

## THE ENGLISH TEACHERS' EXPERIENCES IN APPLYING TEACHING STRATEGIES DURING COVID-19

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### Abstract

Knowing the teaching strategy is very important in the teaching and learning process because it dramatically influences the students' outcomes. Many studies on teaching strategies have been done in many parts of the world. However, the studies on teaching strategies in the pandemic era applied by the teachers in a reputable school in Indonesia are rarely discussed. Thus, this research aims to explore a reputable school's teachers' experiences in applying strategies during covid-19. There were three senior high school teachers from one of the reputable schools in Bengkulu who participated in this research. This research adapted a case study design by using a semi-structured interview as the research instrument. The interview data were recorded, transcribed, and coded into several themes based on the focus of this research. The result showed that the teachers tended to use the same materials, such as books from the government and materials from the internet. In addition, the teachers dominantly use zoom meetings for the teaching media. Meanwhile, they had their preferences on the teaching strategies. Generally, the teachers prefer to implement online discussion, computer-based learning exercises, online collaboration projects, online lectures, independent study, and online learning using social networking as the teaching strategies. The result of this study can be used as a guideline for teachers from other schools in implementing the teaching strategies, especially in online teaching.

**Keywords:** Experiences; online teaching; teaching strategies; reputable school

### INTRODUCTION

Covid-19 has changed many aspects of our life, including education. According to the regulation from the Minister of Education and Culture issues Number 4 of 2020 about the implementation of education in the coronavirus disease (Covid-19) emergency period, forced teaching and learning implemented from home. The teachers and students should adopt online learning instead of face-to-face learning to prevent the spreading of covid-19. In this situation, the teachers should be able to choose appropriate strategies for teaching.

Since the teaching and learning process should be done online, all subjects in schools should be taught virtually. An online learning activity is a learning activity in which teaching is given using digital devices and an internet connection. A learning activity in which instruction is delivered by digital devices and internet connection is defined as online learning (Clark & Mayer, 2008). Online-based learning allows communication to be done anywhere and anytime. Teachers need to create something new during the pandemic. They need to prepare teaching strategies and learning activities for teaching. Teaching and learning can be applied in various ways, including synchronous and asynchronous learning through the use of a learning application.

One of the subjects taught in online learning is English; thus, the English teachers are supposed to master various teaching strategies and decide the most appropriate strategies to optimize the teaching performance. According to Lawton (1977), a teaching strategy is a broad plan for a lesson that includes a framework for anticipating learner behavior in terms of instruction goals and a list of techniques that will be employed to put the strategy into action. A teaching strategy is sometimes referred to as a lesson plan. In this study, researchers put forward teaching strategies as a long-term plan of methods employed by teachers to achieve the learning goals. By using teaching strategies, a good teacher ensures that he/she applies the best approach to make teaching more effective.

Various teaching strategies in online activities lead students to achieve learning objectives in this Covid-19 pandemic. Based on the finding of Djajalaksana (2011), online discussion, reflective blogs, online formative quizzes, computer-based learning exercises, online collaboration projects, online lecture, online learning using social networking/social media, online learning portfolio, self-directed learning (SDL), and knowledge background check are some of the types of teaching strategies.

In the context of online learning, an online discussion is described as a learning activity in which students are encouraged to speak and participate while discussing a particular subject (Hew, Cheung, & Ng, 2010). Blogs play a significant part in the teaching and learning process because they allow students and instructors to document their reflections on their learning experiences and share them with others (Godwin-Jones, 2003). Besides, online formative quizzes are one instructional strategy for formative and summative assessment. With their study, Gamage et al. (2019) found that students were more engaged and satisfied in formative assessment when quizzes were used because they were interested in attempting all of the questions.

In addition, computer-based learning can be defined as non-instructional (record keeping, grade averages, communication, etc.) and pre-instructional (creating materials,

researching instructional content, etc.). In online learning, the teachers usually use computer-based learning exercises such as quizzes, kahoot, etc. Moreover, online collaboration projects lead to a higher cognitive load than that acquired for face-to-face collaboration due to the students who were supposed to master using online collaboration platforms. An example of an online collaboration project is contributing to a course-based website.

In the online lecture, the teachers provide some online media essential for delivering materials in online classes. Teachers can employ a variety of internet material, including real-time streaming, video or audio, and offline video and audio recordings, to enhance their lessons. Subsequently, online learning uses social networking/social media, such as Facebook, WhatsApp, Twitter, and Instagram. It is possible to describe an e-portfolio in various ways since it may serve a variety of purposes. It can be a technology, a practice, an educational model, an evaluation tool, or a framework for learning (Chen & Black, 2010). Self-directed learning (SDL) independent study. In adult learning, self-directed learning (SDL) is guided by the notion of autonomy. This educational technique is referred to by various names in the literature, including student-centered learning, self-instruction, self-teaching, prescriptive learning, and tailored learning, among others (Ballad C. A. C et al., 2021). The last strategy is background knowledge check which functions as checking students' background knowledge.

Many previous studies on teaching strategies have been done in some countries. For instance, In Pakistan by Mahmood (2020); in Finland by Mankki (2021); in Hongkong by Teng & Uju (2021); and in Indonesia by Lestiyawati & Widyantoro (2020). The majority of the previous studies focused on discussing teaching strategies for online teaching during the covid-19 pandemic in higher educational institutions (universities). However, a study conducted in Indonesia investigated the teaching strategies applied by Junior High School and Senior High School teachers. Lestiyawati and Widyantoro (2020) found that teachers used three different instructional methods, including only online chat, employing video conference, and a combination of both online chat and video conference.

Regarding the previous research, the majority of the previous studies outside Indonesia focused on the implementation of teaching strategies during pandemics applied by lecturers or teachers in higher education (university). The study that focused on implementing teaching strategies during the pandemic in middle education is still sparse. Moreover, in the Indonesian context, the study generally focused on implementing teaching strategies during the pandemic in school. A study that focused on a school with specific criteria is rarely conducted. Based on the results of previous studies, it can be concluded that there is a lack of studies related to teaching strategies during the pandemic in a specific school. The lack of these studies became the research gap. For that reason, the current study investigated

teachers' experiences related to teaching materials and teaching media in teaching English during covid-19, the teachers' implementation of the teaching strategies and teachers' obstacles in teaching English during covid-19.

### ***Online Teaching***

Online teaching refers to the way of teaching using application technology and connecting to the internet. It can be done anywhere and everywhere. Zhou et al. (2020) stated that online learning is a new model for educational needs that combines modern educational technology, educational principles, and traditional schooling. It is in harmony with Feldman and Zucker (2002), who state that the online learning process has evolved into a new item that is accomplished through an internet connection. In Indonesia, online teaching is a new way in the education field. Thus teachers should learn it quickly in order to make the teaching and learning run well. Many synchronous and asynchronous learnings and platforms are available and can be used (Feldman & Zucker, 2002). Teachers should choose their ways of presenting the material during the teaching and learning process using some platforms.

Syahdan, Herlinawati, and Marwa (2021) found that google classroom, google form, whatsapp, and zoom meeting are highly frequently used in online teaching and learning. Those applications are easy to use and provide teachers to have synchronous and asynchronous learning. Moreover, in the area of media, there are some media that can be used for teaching, such as English books from the government, materials from the internet, etc. Moreover, during crisis or covid-19 pandemic, the Ministry of Education and Culture issues Number 719/P/2020 about the guidelines for implementing curriculum in education units in pandemic conditions. Some materials are simplified so that only necessary materials are taught to students. The others material can be embedded into the primary materials.

### ***Teaching Strategy in Online Learning***

Teachers need to create something new in this pandemic situation. They have to prepare some strategies for teaching in order to make the teaching and learning run well. Sutarto, Sari, and Fathurrochman (2020) state that a few instructional strategies could be used in online learning. To begin, excellent communication with parents is essential, as it is ensuring that students understand that learning may take place anywhere, including online. Then, to increase teacher innovation and creativity, create short, explicit, and exciting material so that students are not bored. Moreover, based on the topic taught, selecting the appropriate learning media. Furthermore, the teacher should be able to conduct regular and ongoing assessments of the students' progress.

Finding from Djajalaksana (2011) pointed some types of teaching strategies in online teaching, namely, online discussion, reflective blogs, online formative quizzes, computer-based learning exercises, online collaboration projects, online lecture, online learning using social networking/social media, online learning portfolio, self-directed learning (SDL), and knowledge background check. From the explanation above, it can be concluded that there are many types of online strategies in teaching. The teachers can be used them based on the materials and their condition in order to achieve the learning objectives.

## **METHOD**

### **Respondents**

The respondents of this research were three English teachers from one of the highest reputable schools in Bengkulu province. This school was chosen as the research setting because this school has implemented online learning during covid 19. The respondents were recruited based on the following criteria: the teachers are already certified, have joined in some workshops and seminars in professional development. To ensure anonymity, all names in this study were kept confidential.

### **Research Design**

To explore the English teachers' experiences related to teaching materials and teaching media in teaching English during covid-19, the teachers' implementation of the teaching strategies and also the teacher's obstacles in teaching English during covid-19, a case study was utilized.

### **Instruments**

The instrument of this research was interview guideline. The interview guideline was adapted from related studies, such as the study by Gulo (2008) who mentioned several components of learning strategies including teaching objectives, teaching methods, teaching media, and administrative.

### **Procedures**

The interviews were done by using a mobile phone between the researcher and the respondents. It was conducted using the respondents' national language (Bahasa Indonesia) to avoid misconceptions. The interviews took about 20-30 minutes for each participant. The information asked in the interview included the teaching materials and teaching media, teaching approaches, and teaching strategies dominantly used by the teachers, and the

obstacles and problem solving in online learning. The further questions were stopped whenever the data needed had been saturated.

## **Data Analysis**

The data gathered were transcribed for data analysis. These transcriptions were coded into several themes based on the focus of the research. The researchers adopted the analyzing process developed by Miles and Huberman (2014). This analyzing process consists of data reduction, data presentation, and conclusion. Data reduction is the process of selecting only the information that has been obtained from a collection of data. Data presentation refers to the process of presenting information obtained in either a diagrammatic or textual format. Analyzing and evaluating the evidence is what conclusion is all about. In this research, the information gathered from interviews was transcribed, analyzed, and a conclusion was reached in order to answer the research questions.

## **FINDINGS AND DISCUSSION**

### **Findings**

The findings of this research consist of three sections. The first section discussed the teaching materials and teaching media dominantly used by the teachers in online learning.

### ***Teachers' experiences related to teaching materials and teaching media in teaching English during covid-19***

Based on the interview, all respondents had the same answers related to the teaching materials and teaching media they dominantly use in teaching online. The respondents' answers from the semi-structured interview can be seen from the following excerpt 1 and 2.

Excerpt 1: *"Choosing the materials depended on the demand in teaching. I usually used the combination of books K13 from the government and materials that I created by myself related to the basic competences". (R1)*

Excerpt 2: *"The main resource was books K13 from the government. Moreover, I also added the materials by searching online materials". (R2)*

Subsequently, for media dominantly used by the English teachers were zoom, social media ( Facebook, WhatsApp, Instagram), PowerPoint (PPT), and video. These findings are supported by the respondents' answers in the following excerpts 3 and 4.

Excerpt 3: *"We usually used a zoom meeting to deliver the materials in the form of PPT." We used a premium zoom provided by the school". (R3)*

Excerpt 4: *"I usually employed powerpoint and video that I presented through zoom meeting in my teaching. Meanwhile, sometimes I combined with other media because of the*

connection problems. The other media could be social media (facebook, whatsapp, and instagram)". (R1)

Excerpt 5: "Media used dominantly in teaching depended on the teaching activities. For delivering the materials, I often used a zoom meeting, power point (PPT). For assessment, I sometimes used google classroom". (R3)

### ***The English teachers' teaching strategies in teaching English during covid-19***

This section is about the teaching approaches and the teaching strategies preferred used in teaching English during covid-19. Regarding teaching approaches, the respondents' responses in the semi-structured interview can be seen in excerpts 6 and 7.

Excerpt 6: "For teaching approach I usually used student center (inductive approach) and task based approach by giving tasks to the students in order to make them more active." (R2)

Excerpt 7: "For me, the approach that I dominantly used is the combination of student center and teacher center. But, for the student center, there are still some challenges to be implemented. For instance, as the teachers we can not monitor the students directly, we can not make sure whether they fully focus on the materials shown on the screen or they open the other website". (R3)

Regarding teaching strategies, the respondents' answers in the semi-structured interview were divided into some categories.

### ***Online Discussion***

The respondents' responses in line with the online Discussion can be found in excerpts 8 and 9.

Excerpt 8: "I think the dominant teaching activities implemented in teaching were online Discussion and independent study. As I explained to you before, I usually uploaded the materials one day before the class started. Then, I asked my students to learn about the materials and to discuss the materials that they did not know in the virtual meeting".

Excerpt 9: "We always did online discussion to make students more active and felt like in the real class activities."

### ***Online Collaboration Project***

The respondents' responses in line with the online collaboration project can be found in excerpts 10 and 11.

Excerpt 10: "Online collaboration project was not dominant to use . We rarely used it, we used online collaboration if it is needed, for instance making a video".

Excerpt 11: "The teaching strategy that I usually used was an online collaboration project. It was because the teachers had difficulties in monitoring students during online learning, so the project would make the students more active. The teacher also could evaluate the result of their project".

### **Computer-Based Learning**

The respondents' responses in line with *Computer-Based Learning* can be found in excerpts 12 and 13.

Excerpt 12: *“Computer based learning exercise is also used for teaching. It is used to evaluate the students achievement both in each competency and final exam”.*

Excerpt 13: *“When we want to assess the students' ability we use the platform as the assessment tools. We use Kahoot for ice breaking to (membuat anak tidak mengantuk). However, for senior teachers they can not use Google Classroom because of limited knowledge about how to use it, so they use twitter but it is not dominant”.*

### **Self-directed learning (SDL)**

The respondents' response that was in line with *Self-directed learning (SDL)* can be found in excerpt 14.

Excerpt 14: *“The teaching strategies I usually implement is online Discussion and Self directed learning (SDL). The students are encouraged to do a discussion about the teaching materials that they haven't known it yet. A day before teaching, I usually upload the materials on the website, then the students had a time to read and understand the materials. If there are some terms or materials that students do not know, then the teachers encourage them to discuss with their friend about that topic”.*

### **Online Lecture**

The respondents' responses in line with the online lecture can be found in excerpt 15.

Excerpt 15: *“We usually use a zoom meeting to deliver the materials in the form of PPT.” We use a premium zoom provided by the school”.*

### **The English Teachers' Obstacles in Online Learning and the Way to Overcome those Obstacles**

This section is about the obstacles that the teachers face in implementing online teaching during covid-19 and the way they overcome those obstacles. The respondents' responses in the semi-structured interview related to their obstacles and the way to overcome those obstacles in implementing online teaching can be seen in excerpts 16, 17, 18, 19, and 20.

Excerpt 16: *“There are two influential obstacles that I face in implementing online learning which are bad connection and bias result. I usually get difficulties to asses my students because I cannot check their progress significantly especially in the mid test and final test”.* (R1)

The following excerpt 16 is the respondent's answer about the way she overcame the obstacles.

Excerpt 17: *“For solving the bad connection, I usually ask my students to find the place that has a good connection. Meanwhile, for the bias result, it is still difficult to solve this condition. I usually advise my students to be honest. I know it is not the right solution. I am still thinking and finding the best solution. (R1)*

Furthermore, another participant's response about obstacles can be seen in the following excerpt 18.

Excerpt 18: *"For me, the real obstacle that I face during teaching online is the bad connection. Therefore, the materials cannot be delivered optimally. Besides, we cannot create interactive teaching and learning process like the teaching process in the classroom.*

To solve this obstacle, the respondent's response can be seen in the following excerpt 19.

Excerpt 19: *To make the class activities more interactive, I usually give the appreciation to those students who are active in the teaching and learning process.*

Subsequently, another participant's response about the obstacle can be seen in the following excerpt 20.

Excerpt 20: *It is difficult to monitor student learning activities. It is possible that some students open links/websites that are not related to learning and the given materials.*

To solve this problem, the respondents' solution can be seen in the following excerpt 21.

Excerpt 21: *Even though monitoring students' activities is quite difficult, I try to solve this problem by doing some activities, such as: making rules together with my students in the first meeting, for instance the students will not be accepted to join the zoom if they are late more than 10 minutes, besides that the students are prohibited to turn of their video and sound. Moreover, as the teacher, I always try to make interesting materials, and for me the most crucial part in the teaching process is that the apperception step, teachers should create interesting activities to invite students' engagement in the teaching and learning process. For example, I usually show my students short video related to given materials.*

## **Discussion**

Based on the research findings, the first research findings related to the dominant teaching materials by the English teachers were materials from the government, materials from the internet, and materials made by the teachers. These findings are in line with Jufni, Djailani and Ibrahim (2015) who state that teachers tended to be creative in developing teaching materials throughout the learning process. The creativity could be seen from the variation of teaching materials developed, which came from teachers' creativity, school library, bookstore, related department's aid, or websites.

Selecting appropriate teaching materials is essential in the teaching and learning process. Teaching materials are any materials that can be used for teaching. Richard (2006) points out that language material should be organized in a way based on research and appropriate for the context in which they are to be utilized. Many resources can be used for teaching, such as a book, material from the internet, materials made by the teacher, among others.

Related to teaching media, the dominant media used by the teachers were zoom meetings, social media (Facebook, WhatsApp, and Instagram), powerPoint, and video. The

research supported this finding by Mu'awannah, Sumardi, & Suparno (2021), who revealed that EFL students who had access to supportive online learning resources had a positive attitude regarding Zoom. They believed that Zoom helps them better understand English learning material, supports interactive communication, improves students' active participation, and facilitates helpful features that support learning activities.

Media are essential to support teaching and learning. Media for teaching includes any tools and resources that may be utilized for educational purposes, such as radio, television, books, newspapers, and other similar materials, among other things (Rossi and Breidle in Sanjaya, 2018). Choosing appropriate media can be helpful both for teachers and students. Many media can be used to teach online, such as Zoom Meeting, Google Classroom, Edmodo, etc.

For teaching in the classroom, the teacher should choose an appropriate approach. Based on the research finding, teaching approaches dominantly used by the teachers were the combination of deductive and inductive approaches. This finding was in harmony with the theory by Nunan (2003), who states that the mix of deductive and inductive approaches in teaching will make the learning process more engaging and memorable for the students. Indonesian education curriculum nowadays applies a scientific approach, which tends to students to be more active.

In addition, the findings related to teaching strategies dominantly used by the teachers were online Discussion, online collaboration projects, computer-based learning, self-directed learning (SDL), an online lecture. The online discussion strategy was in line with research by Darabi et al. (2013), who found that learning through online discussion enhances the performance when learners are involved in a specially planned and purposeful online discussion environment. Moreover, the online collaboration project strategy was supported by the research conducted by Kim and Ketenci (2019), who implied that an online collaboration project is seen as a development of the essential participation in online discussion activities that must take place.

For computer-based learning strategy, this strategy was consistent with the findings of Bhalla (2013), who noted that the use of computers in the classroom might be beneficial not just for assisting instructors while they are teaching but also for assisting teachers with the administration and organization of the classroom. Subsequently, the self-directed learning (SDL) strategy was in harmony with the research by Ballad RN et al. (2021), who stated that students with a higher SDL prefer to work alone and depend mostly on themselves to reinforce what they have learned, according to the findings. Besides, they tend to be more self-assured in their abilities to study and independent and inwardly driven. The last strategy

was an online lecture which was supported by Fageeh and Mekheimer (2013), who said that several benefits are provided to English language learners via online learning (online lecture), including the ability to engage in a range of asynchronous and synchronous learning activities to improve their language abilities.

It was discovered during the research that the first obstacle that teachers face during the teaching and learning process is a bad connection. According to Rasmitadila et al. (2020), this finding is consistent with the findings of previous studies in which the researchers discovered that poor signal quality was one of the obstacles to online learning. Also consistent with these results are the findings of Nartiningrum and Nugroho (2020), who stated that students in online courses during the Covid-19 era face challenges such as an unstable network connection as well as decreased social interaction, which results in less understood materials and a lack of commitment to learning. Furthermore, a poor connection is a significant issue, particularly for students who live in remote areas, who have reported that it is challenging to obtain excellent and stable signal reception in these locations. For this reason, teachers usually advise students to find a location with a good internet connection in order to overcome this challenge. Adam (2020), who points out the common misconception that the effectiveness of online learning is dependent on the availability of Internet access and technological tools, supports the importance of having a reliable connection.

Another difficulty is the erroneous assessment. According to the results of a recent study conducted by Lederman (2020), 93 percent of respondents stated that students were substantially more likely (62 percent) to cheat when taking an online course rather than in a face-to-face course. Furthermore, one of the difficulties that teachers encounter is the creation of interactive learning environments. In a previous study, Westerlaken et al. (2019) found that combining blended learning with interactive learning approaches can improve perceptions of learning outcomes and overall satisfaction with the learning process.

It can be concluded that blended learning is more effective than online learning alone when it comes to creating interactive learning. According to Tratnik, Urh, and Jereb (2019), students enrolled in a face-to-face course were generally more satisfied with the course on a variety of dimensions than students enrolled in an online course. It might be argued that face-to-face instruction is more interactive than online instruction.

Moreover, Partlow and Gibbs (2003) stated that creative, interactive, dynamic, relevant, student-centered, and group-based online programs should be the goal of each online program. In order to overcome this impediment, the instructor makes an effort to express gratitude to those pupils who participate actively in the teaching and learning process. In line with previous research by Hu (2005), who found that when a thing or a process is appraised, reactions are made based on the impact of the thing or process, such as whether it

is arresting or stunning or dramatic or dull or uninviting or monotonous or otherwise no, as well as the quality of the thing or process, such as whether it is lovely or splendid or attractive or ugly or plain or otherwise. A further support for this study comes from Zhenhua (2001), who asserted that the appraisal theory, particularly its attitude component, has piqued the interest of Chinese scholars and researchers due to its effectiveness and application.

Another difficulty that the teacher face is the need to monitor the students' progress. Monitoring student participation and patterns of participation closely can help instructors identify student needs and scaffold learning accordingly (Vonderwell & Zachariah, 2005). However, it is pretty tricky for teachers to monitor students in online learning. Some students sleep when the teaching and learning process is taking place. According to the findings of this survey, the most significant personal issue for students was sleeping during online classes, which was followed by distractions such as viewing Netflix, YouTube, and other online movies, among other things. It is noteworthy that, although students acknowledged sleeping, they also stated that their parents do not check their academics when they are taking online classes. In order to overcome this difficulty, teachers attempt to create regulations whose purpose is to improve the intrinsic motivation of their students' intrinsic motivation. As previously stated by Bozkurt (2020), students' achievement of academic goals is dependent not only on the availability of resources, but also, and more crucially, on the intrinsic desire of those who pursue those goals. Those students who are self-directed learners may be better able to organize their time to get the most out of their online learning experience.

Teachers must address specific contextual aspects within the classroom, according to Burden (2020), in order to build classrooms that are favorable to learning and to aid in the prevention of problem behaviors. Emmer and Sabornie (2015) identified some fundamental principles for establishing a positive and productive classroom, including maintaining focus on the teachers' major task in teaching, understanding the students' needs and how to meet those needs, understanding and respecting ethnic or cultural differences, knowing the causes of misbehavior and how to deal with those causes, providing clear rules and procedures to guide students so that they understand the behavioral expectations, having a specific goal for each student, and having a specific goal for each student.

Furthermore, by developing engaging materials and engaging teaching activities, the teachers attempt to resolve the problem. Teachers strive to incorporate technology into their lessons and create various flexible programs to aid students in their learning. In addition, some programs that are available online, such as Gmail, Google Forms, Calendars, G-Drive, Google Hangouts, and Google Jam board and Drawings, are used by the professors in their classes (Basilaia et al., 2020). In addition, Partlow and Gibbs (2003) asserted that online

programs should be created so that they are innovative, interactive, and relevant to students while also being student-centered and group-based. Teachers must devote a significant amount of time to developing effective ways of delivering online instructions. The most effective online instructions encourage feedback from learners, encourage learners to ask questions, and widen the learner's horizons in terms of course material (Keeton, 2004).

## CONCLUSION AND SUGGESTION

Based on the research's findings, it can be stated that teachers tended to employ the same materials, such as government-issued textbooks and materials obtained from the internet. Additionally, for the teaching media, the teachers predominantly use Zoom meetings. Meanwhile, students formed their preferences for teaching strategies. Most teachers choose to use online discussion, computer-based learning exercises, online collaboration projects, online lectures, and Self-directed learning/ independent study as methods of instruction rather than traditional methods. Moreover, the teachers' obstacles in online teaching include bad connections, bias results, and monitoring students. The teachers also offered the solutions to overcome the barriers, dealing with bad connections. The teachers ask the students to choose a place that has a good connection. Regarding the monitoring process, the teachers provide activities to make the students more engaged in the teaching-learning process. Teachers from other schools can utilize the findings of this study as a guideline for adopting the teaching strategies, which is especially important in online learning.

Because this research is limited to a highly reputable school, it is recommended to expand further research in private schools. Therefore, the research can be generalized to other contexts. Since the number of participants in this research was limited, further researchers can conduct a more significant number of participants.

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