

THE OBSERVATION OF TEACHING AND ASSESSING STRATEGIES IN RETURN TO ONSITE LEARNING AFTER THE COVID-19 PANDEMIC

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ABSTRACT

Over the years, many studies have investigated the learning strategies used by teachers, especially in learning English. The learning strategies studied are mostly seen from onsite and online learning, which recently occurred due to the outbreak of the Covid-19 pandemic. However, only a few studies have discussed teachers' teaching and assessment strategies after learning is carried back to onsite learning. Therefore, this study aims to 1) observe teaching strategies in English classes during reconducted onsite learning and 2) observe assessment strategies in English classes during reconducted onsite learning. This research used qualitative research methods through classroom observation and interviews to obtain data from two high school English teachers in Buleleng, Bali. The results showed that the teacher used nine teaching strategies in the reconduct onsite learning process, including brainstorming, discussion, lecturing, independent study, assignments, quizzes or exercises, presentations, and summarizing. In addition, the teacher's assessment strategies during this transitional period are observation, assignments, and quizzes or tests. From this research, it can be concluded that teachers use various learning strategies, even though they have re-adapted to onsite learning. In addition, from the results of this study, two possible implications for teaching English were drawn.

Keywords: Assessment Strategies, Onsite Learning, Teaching Strategies

INTRODUCTION

Onsite learning has been implemented for years, but the Covid-19 pandemic has forced teachers to prepare online learning strategies for over two years. Of course, teachers have many adaptations and experiences in implementing online learning, such as learning strategies. After the pandemic decreased, onsite learning returned to avoid learning loss, which was research conducted by the Ministry of

Education and Culture. In this way, adjustments are made to onsite learning. Implementing learning during the onsite learning period after the Covid-19 pandemic is believed to have differences in the learning process (Setyaningsih, 2022) as it provides a positive experience for the digital competence of teachers and students (Tosik & Hebebcı, 2022) besides the experience for digital competence, learning strategies in the onsite period after being returned need to be observed to determine the teaching and assessing strategies used during the re-implementing of onsite learning.

In onsite learning, in which the instructor uses traditional methods and active communication in the classroom (Ramnadi, 2021), teachers can employ a variety of learning strategies. Teachers may use discussions, demonstrations, electronic media to facilitate learning, reinforcement or summarizing at the end of class, and games as learning strategies (Mustika & Wardah, 2021). Teaching strategies are also required for online learning, which involves the use of the Internet and technological media to facilitate the learning process (Ramnadi, 2021). During a pandemic, teachers can employ learning strategies such as cooperative learning and discovery-based learning (Shakina et al., 2021). Even though there are a variety of onsite learning strategies that can be implemented, none of the previous studies have identified teaching and assessment strategies for onsite learning conducted after the covid-19 pandemic.

Moreover, In the process of assessing students in the classroom, instructors can employ a variety of methods. Several studies examine how classroom assessment is conducted. For instance, Husni (2020) states that there are three types of assessment strategies used when evaluating English as a second language: 1) affective assessment, 2) cognitive assessment, and 3) psychomotor assessment. It was also stated that students' final grades, observation, written tests, oral exams, and assignments were utilized in the grading process. In addition, the study discusses assessments conducted during online learning during the Covid-19 pandemic, including online examinations, portfolios, and self-evaluations (Widiastuti et al., 2021). Previous research provides instructors with a framework for collaborating on assessment strategies.

The aforementioned studies have described the instructional and evaluative strategies employed by teachers in the classroom, both in-person and online. Nonetheless, during the return to onsite learning after the Covid-19 pandemic, the teacher's learning strategy in teaching and assessing has not been articulated. Therefore, there is a dearth of literature because prior research has only examined learning and assessing strategies during onsite learning prior to the Covid-19 pandemic and online learning during the pandemic. Such information is necessary to provide the instructor with an overview of the employed learning strategies, particularly during the return of onsite learning following the Covid-19 pandemic. These voids drew attention to the importance of conducting this research.

Based on the explanation above, this study aimed to identify 1) the teaching strategies used by teachers in onsite learning after reconduct and 2) the assessing strategies used by teachers in onsite learning after reconduct. This study employs a qualitative approach involving interviews and classroom observations with two high school English instructors from a public high school in Buleleng.

LITERATUR REVIEW

In this research, two major sections are studied: teaching strategies and assessing strategies. Thus, several theories related to teaching and assessing strategies are discussed.

Teaching strategies

Teaching strategies are one of the most important parts of the learning process. This is in line with Huda (2016) states that teachers' strategies play an important role for teachers to help students learn. In addition, teaching strategies are also mentioned as preparation for the sequence of activities carried out by the teacher to support the learning process (Anikumar, 2022). Before the learning process is carried out, the teacher is expected to be able to prepare a plan to adjust the learning process appropriately to achieve the learning objectives. Thus, it can be concluded that teaching strategies are an important part of the learning process to determine what activities teachers can do to achieve learning objectives. Of course, in the teaching process, the teacher needs to know the types of strategies that can be used by the teacher based on the goals.

Same as teaching English is known as TEFL or Teaching English as a Foreign Language. TEFL is a guide or preparation used by English teachers for teaching English, such as approaches, methodologies, or techniques (Setiadi, 2020). Besides that, as EFL teachers, teachers must be able to focus on studying language, such as the structure, grammar, vocabulary, and pronunciation, including spelling, intonation, tone, and stress (Harmer, 2007). On the other hand, it is stated that in teaching language, there are four aspects that the teacher must improve for students: reading, listening, speaking, and writing (Imaniah & Gunawan, 2017). Thus, TEFL is a guide to EFL teachers to know approaches, methodologies, and techniques in pedagogy in teaching English and improving students' four aspects, including reading, listening, speaking, and writing.

In the teaching strategy, the school's curriculum must be adjusted by the teachers. Thus, in line with this research, the 2013 curriculum is a national curriculum that schools and teachers must adapt the curriculum. The 2013 curriculum emphasizes a scientific approach strategy that asks students to be more active in learning, called student-centered learning (Saputra, 2019). Several approaches can be applied using the 2013 curriculum. They are project-based, problem-based, and discovery learning. On the other hand, it is stated that lecturing, demonstrations, tutorials, group discussions, student presentations, simulations, and brainstorming are general terms for teaching processes (Putriyani, 2015). With so many strategies that can be applied in the classroom, the teacher can adapt the teaching strategies to deliver the learning material so learning objectives can be achieved.

In onsite learning, where the teacher provides traditional methods and active communication in the classroom (Ramnadi, 2021), teachers can use several learning strategies. Learning strategies used by teachers can be using discussions, demonstrations, using electronic media to assist learning, providing reinforcement or summarizing at the end of class, and using games (Mustika & Wardah, 2021). Besides that, in online learning, which is learning that uses the Internet and technological media to assist the learning process (Ramnadi, 2021), strategies are

also needed in teaching. Teachers can use learning strategies such as cooperative learning and discovery-based learning during a pandemic (Shakina et al., 2022). In addition, the technology that plays a role in the learning process can help the learning process, such as the existence of several types of applications for specific purposes (Atmojo & Nugraha, 2020). Even though many onsite learning strategies can be used, none of these previous studies has identified teaching and assessment strategies during the onsite learning reconducted after covid-19 pandemic.

Assessment strategies

Assessing is part of the process of teaching and learning activities used by teachers to collect data on student achievement in class (Widiastuti et al., 2021). In addition, it is stated that the assessing strategy is a collection of activities used by the teacher in assessing student activities in the classroom either during implementation or when assessing at the end of the activity (Ridhwan, 2017). In this, assessment is an important part used by the teacher to determine how much students understand the learning material, even during the learning process or at the end of the learning process. In addition, teachers need to determine an assessing strategy to prepare and the actions to be taken so they can conduct themselves effectively.

Like teaching strategy, the implementation of the assessment strategy adapts to the curriculum used. Thus, in line with this research, the 2013 curriculum is a teacher's guide in determining learning strategies, especially assessing. The assessment strategy based on the 2013 Curriculum is based on authentic assessment (Adiantika et al., 2021). It was continued that the assessment used by following the 2013 curriculum was by observing and collecting student assignment scores, such as through homework, tests, essays, reports, and classroom discussions. This is in line with the Permendikbud no. 104 of 2014, which mentions several authentic assessment strategies such as observation, self-assessment, peer assessment, anecdotal records, written and oral tests, tasks or assignments, and practice in the form of quizzes, projects, and until portfolios. With many assessing strategies, teachers can determine strategies according to learning goals.

In the process of assessing in the classroom, teachers can use several kinds of strategies. Several studies discuss how assessment is carried out in the classroom. For example, Husni (2020) states that in assessing English as a language, there are three kinds of assessing strategies used, they are 1) affective assessment, 2) cognitive assessment, and 3) psychomotor assessment. It was also continued that the assessment was carried out by giving final grades to students, observation, written tests, oral tests, and assignments. In addition, the research discusses assessments carried out during online learning during the Covid-19 pandemic, such as online tests, portfolios, and self-assessments (Widiastuti et al., 2021). Previous research provides an overview for teachers in collaborating on strategies for assessing.

The above studies have explained what strategies teachers use in teaching and assessing students in the classroom, both onsite and online learning. Nevertheless, the teacher's learning strategy in teaching and assessing has not been explained during the return to onsite learning after the Covid-19 pandemic. So, there is a lack of literature because previous research has only examined learning and

assessing strategies during onsite learning before and online learning during the Covid-19 pandemic.

RESEARCH METHOD

This study used a qualitative method through classroom observation and interviews to investigate the learning strategies used by teachers in teaching and assessing during the returned onsite learning period. This research requires researchers to collect data in words, descriptions, and quality (Zohrabi, 2013). This approach is applied because this research aims to observe and identify teaching and assessing strategies used by the teacher.

This study uses two English teachers at the senior high school level. The school was selected because it is one of the schools that had an impact on the Covid-19 pandemic. Moreover, the school that was chosen uses the 2013 curriculum in returned onsite learning and is one of the top public schools. Furthermore, the teacher was selected following several criteria, including 1) being an active English teacher in the school, 2) having experience learning onsite before and online during the covid-19 pandemic, and 3) having the opportunity to help collect data. Thus, two teachers were selected and taught in eleventh and twelfth grade, which implemented the 2013 curriculum.

This research was started by making observations in class. Observations in this class were carried out to see the real-step strategies used by the teachers in the learning process. Observations were carried out with a total of 10 times the sum of two teachers. Furthermore, interviews were conducted with the two teachers to ask questions and help to complement the information obtained from the results of the observations that had been made.

This research was conducted using two instruments: observation sheets and semi-structured interview guides. The observation sheet was made in the table based on the implementation of learning in class, which is divided into several sections, including pre-activity, main activity, and post-activity based on PP No. 22 of 2016 Chapter 4 concerning standard educational processes and descriptions of the implementation of teaching and assessing. In addition, the interview guide in this research adjusts and is used to strengthen the result of the observation.

FINDING

Teaching Strategies Used by The Teachers

This study was started by conducting classroom observation of two English teachers who teach in eleventh and twelfth classes. From the results of observations made to two teachers with a total of 10 observations, it was found that the implementation of teaching was used as follows in each segment:

Table 1. The list of teaching strategies used by the teacher

No	Segment	Strategies
1.	Pre-activity	Brainstorming: The teacher invites students to recall the lessons in the previous meeting.
		Question and answer: The teacher gives questions and answers to students about the material in the previous meeting and what will be learned in the meeting.

		<p>Lecturing: The teacher explains some things related to the topics that have just been taught to students as an initial description and briefly explains the material that has been studied.</p> <hr/> <p>Independent study: The teacher gives students material first to allow students to understand the material being studied and to discuss it together in the main activity.</p>
2.	Main Activity	<p>Lecturing: The teachers explain, and direct students regarding the learning topics discussed and explain the material that students may find difficult to understand.</p> <hr/> <p>Independent study: The teacher provides material in the form of files and sends students via the WhatsApp group regarding material related to the meeting learning,</p> <hr/> <p>Discussion: Teachers invite students to answer assignments collected to be discussed or work in groups by dividing the class into several groups. Besides that, discussions were also carried out by allowing students to ask questions to the teacher or other students.</p> <hr/> <p>Presentation: The teacher asks students to convey the results obtained from the assignments that have been finished either individually or in groups in front of the class.</p> <hr/> <p>Task: The teacher gives students assignments through worksheets or files sent from the WhatsApp group.</p> <hr/> <p>Question and answer: The teacher provides opportunities for students to be active in asking or answering related to the learning material presented by the teacher or by students when presenting in front of the class.</p> <hr/> <p>Quiz: The teacher gives students exercises related to the material learned during the learning process in class.</p>
3.	Post-activity	<p>Summarizing: The teacher invites students to conclude the learning activities that have been carried out during the learning process and have been studied by students.</p> <hr/> <p>Task: The teachers provide assignments or homework to the students, both for individuals and groups, related to the learning material that has been delivered.</p> <hr/> <p>Quiz: The teachers provide exercises by presenting a collection of questions related to material delivered using learning media.</p>

The table shows that the teacher's teaching strategies are carried out in each segment, starting from pre-activity, main activity, and post-activity. In pre-activity, the teachers implement four teaching strategies: brainstorming, questions and answers, lecturing, and independent study. In the main activity, the teachers implement six teaching strategies. They are lecturing, independent study, discussion, presentation, question and answer, and quiz. The teachers also

implemented summarizing, tasks, and quizzes in post-activity. Thus, it can be summed that nine types of learning are used in the learning process. In addition, even though the learning strategy used shows the same, the implementation of the strategy can be said to be different for each segment.

After the observation data were collected, interviews were conducted to complement the results of classroom observations on the teaching strategies used by the teacher during the return of onsite learning. To complete the data in the observation, here are some excerpts that can support the above information. Firstly, the research indicates that the teachers learning English in the eleventh and twelfth grades use a strategy under the 2013 curriculum, which is based on student-centered learning. The following excerpts are best to illustrate the above description regarding implementing the 2013 curriculum in the classroom:

T1/F

"Learning implemented with the curriculum used in grades 11 and 12, namely the 2013 curriculum, which is more based on student-centered learning..." (Interview, October 18th, 2022)

T2/F

"Miss always tries to use a strategy through several models and methods of learning. For example, by conducting learning discussions, question and answer, role-playing, presentations, and lectures, to giving projects that are useful in the future in social interaction" (Interview, October 23rd, 2022)

Secondly, from the results of the interviews, it was found that the two teachers used learning strategies that tended to give students more activity and foster their critical thinking. The sample excerpts to support the above descriptions are given below:

T1/F

"Mrs. usually invites students to solve problems in the form of problem-based learning, projects, or student-centered assignments" (Interview, October 18th, 2022).

T2/F

"The model that Miss uses is the 4C learning model, namely the scientific approach, problem-based learning, project-based learning" (Interview, October 23rd, 2022).

Furthermore, it is known that in the learning strategy, the teachers use technology to assist in conveying or strengthening students' understanding of the learning material obtained. Sample excerpts to support the above descriptions are as follows:

T1/F

"...give students to open translations for languages they don't understand..." (Interview, October 18th, 2022).

T2/F

"...Such as using WhatsApp to send materials or help give quizzes..." (Interview, October 23rd, 2022).

In addition, the interview results showed that the teachers prepared to teach strategies to assist the learning process. Furthermore, the following are excerpts to support the description:

T1/F

"Yes, I made a lesson plan to help the learning process at every meeting..." (Interview, October 18th, 2022).

T2/F

"As a teacher, it's clear that every time you want to teach in class, Miss must prepare beforehand. Preparation of lesson plans, what teaching techniques to use, evaluation techniques, giving reinforcement and motivation, then evaluation of the feedback is prepared globally, the details are already in the lesson plan" (Interview, October 23rd, 2022).

Assessing Strategies Used by The Teachers

Apart from the results of the teaching strategies listed and emphasized again through interviews. The following are the results of observations on assessments used by the two teachers during the return of onsite learning:

Table 2. The list of assessing strategies used by the teacher

No	Segment	Strategies
1.	Pre-activity	<p>Observation: The teacher assesses students through the activeness of students in answering and asking questions related to the material in the previous meeting.</p> <hr/> <p>Task: The teacher asks about the assignments that have been given in the previous meeting, even individually or in groups.</p>
2.	Main Activity	<p>Observation: The teacher sees student activity in the learning process, starting from being active in asking questions, and answering, to giving suggestions during discussions, independent studies, implementing question-and-answer strategies, or in presentations. In addition, students also see how to conduct peer assessments of friends who make presentations.</p> <hr/> <p>Task: The teacher asks students to complete tasks obtained from student worksheets or questions prepared by the teacher through files sent via the WhatsApp group. Besides that, seeing how students answer the quizzes that have been prepared and answered together.</p> <hr/> <p>Peer assessment: The teacher invites students to conduct assessments of other students during presentation activities so that when presentations are conducted, other students can provide input or assess students' presentations. In addition, students are invited by the teacher to conduct assessments of other student assignments.</p>
3.	Post activity	<p>Test: The teacher conducts brief questions and answers related to the material given at the meeting.</p> <hr/> <p>Task: The teacher gives students homework either individually or in groups.</p> <hr/> <p>Observation: The teacher pays attention to how students receive the material that has been given.</p>

The table above shows that the teacher applies an assessing strategy in each segment of the learning process, starting from pre-activity, main activity, and post-

activity. Three types of assessing strategies were obtained, they are observation, task, and test. In the pre-activity, the teacher tends to provide observations by seeing how active students are in class, especially in starting learning. However, the teacher also asks for assignments that have been made first before finally being discussed together. In the main activity, the teacher provides assessments through observations, tasks, and peer assessment. In using observation in assessing, the teacher looks at students' activeness, such as asking and answering questions, conducting discussions, and making presentations, as well as the attitudes and behavior of students after learning material is conveyed to students. In addition, the teacher also invites students to carry out assessments of other students either in presentation activities or assignments given by the teacher. Besides that, in the post-activity, teachers are more likely to provide students with tests, tasks, and observations. Through tests, the teacher sees how students answer a collection of questions related to the material given at meetings. Through the tasks, the teacher gives homework to emphasize students learning achievement of the material.

After the observation data were collected, interviews were conducted to complement the results of classroom observations on the teaching strategies used by the teacher during the return of onsite learning. To complete the data from class observations, here are some excerpts that support information about assessment used by the teacher during the return of onsite learning. Firstly, from the interview results, it was found that the teacher, in return for onsite learning, was carried out by leaning towards giving assignments and presentations, which are also a form of authentic assessment.

T1/F

"... *Recently, you have been using assignments and presentation methods more often because students want to spend time getting all the material*" (Interview, October 18th, 2022).

T2/F

"*Miss often uses authentic assessment*" (Interview, October 23rd, 2022).

In addition, the interview results identified that the teachers also used technology to help provide assessments. The following is the excerpt to support the description above:

T1/F

"... *Mrs. use Quizziz to save paper... Mrs. also asks students to give an assignment for speaking on Youtube...*" (Interview, October 18th, 2022).

T2/F

"*Miss usually uses Quizziz. Quizziz is an online test link to test students' abilities*" (Interview, October 23rd, 2022).

DISCUSSION

Since there is a lack of information about the teaching and assessing used by the teachers after onsite learning reconduct, this encourages this research to be conducted to (1) identify teaching strategies used by the teachers after onsite learning reconduct and (2) identify assessing strategies used by the teachers after onsite learning reconduct. Interestingly, the strategies teachers used in learning before the Covid-19 pandemic, both in teaching and assessing, are slightly different,

where technology is further developed, such as through independent studies and quizzes in learning strategies. Thus, it shows that teachers take advantage of technological developments in the learning process.

To answer the first question, it was found that learning during the return of onsite learning applies student-based learning, which aligns with the 2013 curriculum. As explained previously, the teacher used nine types of teaching strategies. In addition, previous studies also reported the same teaching strategies. For example, Mustika and Wardah (2021) where in their research found five strategies used by the teacher, they are discussion, demonstration (where in this study was presentation), using electronic media (where in this study was a quiz and independent learning), providing reinforcement (where in this study were lecture and summarizing), and what differentiates is only the application of games. Thus, with the strategy used, it can be found that the strategy is almost the same as the strategy before the Covid-19 pandemic, but teachers more paying attention to student adaptation by using lecturing to give better provide students with an understanding of the material after the return of the Covid-19 pandemic. Also, it was found that the focus of teaching is conducted not only through student-centered learning but also through teacher-centered learning by lecturing.

In response to the second question, the teachers use four assessing strategies. There are observations, tests, tasks, and peer assessments. The use of these four assessment strategies follows Adiantika et al. (2021) that the assessing strategies used conform to the 2013 curriculum, namely authentic learning, such as observing the presentation of the results of student discussions and student tasks. In addition, in carrying out the assessment, it was also shown that the teacher assessed cognitive, affective, and psychomotor. In the cognitive aspect, the teacher can assess through brainstorming, observation by conducting questions and answers and collecting the assignments given by the teacher. Also, in affective and psychomotor assessment, the teacher used strategies by observing the attitudes and skills of students in the learning process.

Moreover, an online learning experience for more than two years makes a difference in teacher competence in teaching and assessing. Although not all online media can be used, some online media can be used in learning based on the objectives (Atmojo & Nugroho, 2020). This research found that WhatsApp, Quizziz, Youtube, and Google are used in the learning process. So, it can be seen that the competence of teachers in the use of technology in the learning process has an active role.

The discussion results have drawn two implications for TEFL teachers, especially the learning process during the return of onsite learning. Firstly, the result found that the teacher used nine teaching strategies and four assessing strategies. Thus, it is hoped that teachers can use it as a reference in determining learning strategies in the classroom, especially in return to onsite learning. The second implication, the use of technology in the learning process can assist teachers in providing teaching and assessing as well as being a teacher innovation in teaching. So it is expected that teachers have good competence in using technology because it can help the learning process.

CONCLUSION

From the research, it can be concluded that teaching strategies and also assessing strategies used after reconducting onsite learning apply the curriculum determined in schools, especially the 2013 curriculum. From the research that has been done, it was found that the teaching strategies were brainstorming, question and answer, lecturing, discussion, assignments, and quizzes. On the other hand, it was found that the assessing strategies used by the teacher during the return of onsite learning were observation, task, and test.

Two suggestions can be given from the research that has been carried out. First, it is recommended that teachers design learning strategies that adapt to the circumstances or situations in which the learning process is carried out. In addition, the teacher continues to find the learning strategies in teaching and assessing. Secondly, it is recommended that future researchers be able to improve the results of this study to align the results of teaching strategies in teaching and assessing, especially in transitional learning.

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