

Benefits and Drawbacks of Online Teaching Reading in the Post-COVID-19 Era

¹Puspa Kurnia Dewi, ² Suwandi , ³AB Prabowo KA
¹²³ Universitas PGRI Semarang, Semarang, Indonesia

¹shepuspa18@gmail.com*; ²dr_suwandi2@yahoo.com; ³abprabowo@upgris.ac.id

ABSTRACT

The study is based on the research which attempted to investigate the benefits and drawbacks of online teaching reading in the post-COVID-19 era. The objectives of the study were (1) to find out the benefits and drawbacks of online teaching reading in the post-COVID-19 and (2) to find out how the English teacher implements online teaching reading in the post-COVID-19. The researchers selected the VII B class consisting of 21 students and one English teacher of SMP Muhammadiyah 9 Gemuh as the research subjects. This study is qualitative research with a case study as a research method. The instruments of this study were a questionnaire, interviews, and observation. The study revealed that online teaching reading in the post-COVID-19 era had several benefits such as improving students' engagement, improving students' understanding, providing a variety of reading materials, and increasing the teacher's creativity. Besides, the drawbacks faced by the students were unstable internet connectivity, financial issue, and inability to manage time. In addition, the results of the observation and interview showed that the English teacher at SMP Muhammadiyah 9 Gemuh applied a hybrid type of online teaching using four online learning platforms such as Kahoot!, QuizWhizzer, WhatsApp Group, and Google Classroom.

Keywords: Online teaching reading, benefits of online teaching, drawbacks of online teaching, post-COVID-19

INTRODUCTION

Globally, the COVID-19 pandemic has changed many aspects of life. One of the effects is the change in the education system including in Indonesia. Over 68 million students have been forced out of their classrooms because of the COVID-19 pandemic (Yarrow et al., 2020). Since mid-March 2020 as a preventive measure against COVID-19, education has shifted to online teaching from the traditional teaching

method. Online teaching has become a necessary strategy for minimizing the pandemic's impact on education and controlling the spread of the COVID-19 pandemic (Chen et al., 2020).

For almost three years, Indonesian schools have implemented online teaching. The term "online teaching" refers to teaching that takes place over the internet (Adebo, 2018). According to Bolldén (2016) defines online teaching as a set of activities

involving teachers' and students' doings, sayings, and material arrangement in online environments. In online teaching, three types of teaching modes that can be conducted are synchronous, asynchronous, and blended. According to Routledge (2011), synchronous means that things happen simultaneously; a teacher conducts an online class in real-time. Students and teachers may have video conferencing, telephone conversations, and instant messages when conducting a synchronous class (Serdyukov, 2023). On the contrary, asynchronous means that things are happening at a different time; a teacher may post any learning materials that students can access in a flexible time within a defined number of days (Routledge, 2011). In addition to synchronous and asynchronous formats, there is a type of format: blended teaching. Blended teaching combines two or more asynchronous online, real-time (synchronous) online, or on-site learning. According to Serdyukov (2022), combining on-site classes with online can be called hybrid learning. In other words, the term of blended teaching is similar to hybrid teaching.

Now, the situation is getting better and schools can conduct face-to-face meetings. As cited in *Intruksi Mendagri Nomor 50 dan 51 Tahun 2022*, the government has decided to revoke the *PPKM (Perlakuan Pembatasan Kegiatan Masyarakat)* policy. It is no longer necessary for students to study at home. They can return to the classroom and learn face to face. Additionally, some schools still implement online learning as an alternative way because the online learning habit has been running for

years. As a result, when students go back to school, many schools use a hybrid type as an online learning model, which combines online and face-to-face learning to make the learning process run smoothly.

Maharani (2020) wrote on Kompas.com about the statement of The Minister of Education, Culture, Research, and Technology regarding online teaching. Nadiem Makarim states that current situation provides a significant opportunity to apply various forms of efficiency and technology with software or applications. Besides, implementing online teaching can give some benefits. Gilbert (2018) mentioned that there are several benefits of online learning and teaching, such as 1) students can broaden their educational opportunities and remain competitive in the field of education, 2) learning online requires students to be self-motivated, independent and responsible, 3) learning can take place in an online environment, 4) a variety of barriers, including those resulting from poverty, location, or disability, have been dismantled through online learning, and 4) students will look for the best learning style and skill while learning online. In this way, principals, teachers, and students will have the opportunity to engage in online learning models that have a large potential. Therefore, teachers should encourage their students to use their gadgets, computers, or laptops to learn their learning materials and complete their tasks. Both teachers and students can use technology equipment to study foreign languages, especially English.

English is an essential subject in Junior High School consisting of our language skills, such as speaking,

listening, writing, and reading. As cited in the guideline book of *Badan Standar, Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi* (2010), the primary objective of learning English in Junior High School is to comprehend short, simple, and functional texts related to students' daily lives. Moreover, reading is a crucial skill for mastering English. According to Hedge (Pauli, 2018, p. 14), since reading is an interactive activity, it should be focused on activating different kinds of knowledge that students possess so that reading is meaningful and satisfying. According to Pauli (2018) in this process, the reader interacts dynamically with the text as he/she attempts to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). In line with Gilakjani & Sabouri (2016, p. 229), reading is an interactive activity where readers apply certain techniques for accurate mental pictures of a text. According to RAND Reading Study Group (as cited in Frankel et al., 2016, p. 7), reading has been defined as a process in which meaning is extracted and constructed from written text through interaction and engagement. From the definitions above, reading can be concluded as an active process of getting the meaning of printed or written text by comprehending what the reader has read. The reader combines his or her language skills and background knowledge to grasp the meaning.

As readers, students are expected to get knowledge and information from the texts they read. In addition,

English teachers must prepare their students with a strong foundation in reading abilities by teaching them reading comprehension. It will enable them to understand and answer questions relating to the text that they have read. However, online teaching reading is different from traditional teaching. It is challenging because teachers must adapt it as a way to help their students to elicit the main concept, understand what they read, obtain explicit and implicit information, and learn specifics after reading a short text. Therefore, they must teach students the reading materials and the way to use an online platform or web-based component in a reading class. English teachers must utilize appropriate teaching strategies to meet all learning objectives.

SMP Muhammadiyah 9 Gemuh is one of the schools in Kendal that implements an online teaching method as a way to teach reading online in the post-COVID-19 era. The principal and teachers hope that by implementing online teaching, the students will be more excited about learning reading in the post-COVID-19 pandemic. Students and teachers faced the benefits and drawbacks of teaching reading while implementing the online teaching and learning. Thus, the researchers would like to find out the benefits and drawbacks of online teaching reading and how the English teacher implements online teaching reading in the post-COVID-19 era at the seventh grade students of SMP Muhammadiyah 9 Gemuh.

METHOD

This study used qualitative research which can be defined as a research that tends to use a flexible and data-driven research design, rely on

relatively unstructured data, emphasize the importance of subjectivity in the research process, analyze a small number of naturally occurring cases in detail, and employ verbal rather than statistical methods (Hammersley, 2013, p. 12). Purposive sampling technique was used to determine the research subjects. According to Kelly (cited by Campbell et al., 2020), a purposive sampling is concerned with identifying which individuals are the best candidates to provide the necessary information to achieve the study's objectives. The subjects of this research were 21 seventh-grade students and one English teacher of SMP Muhammadiyah 9 Gemuh. The selection of this English teacher was based on the fact that she still implemented online teaching while teaching reading.

To collect the data, the researchers observed the English class of VII B consisting of 21 students for three weeks. The researchers provided a close-ended questionnaire consisting of 15 statements to answer. The close-ended statements of the questionnaire had five options each, in the form of a Likert scale. The options were Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). On Monday, November 21st, 2022, the researchers distributed the questionnaire sheets to 21 students in the seventh grade. Also, the researchers conducted interviews with the English teacher and students to confirm the questionnaire results and to gather information related to how the English teacher implements online teaching reading in the post-COVID-19 era. The researchers conducted interviews with some

students in seventh grade and the English teacher of SMP Muhammadiyah 9 Gemuh. The interviews were carried out on November 28th, 2022.

FINDINGS AND DISCUSSION

Findings

Benefits and Drawbacks of Online Teaching Reading in the Post COVID-19

The findings of the students' questionnaire show that the majority of the students agree that there are benefits of online teaching reading in the post-COVID-19 era. The researchers found four aspects regarding the benefits of online teaching reading, such as learning materials, students' engagement, students' understanding, and teacher's creativity. The results of the questionnaire showing the benefits of online teaching reading in the post-COVID-19 era are presented in Table 1.

The first aspect is dealing with learning materials. 29% of students strongly agree and 38% of students agree that they feel easier to look for various learning reading materials via online. In addition, 38% of students strongly agree and 33% of students agree that their teacher distributes various learning materials such as texts, pdf, audio, videos, or games via online every meeting. The findings above are similar to the results of students' interviews. See the students' statements below.

"...I think it is very easy to get the learning materials via online than offline." **(Student 1)**

"By pressing the download button on WhatsApp or Google Classroom, I can get so many materials from my teacher." **(Student 3)**

Table 1. Benefits of online teaching in the post-COVID-19 era

Aspect	Statements	Value				
		SA	A	N	D	SD
Learning materials	It is easier to look for various reading learning materials via online. (Statement 1)	29%	38%	10%	24%	
	The teacher distributes various learning materials such as games/video/text/ audio/ pdf via online at every meeting. (Statement 12)	38%	33%	10%	14%	5%
Students' engagement	I am very excited following the online reading class. (Statement 2)	38%	62%			
	I can focus on learning reading comprehension via online. (Statement 6)	38%	29%	5%	19%	9%
	I have a device (a phone or laptop) supporting the online reading class. (Statement 8)	24%	47%	24%		5%
	I like learning reading activities via online because the applications that I use during the online class are very easy to operate. (Statement 9)	43%	38%	14%	5%	
	I can participate in discussion boards with my classmates and communicate with the teacher via online. (Statement 10)	24%	38%	19%	19%	
	I like learning reading by myself during the online learning process. (Statement 13)	47%	43%	5%	5%	
Students' understanding	I can answer questions or quizzes given by the teacher during learning reading via online. (Statement 4)	14%	57%	29%		
	I understand materials delivered by the teacher via online. (Statement 5)	43%	10%	33%	14%	
Teacher's creativity	Learning media used by the teacher in reading via online is more interesting than offline. (Statement 3)	29%	24%	19%	9%	19%
	The process of learning reading via online is very fun because the teacher often gives some creative materials. (Statement 11)	57%	24%	9%	5%	5%

The second aspect is about students' engagement. On some statements indicating students' engagement in the classroom, most students selected the agreement options. There are 24% of students strongly agree and 47% students agree that they have a device (a phone or lapto) to use during online learning. According to statement number two, 38% of students

strongly agree and 62% of students agree that they are very excited following the online reading class. In this online learning reading comprehension, 43% of students strongly agree and 38% of students agree that they like learning reading activities via online because the applications that they use during the online class are very easy to operate. In addition, according to the result of

questionnaire, 38% of students strongly agree and 29% of students agree that they are able to focus on online learning reading.

Besides, 24% of students strongly agree and 38% of students agree that they can participate in discussion boards with their classmates and communicate with the teacher via online. Moreover, 47% of students strongly agree and 43% of students agree that they like learning reading by themselves during the online learning process. The results above are similar to the results of students' interviews. These statements below indicate that online teaching reading gave a positive influence on students' engagement.

"...I can browse the meaning of some difficult words in the online dictionary..." **(Student 2)**

"...Also, I can interact with other friends and participate with other friends and participate to the whole activities." **(Student 3)**

"...I often feel curious about the materials which the teacher will give to us." **(Student 5)**

The third aspect is related to students' understanding. When teaching reading via online, 14% of students strongly agree and 57% of students agree that they can answer questions or quizzes given by the teacher via online. Additionally, there are 43% of students strongly agree and 10% agree that they understand the materials given by the teacher. Therefore, students admitted that the students understood the materials faster because they enjoyed the fun and dynamic learning atmosphere via online. The following statements are based on the results of the interview:

"I understand the material faster because I learn to play fun games so that I don't get bored."

(Student 1)

"It's easier for me to understand the materials..." **(Student 4)**

"...Learning reading via online is easy to understand and not monotonous." **(Student 5)**

The last aspect is about the teacher's creativity. In online teaching reading, the teacher's creativity is even more essential. It can influence the atmosphere in the teaching and learning process. In this research, the findings of the questionnaire data highlight that there are 29% of students strongly agree and 24% of students agree that the learning media used by the teacher is more interesting than offline. In addition, 57% of students strongly agree and 24% of students agree that the process of learning reading via online is very fun because the teacher often gives some creative materials. These results are supported by the teacher's statement during the interview. See the statement below.

"...It's challenging to make lesson plans according to the current condition. The point is it makes me more creative in preparing teaching materials for students by using online learning media that attract the students' interest in reading..." **(Teacher)**

As stated previously, online teaching reading not only has some benefits but also drawbacks that need to be a concern. To find out the drawbacks of online teaching reading in the post-COVID-19 era, the researchers observed the results of the questionnaire showing disagreement answers. There are three aspects found by the

researchers related to the drawbacks of online teaching reading. Those aspects are unstable internet connectivity, financial issue, and inability to manage time. The results of the drawbacks of online teaching reading in the post-COVID-19 era are presented in Table 2 below.

The first aspect is related to the unstable internet connectivity. Most students claimed that they felt uncomfortable during learning activities via online because of poor internet connectivity. There are 33% of students strongly disagree and 29% of students disagree that their

submit my assignments...”
(Student 3)

“My internet network is often unstable and sometimes it makes me tired...” **(Student 4)**

Additionally, the second aspect is the inability to manage time. The students also feel tired when learning reading via online because they cannot manage their screen time well. 62% of students disagree about the statement number fourteen. The result above is similar to the interview result related to the time management aspect. See the student’s statement below.

Table 2. Drawbacks of online teaching reading in the post-COVID-19 era

Aspect	Statements	Value				
		SA	A	N	D	SD
Internet connectivity	The internet connectivity is very good so that I feel comfortable during learning reading activities via online. (Statement 7)	5%	14%	19%	29%	33%
Time management	I do not feel tired when learning reading via online because I can manage my screen time well. (Statement 14)	9%	5%	24%	62%	
Financial issue	I have enough money to buy the internet quota for following the online reading class. (Statement 15)	5%	24%	5%	38%	28%

internet connectivity is very good during learning reading activities. However, if there is a problem with the internet connectivity, it will affect to learning and teaching process. Based on the results of the interview, the students have similar responses regarding the unstable internet. See the statements below.

“The network of my internet provider is bad in my area so that it takes so long to download some materials or submit some assignments...” **(Student 1)**

“The disadvantage of it is I have to find a place with good internet connectivity when I want to

“Sometimes I can’t manage my time when I want to read the materials or do exercises on my phone. I get distracted by the pop-up notification...”

(Student 2)

Last, but not least, the researchers found a financial issue. In the online reading class, 28% of students strongly disagree, while 38% disagree that they have enough money to buy the internet quota. To optimize online teaching reading, enough internet quota is needed. Nevertheless, not all students in Indonesia have enough money to buy internet quota. As stated by the student during the interview below.

“...When I don’t have money to buy the internet quota, I can’t connect to the internet...”

(Student 5)

How Teacher Implements Online Teaching Reading in the Post COVID-19 era

Furthermore, the researchers observed the implementation of online teaching reading by joining the English class of the seventh grade of SMP Muhammadiyah 9 Gemuh which applied online learning. Observation was conducted for three weeks. The English teacher was also involved as the subject of this research. The finding showed that the teacher taught the students using a hybrid type because she always used some online platforms to deliver the materials and assign the tasks while conducting the face-to-face meeting. It is indicated by the teacher’s answer:

“The most suitable for the current condition here is the hybrid.”

(Teacher)

Besides, based on the observation, the researchers identified the following platforms that the teacher used during online teaching reading: Kahoot!, QuizWhizzer, WhatsApp Group, and Google Classroom. The teacher used Kahoot! Application twice from six meetings attended by the researchers. Therefore, QuizWhizzer was used one time out of six meetings attended by the researchers. The teacher used Kahoot! and QuizWhizzer to attract the students’ interest in reading and make the situation of reading class fun. To strengthen the findings above, the researchers presented the results of teacher’s interview below.

“...for Kahoot! and QuizWhizzer, I often use it in the classroom to

convey reading materials because these applications are interesting and make the students more enthusiastic about learning to read while playing games...”

(Teacher)

Additionally, the students were enthusiastic about using Kahoot! and QuizWhizzer because they like the features of them. With Kahoot!, students could access the materials and activate their background knowledge through games.. They only entered the pin code from their teacher to access the game. At that time the students played the matching correct word phrases. Similar to Kahoot!, QuizWhizzer is a platform used to learn by using a game. This platform can also be accessed by entering the pin code. However, with QuizWhizzer, the game is more like a snakes and ladders game.

The following platform used during online teaching reading is WhatsApp group. The researchers were invited to join the WhatsApp group of the English class. The researchers found that the teacher used WhatsApp as an application to share reading learning material, information, and assignments with the students. The last platform used is Google Classroom. The teacher invited the researchers to enroll in the English class of Google Classroom. The researchers found that this application was used to share reading materials, assignments, and exam blueprints. In this application, the conversation between the students and the teacher was not found. It is strengthened by the statement of the teacher as follows:

“...Students can check and submit their assignments and they can

download the learning materials that I provide easily at any time.”
(Teacher)

Based on the results of the data observation and teacher’s interview above, the researchers can conclude that the implementation of online teaching reading at SMP Muhammadiyah 9 Gemuh used the hybrid type. The process of teaching and learning reading process in the post-COVID-19 era used some platforms such as Kahoot!, QuizWhizzer, WhatsApp Group, and Google Classroom.

Discussion

Based on the research findings above, the researchers found that online teaching reading has benefits for the English teacher and seventh-grade students. They have positive views on some aspects: the ease of finding various learning reading materials, the improvement of students’ engagement, the increase in students’ understanding, and the progress of the teacher’s creativity. In addition, there are also negative views on some aspects such as the unstable internet connectivity, financial issue, and inability to manage time.

As cited in A (2019), technology plays a positive role in the teaching and learning process. While online teaching reading, the students and the teacher felt that technology was advantageous. Materials for teaching and learning were easily accessible to them. As online learning sources are readily accessible, students can become more autonomous by searching the internet for information or other learning resources (Daar, 2020, p. 318). Additionally, the findings of this research showed that the engagement of students during

online learning reading was improving. According to Werang & Leba (2022, p. 556-557), students’ engagement is the ability to actively participate in and own the learning process. Students’ engagement in online education is affected by several factors including student characteristics, instructor characteristics, course content, course design, learning environment, and technological support (Deka, 2021, p. 6).

In the teaching and learning process, the students took part in the online activities conducted by the teacher such as downloading the reading materials, observing the picture or the title of the reading text before reading, learning to read, finding the meanings of the difficult words they encountered while reading, and then checking their understanding by answering questions via online games or other platforms. Besides, they will have the opportunity to interact with their teacher and friends while the learning process.

The students’ understanding also will be affected during online teaching reading. From the findings, it was explained that the students’ understanding was improved while the teaching and learning process was shown by the ability of the students in activating their background knowledge, knowing the unfamiliar vocabulary, and finding the main ideas of the text. Those activities happened because the teacher was able to choose suitable materials and media for online teaching reading. Similarly to Wutthisingchai & Stopps (2018, p. 32), students’ reading ability largely depends on the selection of the materials they read.

Also, the teacher felt the benefit of online teaching reading. The findings reveal that the teacher's creativity progressed during teaching reading. Suwartono (2018, p. 7) points out that a teacher's creativity in language teaching is crucial to help the students learn better. In this research, the teacher mostly tried to create creative material via online platforms such as conducting learning reading through online games. This situation made students happy and more interested in learning reading. In line with Williyam et al. (2016, p. 101), students enjoy the relaxed atmosphere, the competitive nature, and the motivation that games provide.

During the online reading class, the teacher and students also feel the drawbacks. The drawbacks of online teaching reading are divided into three aspects: unstable internet connectivity, financial issue, and inability to manage time. The first is unstable internet connectivity. This condition hindered the students' learning activities. Considering the unstable internet connectivity, Asio et al., (2021, p. 65) claim that students will face a big challenge. The students spent more time searching for stable internet connectivity through their relatives' Wi-Fi. It took more effort and seemed inefficient. It caused students to submit their reading assignments late as a result.

In addition, the financial issue becomes a problem because students need money to buy the internet quota. Based on the findings, the students had no money to buy internet quota. Nowadays, having enough internet quota is increasingly important for accommodating a

smooth online learning process (Suryaman et al., 2020, p. 528). The last challenge is the inability to manage time. Student tend to misuse their screen time during the learning process. It makes them increase their screen time while they learn online reading. Damanik & Hendriks (2022, p. 124) state that the ability to manage study time well will certainly help students succeed in online learning. Thus, it becomes one of the drawbacks that may be faced by students while learning reading via online.

In terms of implementing online teaching reading, the findings show that the teacher implemented a hybrid teaching method. Hybrid teaching is a teaching method combining face-to-face and online meetings (Nikolopoulou, 2022). Therefore, the teacher decided to prepare learning reading materials that were easy to access and understand by the students in the form games, interesting texts, videos, audio, and pdf files through e-learning platforms media. The platforms used are WhatsApp, Google Classroom, Kahoot!, and QuizWhizzer. Using those online platforms could make the students actively participate in learning reading activities.

By using WhatsApp, it can help students integrate messages, texts, images, videos, and audio files into online learning process (Barhoumi, 2020). In this study, the teacher mostly used WhatsApp as the primary medium to deliver information and materials to the students related to the topic they learn. The benefit of WhatsApp is the students will easily get new information without asking the teacher directly in person. The other

platform used is Google Classroom. Google Classroom is a platform that enable teachers to create lessons, allow students to submit assignments, and provide feedback quickly, immediately, and paperlessly all in one place (Ahmad Azhari Yunus & Ahmad Syafi'i, 2020). In this research, the teacher shared some link materials related to the topic they learn through Google Classroom so that the students easily downloaded and learned those materials without buying another textbook or copying from the teacher's documents. The third platform used is Kahoot! in teaching reading comprehension via online. According to Sabandar et al. (2018), Kahoot! is a game-based application that is designed for repeating and or reviewing the knowledge of learners as well as assessing them in a fun way through light quizzes. The free-based game of Kahoot! has a variety of features in it such as usernames, avatars, timelines, leaderboards, and sound effects. In this research, the teacher used Kahoot! as a mini quiz to activate the background knowledge of the students before the reading process and to check the students' understanding after the reading stage. The teacher arranged the questions based on the learning topics that the students would learn and the students responded to these questions using the link or pin code provided by the teacher.

The last online platform implemented during the teaching reading process via online is QuizWhizzer. QuizWhizzer is an educational game application that offers many features that can help teachers make interactive and fun assessments of their students' knowledge (Wahyuningsih et al.,

2021). This application provides students with unique avatars, timelines, leaderboards, and background sounds. It helps the teacher to attract their students' interest in participating in the learning activities. There are some varieties of questions which can be played in QuizWhizzer such as multiple choice, multiple responses, short answer, numerical, true/false, drag and drop into text, ordering, and open-ended. In this research, the teacher could easily launch the game by sharing the link or unique code with the students.

CONCLUSION

Online teaching reading had some benefits and drawbacks for the teacher and students. The benefits were categorized into four aspects: learning materials, students' engagement, students' understanding, and teacher's creativity. Those aspects had significant improvement during online teaching reading in the post-COVID-19 era. Also, the drawbacks of online teaching reading in the post-COVID-19 era were unstable internet connectivity, financial issue, and inability to manage time. Those drawbacks could cause other problems such as students felt tired, wasted of money, and got the distraction while online teaching reading.

The implementation of teaching reading via online at SMP Muhammadiyah 9 Gemuh in the post-COVID-19 used a hybrid type of teaching. The several platforms utilized by the English teacher and students during online teaching reading were WhatsApp group, Google Classroom, Kahoot!, and QuizWhizzer. The platforms were

used for sharing the reading materials and information, building background knowledge, and checking the students' comprehension.

REFERENCES

- A, A. M. (2019). The Use of Technology in English Language Teaching. *Frontiers in Education Technology*, 2(3), p168. <https://doi.org/10.22158/fet.v2n3p168>
- Adebo, P. (2018). Online Teaching and Learning. *International Journal of Advanced Research in Computer Science and Software Engineering*, 8(2), 73. <https://doi.org/10.23956/ijarcsse.v8i2.549>
- Ahmad Azhari Yunus & Ahmad Syafi'i. (2020). Google Classroom as Learning Platform in Teaching Writing. *British (Jurnal Bahasa Dan Sastra Inggris)*, 9(1), 48–64.
- Asio, J. M. R., Gadia, E., Abarintos, E., Paguio, D., & Balce, M. (2021). Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal. *Studies in Humanities and Education*, 2(1), 56–69. <https://doi.org/10.48185/she.v2i1.224>
- Badan Standar Nasional Pendidikan. (2010). *Fokus Pembelajaran SD/MI, SMP/MTs, SMA/MA*. Badan Standar Nasional Pendidikan. <https://bsnp-indonesia.org/wp-content/uploads/2021/07/Buku-FP-versi-17-09-2020.pdf>
- Barhoumi, C. (2020). The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. *Contemporary Educational Technology*, 6(3), 221–238. <https://doi.org/10.30935/cedtech/6151>
- Bolldén, K. (2016). The emergence of online teaching practices: a socio-material analysis. *Learning, Media and Technology*, 41(3), 444–462. <https://doi.org/10.1080/17439884.2015.1044536>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Chen, T., Peng, L., Jing, B., Wu, C., Yang, J., & Cong, G. (2020). The impact of the COVID-19 pandemic on user experience with online education platforms in China. *Sustainability (Switzerland)*, 12(18), 1–31. <https://doi.org/10.3390/SU12187329>
- Daar, G. F. (2020). Students' independent learning implementation during learning from home period (a study at Unika Santu Paulus Ruteng, Flores). *Journal of Applied Studies in Language*, 4(2), 313–320. <https://doi.org/10.31940/jasl.v4i2.2164>
- Damanik, A. A. P., & Hendriks, A. Lou. (2022). *TIME MANAGEMENT IN LEARNING ENGLISH DURING ONLINE CLASSES Ayu Addara Putri Damanik 1 , Anne Lou Hendriks *2 1,2 Universitas Advent Indonesia*. 2(2), 116–126.
- Deka, P. K. (2021). Factors Influencing Students Engagement during Covid in India. In *Journal of Management in Practice* (Vol. 6, Issue 1, pp. 1–16).
- Frankel, K. K., Becker, B. L. C., Rowe, M. W., & Pearson, P. D. (2016). From "What is Reading?" to What is Literacy? *Journal of Education*, 196(3), 7–17. <https://doi.org/10.1177/002205741619600303>

- Gilakjani, P. A., & Sabouri, B. N. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>
- Hammersley, M. (2013). “Defining qualitative research.” What is Qualitative? *Bloomsbury Collections*, October, 12.
- Maharani, T. (2020). Mendikbud: Setelah Pandemi Covid-19, Pembelajaran Jarak Jauh Akan Permanen. In *Kompas.com* (p. 1).
- Nikolopoulou, K. (2022). Face-To-Face, Online and Hybrid Education: University Students’ Opinions and Preferences. *Journal of Digital Educational Technology*, 2(2), ep2206. <https://doi.org/10.30935/jdet/12384>
- Pauli, G. (2018). The Methodology of UpSizing. *UpSizing*, August, 111–127. <https://doi.org/10.4324/9781351282888-10>
- Routledge. (2011). The Theory and Practice of Online Teaching and Learning A Guide For Academic Professionals. *Routledge Freebook*, 4–56. <http://www.aupress.ca/index.php/books/120146>
- Sabandar, G. N. C., Supit, N. R., & Suryana, E. (2018). Kahoot!: Bring the Fun Into the Classroom! *IJIE (Indonesian Journal of Informatics Education)*, 2(2), 127. <https://doi.org/10.20961/ijie.v2i2.26244>
- Serdyukov, P. (2023). *Challengin Formalization and Education in Beyond Problem and Solution for Traditional and Online Learning*. Routledge.
- Suryaman, M., Cahyono, Y., Muliansyah, D., Bustani, O., Suryani, P., Fahlevi, M., Pramono, R., Purwanto, A., Purba, J. T., Munthe, A. P., Juliana, & Harimurti, S. M. (2020). COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning? *Systematic Reviews in Pharmacy*, 11(8), 524–530. <https://doi.org/10.31838/srp.2020.8.74>
- Suwartono. (2018). Teacher ’ S Creativity in Elt. *International Seminar on English Language Teaching*, April, 1–8.
- Wahyuningsih, F., Dyah Woroharsi, R. P., Saksono, L., & Imam Samsul, S. (2021). Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media. *Advances in Engineering Research*, 209(Ijcse), 148–152. www.quizwhizzer.com,
- Werang, B. R., & Leba, S. M. R. (2022). Factors Affecting Student Engagement in Online Teaching and Learning: A Qualitative Case Study. *Qualitative Report*, 27(2), 555–577. <https://doi.org/10.46743/2160-3715/2022.5165>
- Williyam, A., Yunus, M. M., & Aziz, A. A. (2016). Students ’ perception of using games in the teaching of reading skill. *International Conference on Education (ICE2)*, 100–104.
- Wutthisingchai, S., & Stopps, P. J. (2018). An Analysis of Factors Affecting the English Reading Comprehension of Mattayomsuksa 5 Students in Amphur Mueang, Lampang Province. *The New English Teacher*, 12(2), 32–58.
- Yarrow, N., Masood, E., & Afkar, R. (2020). Estimates of COVID-19 Impacts on Learning and Earning in Indonesia. *Estimates of COVID-19 Impacts on Learning and Earning in Indonesia*, August. <https://doi.org/10.1596/34378>