part in learning simultaneously. There is a real interaction that requires students and teachers in the same physical location, like in the classroom, outdoor learning, or at the same online environment, such as in a web conference or virtual seminar where instructors and participants can interact with each other. Hybrid learning fuses synchronous and asynchronous sets of e-learning activities. It mixes simultaneity with non-simultaneity as an instructional design for both synchronous and asynchronous learning.

In order to make an appropriate choice of blended teaching strategies, it is compulsory to take a glance at common features of specific blended teaching strategies as proposed by Bullen and Jones (2007).

### ***Direct Instruction***

This strategy deals with teaching the previous content of the teaching material. The conventional direct instruction strategy only involved students being the passive absorber of the content. However, with modern concepts of strategy supported with the use of the internet combined with interesting learning activities and interactive content of the teaching materials, the students' activities will be more meaningful, and this will at the same time elevate the students' participation.

### ***Collaborative Teaching***

This strategy allows communication and collaboration between teachers and students and among students themselves. The students will participate actively in teamwork to solve the problems and finish the project with the help of various modern web tools for communication and online teamwork. The process of teaching is relatively student-centered if using this modern strategy.

### ***Situated Teaching***

This strategy is a strategy where students learn by solving practical problems, doing experiments and projects, presenting the papers and projects supported by the use of web and multimedia technologies, animations, and simulations in virtual labs. The teacher acts as a

facilitator in this teaching strategy who provides help and motivation to the students. The modern concept of this strategy accommodates students' active participation.

### ***Self-directed Teaching***

This strategy is indicated with the active involvement of the students to access the teaching materials, and the process of teaching follows the individual needs. The earlier forms of learning are browsing the printed material. The modern forms also demand the skimming of material from the internet platforms, such as web pages, wikis, and blogs, and online learning communities.

## **Methods**

### ***Research Design***

The research applied in this study is descriptive qualitative research. Sutopo and Arief (2010) note that qualitative study aims to describe and analyze a phenomenon, event, social activity, attitude, and perception of each individual or in a certain group. This study aims to describe the Junior High School teachers' strategies in teaching English during COVID-19. It also aims to investigate the teachers' challenges in applying the new mode of teaching (distance education). Merriam Webster dictionary defines distance learning as a method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, and so forth to do the teaching and learning activities. Distance learning is different from online learning. Online learning is when teachers or students utilize educational tools that are accessible on the internet. Online learning can occur anywhere and everywhere; it can be in the classroom, at the library, at the cafeteria, garden, and so on. The teachers and students can be in the same situation during the teaching and learning activities in online learning. However, it is impossible to be done in distance learning due to the distance between the students and the teachers that may be separated by city, island, or country. In distance learning, students usually study from home instead of attending physical classes.

### ***Research Subjects***

The participants in this study were two females of Junior High School teachers. One of the teachers (teacher X) is from the public school in Tiris, Probolinggo, and another teacher (teacher Y) from an Islamic private school in Surabaya. Both teachers owned a Bachelor of Education. Teacher X had taught English for five years, and teacher Y had taught English for two years. The reason for choosing the two participants who are not from the same region was to see the variations of the teaching strategies that applied at the big city and the small village during the COVID-19 pandemic, as well as to see the variety of challenges and obstacles regarding the application of the new mode of teaching during COVID-19 at the big city and the small village.

### ***Data Collection Procedures***

Before beginning the study, the researcher conducted the preliminary study to see whether there were obstacles in applying the new mode of teaching (distance education) in those schools. The researcher used an online semi-structured interview using Zoom (<https://zoom.us>) and WhatsApp (<https://www.WhatsApp.com/?lang=en>) video call to gather the data in this study. The interview lasted for 30 minutes for every interviewee. The researcher prepared six questions about the strategies in teaching English during COVID -19. At the 2nd interview, the researcher asked five questions regarding the challenges in teaching using the new mode of teaching (distance education). At the last interview, the researcher asked four sets of questions regarding teachers' adaptation to the new mode of teaching and their efforts in applying better teaching by using the new mode of teaching. The researcher conducted the

interviews on the 10th of August, 12th of August, and the 15th of August 2020 by using Bahasa Indonesia. The interview was done in Bahasa Indonesia, in order to reduce the tension or anxiety during the interview.

### ***Data Analysis***

In analyzing the data, the researcher followed some steps that are developed by Miles and Huberman (1994). The researcher translated the results of the interviews into English. After that, the researcher did the data coding by classifying the data into categories and gave the code to each of them. There were four categories, namely teachers (T1 and T2), teaching strategy (Tst), challenges (CS), and teachers' adaptation (TA). After classified the data, the researchers made the data reduction by focusing on the data related to answers to the research questions. At the next step, the researcher displayed the data in the form of a descriptive text.

### **Findings**

This section describes three kinds of findings related to the research problems. It includes the English teaching strategies during the COVID-19 pandemic, the challenges encountered by the EFL teachers as well as teachers' adaptations with the new mode of teaching (distance education).

#### ***Teaching Strategies Applied by EFL Teachers During the COVID-19 Pandemic***

The EFL teachers applied several kinds of teaching strategies in teaching English skills during the COVID-19 pandemic.

For teaching grammar, I like to teach by using games. I downloaded some online games from the Utah Education Network, such as Beat the Clock (practice using apostrophes to fill in for missing letters), Fragments (Choosing the parts of a sentence that is a fragment), and irregular verbs games. Since my students are familiar with smartphones, I also asked them to download some grammar and vocabulary games from the play store. The games just like grammar ninja, word crush, or hangman.

I often posted the assignments as well as the explanations in Google Docs, such as making greeting cards, making family trees, making a personal letter, making descriptive text, and so forth as the materials for teaching writing.

For the speaking activity, I asked the students to send a video about introducing myself and my family and expressing students' likes and dislikes. Once in a while, I called my students one by one by using WhatsApp video call to have a short conversation regarding one of the topics in the textbook, such as how to express prohibition, how to ask for information, how to express apology as well as how to describe people's characteristics (Adjectives). (T1)

For the writing activities, T2 used authentic materials that mostly connected to the current situations, such as asked the students to write an essay about COVID-19 and its impact on their life, about students' feeling regarding Study From Home (SFH), as well as making a poem about COVID-19. For the listening activity, the teacher sent a conversation video from WhatsApp then asked the students to listen and to answer the questions based on the conversation. During the speaking activity, T2 asked the students to record themselves speaking about their experiences to celebrate Eid Al-Fitr at home, made a short video to give some tips and tricks about having a safe holiday during the COVID-19 pandemic and how to fill spare time during the COVID-19 pandemic. In the reading activities, T2 used the resources from the Lit2Go website. There are thousands of reading stories that the students can download with different reading activities and reading questions in each chapter. To enrich the students'

vocabulary, T2 often send some vocabulary exercises that she downloaded from the internet, and sometimes she also made her own supplementary vocabulary exercises for her students. To raise the students' involvement, T2 engage their students in a Focus Group Discussion (FGD) while T1 asked their students to make group work for finishing their projects.

I usually ask my students to make a small group and give them some topics to be discussed. The topics were varied from a debatable topic, such as school must not sell unhealthy food, group projects only caused conflicts, homework only burdens the students and regular topics such as free time activities that you can recommend, unusual experiences during COVID-19, environmental problems in our community. This group discussion expands the students' comprehension of the topics given and develops their collaboration, as well as allows them to develop their critical thinking skills and problem-solving skills.

As a variation in finishing their assignments and increasing each of the students' participation, I asked my students to do the group work to complete their projects, such as the projects to make postcards, school brochures for new students' enrollment, surveying students' view on the education during COVID-19, making English poems, as well as projects in making digital storytelling. (T2).

### ***EFL Teachers' Challenges in Teaching by Using the New Mode***

Both T1 and Teacher T2 had faced different kinds of challenges in teaching with a new mode (distance education) during the COVID-19 pandemic. T1 had the challenge about her limited knowledge in teaching by using distance learning commonly applied online.

I was frustrated at the beginning of teaching with the distance education model because I did not know how to teach online. At first, I kept asking the students to take their English workbooks as well as other assignments at the beginning of the week and returned them to school every Saturday. I tried to elevate my competence in technology by attending the workshop about technology that my school held, and I also asked help from my colleagues if I still didn't understand how to conduct teaching online. (T1).

The limited knowledge of distance learning is not only experienced by the teacher but also by the students.

At first, my students did not know how to fill in the attendance list in Google Classroom and how to submit the assignments. Several of them were absent for a week and did not notify me about their absence, so I decided to call them one by one to find out why they were absent. Some of my students were also confused about how to upload the file via WhatsApp and copy-paste the previous chats in WhatsApp; therefore, I had to make the tutorial for them to tackle the problems. (T1).

Both teachers also experienced another challenge regarding the weak infrastructure. Most of them complained about the unstable connections of the internet.

There was a blackout in our area often, which caused most of the students to submit the assignments late. As we live in remote areas near the mountain, it was very difficult to find an internet signal. During Google Meet or Zoom, I saw some students sitting on the side of the roads near the city where many vehicles passed by. I was worried about the students' safety. (T1).

Even though I taught in a big city, but most of my students came from several rural areas in Gresik. During distance education, they went back home to their villages, and they had difficulties during distance learning due to the bad connections in their areas. (T2).

Distance education is not as simple as in reality. The long-distance clearly created problems for teachers and students. Technology indeed made our lives easier and always

connected; thus, it is a big challenge to transform the real class into an online class for a long period. The challenge was due to the students' understanding about the materials as well as how to change the students' awareness.

Some of my students had difficulty understanding the materials of Present Tense and Past Tense during distance learning. They made so many errors in their online exercises just because they did not read the instructions and the materials well. Though many times I kept reminding them to read the instructions and the materials carefully, they were still had a problem understanding them. I used to guide students to do the exercises during the school meeting though I have done the same thing during the online class through WhatsApp chat; some of them often skipped to read the previous chat; therefore, they did not know what to do with the exercise ". I find it hard to make the students aware of their lessons in an online class. (T1).

Most of my students had difficulties responding to the questions on the Lit2Go reading website because the questions are mostly about giving arguments or analyzing some issues. Their limited vocabulary hindrance them in doing the assignments, and I asked them to use Google translate of Indonesian-English when they have difficulties in English writing. During school meetings, my students and I used to read the reading text together, and then I asked them to translate each sentence into paragraphs. This makes the students comprehend better about the reading text, but now it's hard for me to do that because every time we wanted to have the Zoom meeting for the reading class as well as other courses, some of the students had problems with the internet quota. (T2).

One of the biggest challenges that both teachers face was the parents' support and financials and creating interesting teaching and learning activities for the students.

Several of my students had financial problems, they cannot afford to buy smartphones for each of their children, and therefore they have to take turns in using the smartphones with their parents or siblings. The parents often complained to the teachers because they have to spend a lot of money to buy the internet quota. (T1)

Most of my students owned a smartphone, but most often, their parents forgot to buy them the internet quota because they were busy working, so the students cannot participate in online learning. (T2).

Raising the students' intention and participation during distance education is laborious works for the teachers.

It's quite difficult to prepare interesting teaching and learning activities with my limited knowledge in technology; therefore, I did some improvisations in teaching by asking the students to do some creative assignments at home, for instance, by making a creative letter to their friends/ pen pal, decorating creative announcements or school brochures and making English poems and digital storytelling. (T1)

I posted some videos about English conversation and English movies to WhatsApp group and asked students to review the movies, and after they heard the English conversation, I asked them to answer the questions based on the conversation given. Another time, I downloaded some online games from the internet and played with students at Zoom. (T2)

### ***The Ways EFL Teachers Tackle the Challenges in New Mode of Teaching***

The most wonderful part of teaching distance learning is the teachers' struggle to solve the problems that may come their way. T1 used to have problems with her limited knowledge in teaching with technology, but she made it to find her way.

After several times joining workshops about teaching during COVID-19 and workshops about technology, my knowledge increased. I learned to teach by using Schoology, how to post the assignments and the teaching materials in Google Docs, and I also used to manage the meetings with Google Meet or Zoom and shared my teaching documents there. (T1).

Both T1 and T2 had problems with their students' competencies during the distance education. Some of the students cannot catch up with the materials given because their competence in certain courses was low.

I grouped my students who have low competence, and I came to their home once in a while to give an additional lesson for them. Sometimes, I asked them to come to school for this additional lesson, and during the lesson at school, we did the physical distancing. Good things that not many of my students have low competence. (T1).

I asked the students who have high competency in a certain course to form Focus Group Discussion (FGD) to help those with low competence in a certain course. It helps me a lot in overcoming this problem because the low competence students prefer to tell their difficulties to their classmates than to their teacher. (T2).

The teachers must solve the biggest challenge caused by the parents' support and the students' participation in order for the teaching and learning activities to run smoothly.

After several months of doing distance learning, the school collaborated with several providers to provide a free internet quota for each student in the school. This is really helpful, especially for those who come from a poor family. Students who did not use the quota because they have had Wi-Fi at home were asked to return the quota to school. (T1).

We have to practice a lot to create interesting teaching and learning activities so that the students will not get bored during the online teaching by doing some online games, used English songs to teach, or use platforms such as Quizzis to grade the students' competence as well as to elevate students' participation during the quiz. (T2).

## Discussion

The strategy adopted by the two ELT teachers during the COVID-19 pandemic is collaborative teaching strategy as proposed by Bullen and Jones (2007), where there is a cooperation between students and teachers and among students themselves in the teaching and learning process as well as there is great participation on students' teamwork regarding the projects given by teachers with the help of various modern web tools for communication and online teamwork, such as Zoom and WhatsApp chat and video. The teaching activities were mostly conducted in the asynchronous mode, such as teachers posted their documents and asked their students to submit their works via Google Docs, e-mail, Schoology or WhatsApp. This finding correlates with Parsad and Lewis (2008), who claim that many educators prefer to adopt asynchronous tools because they have more freedom to set up their own learning schedule. It is evident that asynchronous online learning provides more chances for students in discussion with the topic prepared by T1 and T2, which at the same time help to develop students' collaboration. This finding is in line with Huang and Hsiao's (2012) study that online asynchronous learning offers more opportunities for discussions with peer groups to stimulate students' teamwork and collaboration.

Many educators and students still prefer to have a physical classroom where students sit side-by-side, sharing the same air and space. As it was stated by Teacher 1, "I prefer to have the usual teaching and learning activities. Until now, I and my students always pray that

COVID-19 pandemic will soon be over so that we can have the normal teaching and learning activities". While Teacher 2 share the same opinion, saying,

I missed interacting with my students at school, listening to their funny stories once in a while, and doing tour study in a certain place. I wish this pandemic will soon be gone. Distance education by using technology may solve our problems at this moment, but it is surely cannot replace the joy and the value of learning at school where students can socialize with each other and learned something from that socialization. (T2).

However, those mindsets are no longer adaptive in the current situation. All the school stakeholders must be very adaptive to the change caused by COVID-19 so that they will not be left behind. It is now the right time to change people's mindsets regarding education. People need to be aware that education takes place everywhere and at any time. Learning can take place anywhere, not even at school. Over several decades, we have never been introduced to a new mode of teaching (distance education) and have never been prepared to teach online within a long period. It is truly a laborious work to change people's mindset regarding the new mode of education. It demands big action concerning transforming the new learning model policy; therefore, this pandemic is a big challenge to the education systems (Daniel, 2020). To meet this challenge, the government can also take part to do continuous support not only in the infrastructure improvements but also by doing continuous socialization of the new mode of teaching. The main focus is not on whether the distance education method can supply qualified education. Rather, it is how the education units can adopt massive and extensive online learning (Carey, 2020).

Distance education supported by online platforms came up as an answer to the conditions where the learning process that involved physical contacts is not allowed. Distance education led to massive system shifts in the educational system as they employ new technology to interact and work (Mark & Semaan, 2008). The educational reform may not be able to be succeeded without any intervention from the school stakeholders, like parents and the school board. In this case, teachers must always keep in touch with the students' parents to overcome the students' difficulty in coping with distance education. If it is difficult to reach each parent, the teachers can contact the school committee for help. Good cooperation among the school stakeholders is a key success of distance education.

Newman and Holzman (2013) state that learning is a process that best practices in a social context that requires interactions, sharing personal experiences and observations with other individuals in a group. To still share their personal experience and observe their friends during distance learning, the teacher must prepare some teaching techniques that allow students to be able to interact with their friends. The Focus Group Discussion (FGD) done by T2 and the group work done by T1 can be an alternative for students to share their experiences and observe each other.

The COVID-19 pandemic also raised questions regarding teachers' competence to use technology effectively. Moor (2020) claims that poor implementation of online education may cause long-term negative impacts to online education as a teaching methodology. School and the teachers must cooperate with each other to overcome this problem. If the teachers are expected to transfer technology to their classrooms, the school staff's development has to set up a plan where all stakeholders can provide input. A staff development plan that can hold a diverse learning opportunity based on individual learning plans is the most effective way for teachers to design the strategy for teaching. Any technology use has to be relevant to what the teachers are doing or plan to do with their students in order to meet their needs.

## Conclusion

It is clear that this pandemic has transformed our life and our way of teaching and learning. The demand to adjust to a world changed by COVID-19 is necessary to be done by everyone, especially all the school stakeholders, to still get their right to learn. Distance education is becoming a new option. The application of distance learning is not really effective since it is imperative. Teachers and students still need to make some adjustments in learning with a new mode. Though it is not effective enough, it is worth enough to continuously learn to apply it in our life since distance education provides many benefits to the students and learners if applied correctly.

Distance education is efficient in time and helps to minimize the students' financial burden. Technology changes strategies and methods of teaching and consequently the roles of teachers and students. Experience suggests that the key to success for modernizing teaching is that teachers always welcome the new innovations in order for students to do the same. Even though teachers will get highly demanding tasks and assignments in applying the new mode of teaching, but at the same time, they will have a big chance to get valuable insight into learning the new methods and familiarizing themselves to be better.

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## Appendix

### Open-ended Interview

#### Teaching Strategy

1. How do you feel of teaching during COVID-19 pandemic?
2. What kind of strategy in teaching English that you applied during COVID-19 pandemic situation?
3. How do you apply those strategies?
4. Do you have any difficulty in applying those strategies? Mention if any!
5. Which strategy does your students like best?
6. With those strategies, how do you measure students' learning activities?

#### Challenges

1. What do you know about distance education?
2. How do you administer the distance learning?
3. How do you feel about the distance education?
4. What kind of challenges that you face during teaching English in the COVID-19 era?
5. What kind of obstacles that you face in applying the distance learning?

#### Teachers' adaptation

1. How do you tackle the challenges of teaching with a new mode?
2. Do you have any difficulty in adapting with the new mode of teaching? Please mention of them if any.
3. How do you adapt with the new mode of teaching?
4. What kind of effort that you make to have a better teaching in the future by using the new mode of teaching?