

EFL Teachers' Strategies in Teaching Four Language Skills during Online Learning

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ABSTRACT

Abstract: Education has changed intensely whereby teaching is undertaken remotely and on digital platforms. Challenges risen among the teachers to face the shifting mode of teaching from conventional to online activities. Hence, selecting the right strategy is needed to support the teaching activities. This research employed a multiple case study to determine how EFL teachers implemented strategies in teaching four language skills (speaking, listening, reading, and writing) during online learning. Three tools were applied in this research: Field Note, Interview and Archival Record Documents.

INTRODUCTION

Online learning in general has well known for decades, it is a type of remote learning or distance education that has long been a component of the American educational system, and it has recently grown to become the largest sector of distance learning (Bartley & Golek, 2004; Evans & Haase, 2001). Unfortunately, online learning is not well-known or widely used in Indonesia; nevertheless, teachers and students in Indonesia only recently started using it during Covid-19, and it has had an impact on teaching and learning activities.

The teaching and learning activities today have shifted significantly since Corona virus disease 2019 (Covid-19) spreads throughout the globe. In Indonesia, the teaching and learning activity has been forced to be done online. The minister of education and culture of Indonesia has recommended online learning in areas affected by Covid-19 since March 16, 2020 (Mendikbud in Indonesian term, 2020). Indeed, online learning is already prominent for its flexibility, accessibility, and affordability, especially for those who are unable to obtain an education due to physical distance, scheduling issues, or unaffordable expenses (Sun & Chen, 2016).

Online learning is a part of distance education utilizing information communication technology and internet-based technology (Efriana, 2021). Sahlstrom, et al. (2019) also mentioned that online learning is not only about presenting a written material online, but also in the form of audio and video. However, some considerations in the language class where four language skills are taught should be considered when online learning is applied in Indonesia. Ahmed (2016) discovered a number of obstacles in the process of online teaching and learning activities. First, the equipment utilized by teachers to train students who were in different locations during a listening session was frequently ineffective. When students had listening exams, the teachers were unable to supervise them. Second, in online speaking sessions, students struggled to imitate the teachers' speaking, while the teachers could not optimally train the students to speak. Besides the issues aforementioned, some students also faced difficulties in the absence of the internet quota because of the high cost. In another case, even though the internet quota is available, the internet signal is another problem to deal with because the students live in urban places (Wahab & Iskandar, 2020). Another problem is that some teachers have not been ready for online learning because they have to shift from conventional or face-to-face learning system to online system. It is supported by Efriana's (2021) study who found that a number of teachers are lacking in ICT skills. Hence, teachers are supposed to be trained to gain their experiences and skills. On the other hand, teachers' skills in using new technology are an essential factor to make the online teaching and learning effective and efficient (Cooperma, 2017).

However, there have been many issues found dealing with teachers in small cities. Teachers made a visit for in-person lessons, due to insufficient internet access, according to Unifah Rosyidi, chairwoman of the Indonesian Teachers Association (PGRI), students in rural areas (40 percent of the students in the country) struggle to keep up with virtual learning. (Marcelline, 2021). Churiyah et al., (2020) also found that in rural environment in Indonesia, teachers' orientation in learning is giving the assignments.

Prior to the preliminary study, the researcher constructed an online questionnaire. The questionnaire was later distributed randomly to as many upper secondary English teachers in Bojonegoro as possible. The upper secondary schools were chosen based

on several considerations. First, despite the fact that a large number of quantitative and qualitative studies have been conducted to investigate online learning (Gonzales & Louis, 2018; Sun, 2014), research on online learning conducted during a pandemic is rarely found, especially in the context of English as a Foreign Language (EFL) in upper secondary school settings, as most studies have been conducted at the tertiary education level (Atmojo, 2020; Rinekso, 2020; Lin & Warschauer, 2015) and early education level (Sutarto, et al, 2020; Kim, 2020). Thus, this has been a gap that the researcher would like to address. After the distribution to the upper secondary English teachers, the researchers waited for several weeks to get the responses.

In this research, the researcher is going to focus on the implementation conducted by the teachers, according to the preliminary data, it showed that the students gave positive responses with their online activities, compared to other students who gave more negative responses during their online learning. The data of positive responses from the students who like the teachers' implementation during online learning was taken as issues to be paid attention to. Second, the issue of implementing the online platform conducted by the teachers among schools was different. For example, teacher A1 used WhatsApp, Google Classroom, and a platform from the school during online learning, and other teachers used different platforms, in which other teachers also had different strategies that can result in the students' positive responses. Finally, the strategy became the delimitation of this study as it concerns directly the students' performances. Based on the preliminary study, it was found that 80% of students claimed that the activities during the online class and the task given by the teacher became the most influential factors that make them attend the class (keep studying). Thus, the teacher's strategies are worth investigating.

Furthermore, based on many literature reviews, the investigation during the online learning was mostly conducted to find out the participants' perception (Srimulyani & Hermanto, 2021; Hermida, 2020; Pustika, 2020; Bali & Liu, 2018) or teachers' strategies in lower secondary schools (Nabilah, 2020; Utami, 2020). There have not been many studies that tried to understand and discuss the teachers' strategies during online learning in upper secondary school. Although a few studies were found to be in upper secondary schools, they were mostly in non-naturalistic or manipulated settings (Sakinah, et al 2020) and only investigated one or two schools or settings (Wardany et.al., 2021, Ria, 2021; Sudarmiati, 2020). However, many types of research have been conducted in different study as Math, Science, or general online learning. Hence, there have been some gaps in both practices (from the preliminary study) and theory (from the previous research) that have been found.

The gaps aforementioned have been a motivation to investigate how the English teachers from three different schools implement the online learning that can result in the students' positive responses during the preliminary study. The issues above also become another motivation to do the study in a naturalistic setting or without any manipulation. Therefore, by conducting a qualitative with multiple cases study approach in 3 different secondary schools, the researcher hopes this research can provide a deeper understanding of the strategies implemented in three English online classes during pandemic.

Hence, the researcher called to answer the questions; (1) How do the teachers from different schools implement the teaching and learning process during online teaching and learning?; (a) How is the writing skill implemented in schools during online teaching and learning? (b) How is the speaking skill implemented in schools during online teaching and learning? (c) How is the reading skill implemented in schools during online teaching and learning? (d) How is the listening skill implemented in schools during online teaching and learning?

METHOD

The research aims is to find out the English teachers' strategies in Senior High school, Vocational High School, and Islamic High School during the online classes. Thus, a qualitative multiple case study is used as the research design to conduct in-depth investigations of specific issues, events, activities, or one or more individuals (Creswell, 2014). This type of the study is chosen because the researcher studied over one subject and settings. The researcher started from one case and move to the next case(s). According to Merriam (2009) says that "the more cases included in a study, the larger the variety across the case, the more compelling an interpretation is".

The research subjects in this study were 3 Upper secondary school English teachers. The 1st teacher, teacher S1, a teacher in one of the senior high schools in Bojonegoro. The 2nd teacher, teacher S2, teaches one of the vocational high schools in Bojonegoro. The last teacher, teacher S3, teaches one of the Islamic High schools in Bojonegoro. The subjects were selected purposively based on the result of the preliminary data. Prior to the subject selection, a questionnaire from the students is used. After obtaining the responses from the questionnaire, 3 teachers from the total of 9 teachers were selected purposively based on the positive responses from their students, thus teachers who got the highest positive responses from 3 different schools were selected as the participants in this research.

The research instruments in this research are interview, field note and archival record documents. An interview was conducted in order to gather further information and obtain a more detailed explanation and description of the implementation of online teaching and learning. The researcher was equipped with a mobile phone and a camera. Thus, the researcher used an Interview guide in obtaining appropriate and required data related to the issue being investigated. This instrument also helped the researcher to control the

information of question and answer during the interview session. The interview was held in each participants' consent (face o face and online).

Besides using an interview guide in observing the implementation of online learning, a field note is also used to support the data collection. Utilizing a field note during online teaching and learning, in-depth information that cannot be covered through interview will be obtained; thus, the data can be elaborated with the data obtained from the interview guide. The purpose of this observation through field note is going to clarify and find out the practical implementation of activities depicting the strategies used. In other words, through field note, the researcher found out the facts and examples of activities used by the teachers during teaching and learning activity. The researcher observed the participants in especially teaching and interacting with their students and record the process through field note. After the interview and field note, the researcher summarized the interaction and other information that stood out from the interaction with the participants. In addition, the last instrument used was archival record documents that was used as samples to support data interpretation. The documents included the 4 skills material or test, the students' project, or others.

In this research, expert validation was conducted to assess and comment on the interview guide, observation, and documents. For a validator, a lecturer of English Department of Universitas Negeri Malang was involved. Then, from the instrument validation, feedback was obtained so that the researcher can revise the instruments based on the validator's feedback. The aspects of the instrument validation rubric consisted of clarity, wordiness, bias, and relevance of the statement with the problem.

Regarding the data that collected, there were some ways to get the data, such as how to collect the data and what kind of instruments were used to get the data. In this research, the data were collected to find out the teachers' strategies during online learning. The data collected were in-depth information collected using interview, observation, and documents review. To begin, the researcher made contact with the participants through WhatsApp, explaining the study and providing a consent form for research participants. An interview was scheduled once the participants responded yes, and a structure for the interview form was supplied. Semi-structured interviews lasted 30-90 minutes and helped create a relationship with the participants. The format and instructions for the interviews were based on Creswell (2014) and Yin (2014) examples. The participants were asked to discuss their teaching strategies applied in the teaching and learning process in an open-ended, one-on-one interview. The interview questions were created to elicit responses on respondents' experiences in implementing the strategies. The teachers' responses provided further information regarding the rationale for selecting and developing teaching activities.

The initial questions were asked to describe the considerations in choosing media/platforms, the strategies in teaching four skills (speaking, writing, listening, and reading). Thus, the additional interview questions focused on the teachers' perspective and willingness in developing online learning related to online learning in the future. The interview is primarily to crosscheck or confirm the teachers' strategies after the observation is conducted by the researcher. Therefore, a digital recorder was used to assist record all the teachers' answers. To make the teachers do not feel compelled, the researcher interviewed the teachers based on their consent, and it can be online or face to face.

Thus, observation was utilized during the activity of online teaching and learning. The researcher asked permission from the teachers to join in their online classes. The observation was enable the researcher to record in detail related to activities in a class. It was undertaken in the class when teachers are conducting online teaching from the beginning to the end of the lesson. After conducting an observation and an interview, then, the researcher asked permission of the teachers to be shown the archive or documents of students' results to be reviewed at the end of the activities. It was supporting data related to the individual/group project, or test of 4 skills (listening, speaking, reading, and writing) that can add to the validity of the obtained data from other sources such as interview guide and observation. According to Miles, Huberman, and Saldana (2014), it is a part of triangulation that uses two or more methods of data collection in a study.

FINDINGS AND DISCUSSION

Teachers' Experiences in Teaching Online

From the interview result, it showed that the teachers have been teaching more than 20 years; the first subject (S1) has 24 years of teaching experience, subject 2 (S2) has 23 years of teaching experience, and the subject 3 (S3) has 25 years of experience in teaching English conventionally. However, online teaching is their first experience during the pandemic situation. Learning the technology, making a video as their media to teach is totally new for them.

In the process of teaching language, teacher has to have plans to interact to the students in different ways. Comparing to conventional method of learning, e-learning (online learning) is easier in case of offering in explanation and interpretation delivered without face to face interaction (Klein and Ware, 2003). However, some teachers are having hard time, their incapability of not being able to operate and use ICT rises the possibility of ineffective lessons given which might be resulted in the low outcome.

At first, S1 claims it was hard to teach during online, but now she is used to perform in online that makes it easier than in the past. Besides, S1 also says that it is needed for the teacher to be aware of technology, there is a possibility that education will be integrated with the technology in the future. Moreover the students, now, are used to learn in online environment and operate the technology easily. Hence, the teacher is supposed to follow the era. In line with S1, S2 says that during pandemic the teachers are going to continue to implement online teaching. Dealing with this issue, teachers are supposed to welcome this kind of new approach to the students. Moreover the students are into their smartphone/ application. Indeed, the teachers are supposed to learn IT, because it will be difficult for them if they know nothing about it.

S3 adds that she also has to think about what types of strategies are appropriate, which can be used to deliver material online but not monotonous. During teaching process, it may be difficult when dealing with E-learning for the first time. Because teachers are not used to using it, fortunately (in S3's case) teachers have assistants as operators to access the application for the first time, and the school also gives a workshop for the teacher to teach them how to make their own video or media. Now, since it becomes a habit and it is often used, eventually the teacher is getting used to it. Even though, in compiling the online materials, teacher needs more time to think of the level and step in teaching process.

Teacher's Strategies in Teaching Online

Based on the data collection from 3 teachers, the researcher focuses on the teachers' implementation and the obstacles they found in teaching process. It includes four language skills (Writing, Speaking, Listening, and Reading).

Teachers' Implementation in Teaching Writing

Writing is a process that involves at least four distinct steps: prewriting (planning), drafting, revising, and editing. However, S1, S2 and S3 implement in planning and drafting. In planning section, the teachers use media as their tool to teach the lesson, they provide pictures, videos, or anything else that is able to gather the information relates to the topic.

S1 and S2 use pictures from the book or student's worksheet, meanwhile S3 uses a video for the introduction of the text. S1 gives a topic to her students, and she asks them to open the book to gather the information about the topic. In the book the students have to arrange some sentences to make it as a paragraph. And when they finish doing the task, the teacher asks them to add another paragraph to continue the previous text based on their idea/imagination. And the process of writing that is used by the S2 is asking the students to open their students' worksheet, and then the teacher asks the students to make sentences from the pictures given.

In line with other teachers, S3 conducts the planning and drafting process during teaching writing by, first, giving the students a video. In the video, she explains what is procedure text, and the generic structure of the text. She sends the link in the WAG and instructs the students to watch the video, pay attention on the topic and collect information about the topic. When the online class happens, she asks the students about the video and selects the students randomly to retell what they have learnt from the video. When some students are still confused or want to ask questions, they make a time to discuss the topic. After that, the teacher asks the students to make their own short story of procedure text. If they still have more time, the teacher asks some students to share the screen and show their text. At that moment, the teacher corrects the diction, spelling, punctuation, etc. But, if the time ends, the teacher asks the students to send their task to the school's E-learning.

Teachers' Obstacles in Teaching Writing

During online learning the teachers face several obstacles, especially in teaching writing. S1 needs more time in teaching, because during online learning the duration of teaching become shorter. S2 mentions that many students do not submit their tasks. Meanwhile, S3 claims that the students are not used to develop their ideas in writing. Moreover, during online learning, the teacher cannot control the students' process of writing. The teacher, sometimes, finds the students have similar products, but not many students do that.

Teachers' Implementation in Teaching Speaking

S1 argues that teaching speaking in both online and conventional classes are not much different. The teacher gives a dialogue for students to try, and asks students to read it. The difference is that in face-to-face classes, the students are able to practice with their friends (pair practice) at the same time, but during online activity not all of the students have the opportunity to practice with their friends. S2 and S3 also share the same opinion.

In implementing the speaking skill in teaching, S1 uses materials from a book or a video. S1 adds in this online class, the important thing is that students are brave and confident to speak in English. So far, when she gives dialogue, expressions, or stories, the students are happy, that is why she uses this method. She also thinks that it is important to motivate the students to practice the speaking skill.

When the students practice to have a conversation, they feel motivated and confident. In another side, S2 uses students' worksheet and WAG to help the students practice their speaking. She texts the students in WAG to open the students' worksheet, and then she instructs the students to record their own voice through WAG or School's LMS.

However for the strategies, the teaching process in online learning, S1 shares she gives the students some expressions, and then she asks the students to repeat after her. When she thinks that would be enough, she points some students to read and practice the way to say the expressions. She also corrects the pronunciation. Besides, she asks the students to open the book to read a dialogue together. She often gives them dialogue, expressions, or story, therefore the students are able to retell. In her opinion, it is important for students to be confident and brave to practice English. In line with S2 and S3, they also claim that they want to emphasize their students to be able to practice their English. S2 asks her students to practice their English by calling each other or learning by themselves independently. Another way, the teacher also asks the students to record their conversation and send it to WAG or School's LMS. Meanwhile S3 provides pictures of people who are having a conversation, and then asks the students to practice the conversation. And then, she selects the students to have the conversation. From the pictures, she usually asks the students to explore more based on the students' idea or imagination. Then, she is able to correct the pronunciation and the grammar. As long as the students are brave to try to speak, it will reduce their anxiety in practicing English.

Teachers' Obstacles in Teaching Speaking

However, the obstacles during teaching speaking is various, S1 mentions that some students are lack of confidence in practicing English. In her teaching process, she has to force the students to talk in English by pointing them to read the dialogue with her friends. S2 mentions that she focuses on WAG for giving instruction and submitting the task. She says some students do not have laptop or hand phone with internet. They have to join their friends to do their task or waiting for their parents to come home to do the homework and submit it. From her experience in teaching English during online activity, in the best class is around 80% of the students who complete the task, comparing to the other classes, which are less than 80% of students who submit it. The students live in a village, therefore they claim that they do not do the task because of internet data. As a teacher, S2 is not able to complain.

In another side, S3 shares that in conventional teaching activity, she is able to use any strategy to teach, for example; pinning the necklace to the students' neck to make them practice their English that inspired from "talking stick", one of the cooperative teaching strategies, and other strategies for speaking. However during online activity, S3 tries to explore more the interesting ways of teaching in order to make the students are able to practice their speaking happily. For several times, S3 asks the students to practice with their friends and they record their conversation, and then send it to WAG or the school's E-Learning.

Teacher's Strategies in Teaching Listening

Listening is an essential receptive skill for students to learn, as it can set aside its role in communication. In teaching listening, S1 tries an approach to teach listening skill based on students' level, she hopes it is able to make the students comprehend the conversation in listening task. S1 uses audio as the media to help her teaches listening. Meanwhile S3 claims that before the online activity, she sends the audio to the students, in the following day they discuss the topic together. In another occasion, S3 sends an audio link through WAG and an incomplete text, then she instructs the students to complete the text. In the following day of online learning, S3 and her students correct and match the missing word together. S3 in her teaching always makes a sure the students have listened the audio given. After that, they discuss the unfamiliar vocabulary, and continue to listen the audio again to answer the questions. At the end, S3 asks the students' opinions about the topic. And later, S3 integrates the topic with another skill.

Teachers' Obstacles in Teaching Listening

S1 says before conducting online teaching, choosing an audio is not easy, there are a lot of considerations to make. In the past, students found difficulties in understanding the audio because the native speaker talk fast. After that moment, she tries to select the audio carefully. In the process of teaching, S1 sends audio conversation in WAG and asks the students to listen to it carefully. She gives an instruction to listen to the audio three times and write down what they get from the conversation. When they meet online, S1 shows the script of the conversation, after that they listen to it again and then they discuss unfamiliar words and context of the conversation. S1 claims it is able to make the students understand the conversation from the audio. S2 finds obstacles when there are several students do not submit their task. S2 tries to text her students individually to discover the students' reasons not submitting their task.

Teachers' Implementation in Teaching Reading

In teaching reading, S1 breaks down a text into several parts, and then she asks the students to arrange the text into correct paragraph/story. Meanwhile, S3 says that the students have the book with them, in teaching reading S3 asks the students to open their book and instructs them to read and answer the questions by themselves to discover their understanding. In another time, S3 shares her own link video before online meeting. Later, when they meet in online teaching and learning process, S3 asks several questions related to the previous video shared.

Teachers' Obstacles in Teaching Reading

In teaching reading, S1 and S3 shares similar obstacles that they are not able to see the process of the students in doing the task. When dealing with the students' boredom, S1 gives an icebreaking or a quiz to the students. S2 overcome the students' boredom with giving motivation and plans to try another strategy to get them motivated. S2 also has a discussion with the students uses WAG to find the students' difficulties. They discuss the meaning and the context. S3 finds the obstacle in the process of teaching reading. Lack of vocabulary or not familiar with reading elements makes the students have less interest in reading. Since the students read the passage individually, they practice the self-learning or become autonomous learner at home. S3 is not able to guarantee that the students answer the following questions from the text by themselves. S3 integrates reading skill with other skills, such as writing and speaking. She also puts an icebreaking to overcome the students' boredom.

DISCUSSION

Teachers' Experiences in Teaching Online

For more than a year, teachers have been teaching fully online. Supporting the teachers' role, some schools had awareness to educate the teachers to be able to operate and use ICT by making a media in teaching activities. For an example; one of the schools where the researcher conducted the research has provided a workshop on how to create a good video in teaching online since July 2020.

By the time the researcher conducted the research on September - October, the schools have applied online and offline teaching learning, hence, the data were collected through the online learning. The school decided to have 100% students to join the online activities and 50% of students to join in a classroom, the students were arranged based on their attendance list (odd and even numbers). The school made a regulation to have half of the total students to come to school after sending the consent form to the students' parents to allow their children to come to the school to learn in the classroom. Most parents have permitted their children to go to school, but a few of them still did not give the permission.

Teachers' Implementation in Teaching Listening

As a receptive skill, listening is essential to be acquired by language learners, as its role in communication cannot be left. In addition, practicing listening provides students a real-world context because they will be able to identify words in acoustic or normal conversational speech (Brown, 2010). Before the teachers apply the strategies to teach listening to the students, the teachers are supposed to understand their students' difficulty areas. However, in the different categories and characteristics of students, of course the strategies used will also be different for each individual.

From the interview result, S1, S2 and S3 had to think over related to teaching strategy through online teaching. They mentioned that they have several consideration in choosing the media to teach listening to their students.

(...) yang bisa diakses dengan mudah oleh peserta didik dan tidak membebankan mereka.

(...) easy access and does not become a burden for the students

Besides, as suggested by Rost (2002) that to have a good listening activities, teaching listening strategies can be carried out in three stages, namely pre-listening, while-listening, and post-listening. From the result of observation through fieldnote, teacher rarely give the students listening task, but when they apply listening activities in online teaching, they conduct listening stages. S1 and S3 apply the complete stages where they give a stimulation, share the audio and have a discussion at the end. In other hand, S2 directly

go to the while-listening by giving the audio and following task. Within these stages Wong (2005) states that there are two processes of listening strategies that can be classified by how the listener processes the input, bottom-up process and top-down process. From the observation, most teachers apply bottom-up process in teaching listening, since in the process of teaching listening, the teachers ask the students to understand what is being said and identify single words, phrases or sentences.

Teachers' Implentation in Teaching Speaking

Teaching speaking in online learning or conventional lerning is the same as teachers should trigger students to use language to communicate. According to Hammer (2007), students tend to be reluctant to speak with their classmate. It is supported by the findings in which the teachers who have known their characteristics of their students state that the students were shy to practice at first, but after the teachers often push the students to talk with other students, they felt more confident to practice their speaking in online learning.

However, teaching speaking is one of the complex process as several aspects should be highlighted, such as 1) pronunciation, 2) fluency, 3) grammar, 4) vocabulary, and 5) comprehension (Wipf, 1998). This statement is in line with activities of S1, S2 and S3, in the process of teaching speaking, they try to correct their students' pronunciation, grammar, vocabulary and check their students' comprehension during online teaching. From the field note result, the teachers share the same activities in teaching speaking. They make their students practice a monologue or dialogue. They also put attention to teach their students in pronouncing the words, correcting grammar, vocabulary or comprehension of a conversation.

A various number of teaching speaking are used in the classrooms for many circumstances, such are simulation, drilling, discussion, etc. Simulations are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005). Discussion resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if they are engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

From the field note result, S1 and S3 applied discussion and drilling to her students. In the discussion, they tried to make a conversation with their students by relating the topic with the students' real-life activities at home. Besides, they also applied drilling by pronouncing the words and asks the students to repeat after them. In another hand, S2 only applied drilling activities to her students. When the students find difficulties in the words, the teacher asks the students to repeat after her word by word.

Teachers' Implentation in Teaching Reading

Teaching reading as a receptive skill should be done intensively to train students with written language and understand the meaning implied. Yukselir (2014) considers reading as one of the most beneficial, fundamental, and central skills to master to learn new information, to gain access to alternative explanation and interpretations and to start the synthesis of critical evaluation skills. Mukhroji (2011) states that there are three kinds of activities involved in relation to the reading class activities, they are pre-reading, during-reading, and post-reading.

From the findings, S1 and S3 apply pre-reading activities in online teaching. In pre-reading, S1 tries to discover the students' background knowledge in disscussion session. Meanwhile, for during-reading activities S1 asks the students as a reader to find the details in the text and specific information. Similar to S1, S3 applies pre-reading by activating the students' attention in showing the content through the vocabulary. Different with others, S2 simply gives the students reading materials from the students' worksheet and questions to check the students' comprehension.

The data found that, reading was often integrated with speaking in online teaching. S3 states that speaking can be implemented in the disscussion activities before or after reading.

Karena peserta didik melakukan aktivitas di rumah secara mandiri saat daring, kita sudah mengintegrasikan reading dengan skill lain, seperti speaking atau writing. Itu kita lakukan saat sebelum atau setelah pembahasan reading(...)

Because the students do self-learning during online activity, we integrate reading with other skills, it can be speaking or writing, before or after the reading discussion.

Teachers' Implentation in Teaching Writing

Richards (1990) argues that writing is a complex process since it requires skills from the beginning, a writer starts thinking about what to write until the written product is produced. As one of the productive skills, writing must be acquired by the students' especially by EFL students in Indonesia. To create a good writing, students need to develop not only their writing skill but also critical thinking skill as they have to develop their ideas in writing. Moreover, in the process of writing requires an entirely different set of competencies (Brown, 2015). In other words, the students have to learn about diction, coherence, punctuation, spelling, paraphrasing, and other skills required in writing. Those statements support the findings of this research in which all of the teachers mentioned that teaching writing was not easy to implement during online teaching and they emphasize that the participation of the students in online learning and teaching is more important.

Fokus saya yang penting anak-anak mau masuk mbak, soalnya selama daring ini, banyak yang nggak masuk, dengan kendalanya masing-masing. Tidak mudah ya mengajar "writing" selama daring. Selain itu, anak-anak juga belum terbiasa ya mbak untuk nulis, nggak bisa disalahkan juga, posisinya seperti ini sekarang.

My focus is that the students would be happy to join online class. It's not easy to teach writing in online activity. Besides, the students are not used to write yet, we can't put the blame on them, the situation is like this now..

However, the teachers (S1, S2 and S3) still apply pre-writing activities in the teaching process during online teaching, they show some pictures to attract the students' attention, do brainstorming or lead a discussion related to the topic. In line with Weigle (2014) who defines prewriting as structure activities to provide motivation, content, and language practice such as reading, films, discussions, brainstorming, outlining, and etc.

In addition, during online teaching, the teachers (S1, S2, and S3) prefer to implement reading and speaking more. Related to the findings, S1, S2, and S3 face difficulties in monitoring the students' process of writing, moreover the originality of students' writing.

CONCLUSION

Education has changed with the distinctive rise of online learning, whereby teaching is undertaken remotely and on digital platforms. During the pandemic, teaching activities in online teaching is a brand new for the teachers. Despite the fact that all of this research subjects have a lot of experiences in teaching conventionally for more than 20 years gives an impact for them in teaching process.

Challenges risen among the teachers to face the swift mode of teaching from conventional to online activities. Choosing the platforms, media, materials for teaching their students were not easy. The teachers had the struggle to participate in digital teaching; starting to learn to talk in front of a camera, take a video of themselves as the media of teaching, choose the right materials for the students, deal with the signal of internet and the students' participation. Hence, selecting the right strategy is needed to support the teaching activities. The teaching strategies implemented by the teachers for teaching four skills are designed based on the notion of students' convenience, less burdensome, and easy access during online teaching. In teaching activities, the teachers use media and platforms to engage with the students. The teachers utilize WhatsApp, LMS, Google Meet, Zoom Meeting, and their schools' E-learning to support their online teaching activities.

However, teachers' exploration in ICT is regulated by the teachers' experiences in using technology and the students' condition that is limited to internet signal and data, learning motivation, participation and proficiency. In addition, all three teachers as the subjects apply GE (General English) materials. Eventhough one of them is a vocational high school teacher, but the topics for VHS students are still related to their academic major.

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