PORTRAYING TEACHERS' STRATEGIES TO TEACH ENGLISH IN THE LEARNING-FROM-HOME MODEL

Farouk Imam Arrasyid
Faroukimam7@gmail.com
Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
IAIN Syekh Nurjati Cirebon

ABSTRACT

This study examines teachers' strategies as the learning process transitions from face-to-face to online learning. In other words, the researcher is attempting to investigate strategies for piquing students' interest in English learning at home. The qualitative research methodology was utilized for this investigation. The researcher used three methods to conduct this study: observation, interviewing participants, and keeping detailed records. Methods of qualitative data analysis were applied in this particular research project. The subject of this research is the seventh-grade teacher and students at SMPN 1 Sumber Cirebon. This data revealed that using appropriate learning media not only facilitates the delivery of material but also increases effectiveness in achieving learning goals, which can increase interest and motivation to learn. As a result, the accuracy of selecting learning media is determined not by price but rather by the level of efficiency and effectiveness in achieving goals. Students' individual interests had the greatest influence on their career goals, and thus course selections in a well-prepared online classroom would result in successful learning and teaching. This study highlights opportunities for educators, technology developers, curriculum designers, administrators, policymakers, researchers, and academics to enhance online learning experiences, student engagement, and teaching practices.

INTRODUCTION

Teachers of English face the problem of adjusting their teaching methodologies to effectively teach the subject to students who are participating in remote learning models, which have become increasingly prevalent in recent years. Teachers have been able to overcome the limitations of remote instruction and provide students with a high-quality English language education from the comfort of their own homes by utilizing technology, including interactive activities, and encouraging collaboration. A earlier study (Alzahrani, A. I., & Almekhlafi, A. G. 2020) investigated the same problem as the researcher, however the study occurred during the COVID-19 pandemic. The study employed a case study method and focused on online education during the COVID-19 pandemic. According to the survey, teachers continue to face numerous problems, notably in terms of their competence and comprehension of teaching English

using various types of technology, particularly Learning Management Systems (LMS).

The incorporation of digital tools and platforms that permit real-time communication and the carrying out of collaborative tasks is one of the most important strategies. Applications such as Google Classroom, Zoom, and Edmodo have shown to be quite helpful in the process of facilitating virtual classrooms. These applications enable teachers to give engaging courses, share materials with students, and communicate with students in real time (Matuschka, 2020).

Students are encouraged to practice the language together through the use of pair and group work activities that are facilitated by online breakout rooms or collaboration tools such as Padlet or Google Docs (Nation & Newton, 2009). Teachers may ensure that children continue to improve their speaking and listening abilities while also cultivating a sense of community and social engagement by providing opportunities for authentic dialogue and participation in the classroom.

Studying at home has several advantages, including lower transportation costs, less stress from highway congestion, and more free time (Purwanto, A et al., 2020). On the other hand, studying at home has several drawbacks, including boredom, decreased work motivation, and increased electricity or internet quota costs (Nurhasanah, S & Sobandi, A, 2016). Even in certain four areas, students use their home study time to play together at their friends' houses, play games, and so on. As a result, the learning process at home is inefficient (Setyorini, 2020).

Virtual one-on-one or small group sessions enable teachers to address specific concerns, provide targeted instruction, and offer constructive feedback (Vega, 2021). By tailoring their teaching to individual student needs, teachers ensure that students receive the necessary support to succeed in their language acquisition goals

The context of the study is the transition from face-to-face learning to online learning in the field of education, specifically focusing on teachers' strategies during this transition. The study aims to explore how teachers adapt their instructional approaches when teaching English in an online learning environment.

The researchers examined and analyzed the strategies employed by teachers as they navigate the shift from traditional face-to-face teaching to online teaching. The study involved observing and collecting data on the instructional methods, techniques, and resources utilized by teachers during online English lessons.

LITERATURE REVIEW
The teacher's strategies for piquing students' interest in the Learning from Home model during an English lesson

Learning from Home has altered the traditional classroom setting and posed new problems for teachers in engaging students remotely. Capturing students' interest in English lessons is critical for optimal learning outcomes. The purpose of this literature study is to investigate different tactics used by teachers to stimulate students' interest in the Learning from Home model during an English class.

Creating a Stimulating Learning Environment

To engage pupils, it is critical to provide an engaging virtual learning environment. Using visually appealing backgrounds, including multimedia elements, and employing interactive platforms (e.g., online whiteboards, chat tools) all contribute to increased student engagement (Anderson & McCormick, 2020).

Incorporating Authentic and Relevant Content

To engage pupils in English classes at home, authentic and relevant content must be used. Teachers can make classes more engaging and relevant to students' lives by using real-life examples, current events, and relatable resources (Ranellucci & Hallam, 2020).

Employing Gamification Techniques

English courses can be made more engaging and enjoyable by including gamification aspects. Integrating quizzes, prizes, online games, and interactive activities can encourage students to be competitive and actively participate in the learning process (Miller & Robertson, 2021).

Utilizing Technology Tools and Multimedia

Students' attention and comprehension can be increased by using various digital tools and multimedia resources. To make English courses more dynamic and engaging, teachers can include video clips, audio recordings, online dictionaries, and language learning apps (Kong, 2020).

Encouraging Active Student Participation

Encourage active student participation to keep students interested in a remote learning setting. Techniques such as asking open-ended questions, promoting discussions in breakout rooms, and assigning joint projects can encourage peer interaction and guarantee that students are actively engaged in the learning process (Liu & Ko, 2021).

Providing Timely and Constructive Feedback

It is critical to provide timely and constructive feedback to students in order to increase their involvement. Teachers can give students comments on their assignments, quizzes, and participation, noting their strengths and areas for improvement. This customized feedback boosts motivation and encourages students to remain engaged (Zhao & Kong, 2021).

Engaging students in the Learning from Home model during English sessions needs careful planning of methods to pique their interest and keep them motivated. Teachers can use effective practices such as creating a stimulating learning atmosphere, including authentic and relevant content, using gamification approaches, utilizing technology resources, encouraging active student engagement, and offering timely feedback. Using these tactics, instructors can increase student engagement and optimize the learning experience in the context of remote learning.

The Strength And Weakness Of Teacher's Strategies To Attract Students' Interest In Learning From Home Model.

Due to the pandemic, the quick transition to remote learning has caused issues for teachers in sustaining students' attention and enthusiasm. During online English lessons, effective tactics are essential to capture students' attention and build an engaging learning environment.

Strengths of Teacher's Strategies:

Teachers have used a variety of interactive internet platforms to engage pupils in English classes. Platforms like as Zoom, Google Meet, and Microsoft Teams include capabilities such as breakout rooms, screen sharing, and chat functionalities, allowing teachers to construct interactive and collaborative learning environments (Ertmer & Ottenbreit-Leftwich, 2020). These platforms enable students to actively participate, ask questions, and receive fast feedback, so increasing their interest in learning.

To make English courses more engaging and participatory, teachers have included multimedia and internet resources. Multi-sensory learning is provided by educational videos, interactive websites, online quizzes, and language learning apps (Hrastinski, 2020). By making learning pleasant and accessible, the use of multimedia materials and gamified components increases student attention.

Teachers have used student-centered approaches in online English lessons to encourage active involvement and self-directed learning. Students are encouraged to take responsibility of their learning through tactics such as project-based learning, problem-solving exercises, and personalized feedback (Darling-Hammond et al., 2019). These student-centered approaches promote autonomy and intrinsic motivation, which increases students' enthusiasm in learning English.

Weaknesses of Teacher's Strategies:

The learning from home model is primarily reliant on technology, which might pose technical problems that detract from students' motivation in learning. Unstable internet connections, hardware constraints, and software compatibility issues can all break the flow of the class and frustrate both students and teachers (Lackovic & Kriz, 2020). Technical difficulties might have a negative impact on pupils' engagement and motivation.

Learning may hinder students' social contacts, decreasing their motivation and enthusiasm in learning English. Face-to-face contacts enable students to participate in discussions, peer collaboration, and group activities, all of which are important for language development (Dooly & O'Dowd, 2018). Because of the lack of regular social connections, online English education might feel alienating and uninteresting.

Learning from home provides a variety of distractions that can reduce students' motivation and focus. Home surroundings may lack the structure and routine that a classroom setting provides (De Bruyckere et al., 2020). Distractions from family members, household duties, or personal devices may cause students to lose engagement and concentration during English sessions.

While teachers have used a variety of ways to pique students' interest in studying English at home, it is critical to assess both the advantages and disadvantages of these approaches. In order to increase interest and engagement, interactive online platforms, multimedia materials, and student-centered techniques have been shown to be helpful. However, technical difficulties, limited social connection, and additional distractions make it difficult to keep kids interested. Future studies should concentrate on establishing novel ways for mitigating shortcomings and enhancing the positives of online English education.

RESEARCH METHOD

This study employed a qualitative research design. (Creswell 2012) defines qualitative research design as "gathering data from participants based on small individual words. The qualitative method explains social phenomena by using qualitative data such as interviews, documents, and observation. (Relacion 2020). The subject of this research is the seventh-grade teacher and students at SMPN 1 Sumber Cirebon. In this case, the phenomenon is looking into teaching strategies for engaging students in English learning at home. To investigate the phenomenon of students having to learn at home and how teachers' strategies can attract them during teaching and learning activities. Observation and in-depth interviews, as well as documentation, would be used to collect primary data for this study. (Creswell 2014), there are numerous methods for gathering data, including observation, interviews, documents, and audio and visual materials. As a result, the researcher conducted this study using three instruments: observation, interview, and documentation. In this study, qualitative data analysis techniques were used. Using a qualitative approach, conduct research. All investigators or researchers in qualitative research focus on the problems being studied, guided by the conceptual or theoretical framework (Sudarwan Dnim and Dervish, 2003). In qualitative research, data analysis is frequently performed concurrently or concurrently with data collection. The data analysis in this study, according to Sirajuddin (2010), included several steps or stages, including data reduction, data display, and drawing conclusions or interpretations.
.

FINDING AND DISCUSSION

Finding

Based on the interviews and documentation in the field, the researcher conducted the following results of exploring teachers' strategies in learning English from home:

The Teacher's Strategies For Piquing Students' Interest In The Learning From Home Model During An English Lesson

This subchapter aims to describe the process of teaching and learning in an English lesson with objects provided by a junior high school teacher. It describes the teacher's strategies for teaching English with e-learning classes at SMPN 1 Sumber Cirebon.

Learning Process

The current crisis is forcing schools all over the world to rethink their approach to teaching and learning. Here are some findings from an interview with teachers that can be applied to the classroom.

> T : "I used LMS or Porta to transmit videos and pictures to instruct pupils at home. To attract pupils, I used power point videos with pictures, videos, and gifts. Students are more engaged and less bored. I summarized and shared the contents via LMS. I did not share as book says. Summery before, so my kids can grasp the basic idea."

It is clear from the interview that the teacher uses a variety of strategies, depending on the topic being covered. Online English coursework submission is still web-based learning, but it emphasizes video and virtual instruction. The teacher made a similar video. The teacher explained language use and theme

examples. The teacher uploads the video to her E-learning account. After posting the video to website E-learning, the teacher shares the link with the WhatsApp group and instructs students to view and comprehend the video for following tasks and exercises. Web-based learning delivers technology and information.

Teacher's Strategies in Teaching English e-learning Class

Insights gathered at SMPN 1 Sumber in the aftermath of the COVID-19 outbreak are being shared via the internet. Students must constantly be ready to learn, even if the system is unfamiliar to them. As a result, educators must have robust plans for informing children in the case of a pandemic. It is critical to provide pupils with compassion and care at all times if they are to continue learning. The learner's level of interest in the subject matter being taught is one of the criteria that ensures the learning process's success. A learner will succeed if they are truly invested in what they are learning.

Reading and Writing Strategy

The read/write learning approach was employed by the teacher to teach the kids to write. This task was done after watching a PowerPoint video to help pupils understand the subject that had been delivered. The teacher's technique is followed by an examination of the pupils' circumstances.

T: "In my perspective, these tactics would affect kids,"

The teacher remarked after the interview.

T: "So I used to employ all of the tactics."

Planning and drafting were also used in this case because the teacher requested that pupils be able to write a summary of the content that they were given. Planning demonstrated how the teacher instructed them to write the facts they obtained from the text one by one. The teacher then ordered them to write a brief dialogue or text after first sharing the material with them and having them read and summarize it.

T: "I provided them assignments to develop dialogue and text to help them improve their writing skills".

Reading Strategy

This activity works in the same way as the writing strategy.

T: " I have compiled a number of case studies in the form of films and written articles that are pertinent to the topic that is currently being researched, and I have posted them on a website so that they can be used as digital resources. I cut and pasted the link to the learning management system (LMS) portal."

Based on the interview results above, it can be concluded that fundamentally it is similar to the strategies that teachers use in teaching writing. Students must view videos in order to practice their writing skills. Then, as a result of their writing and listening, students will be able to read the dialogue or text that they have created.

Listening Strategies

The strategy has been shown before the teacher used auditory learning. The learning was done by hearing the audio from the video to make students able to understand the pronunciations each word toward the material.

> T: "I shared the video to help students to be easier in catching vocabularies and its meaning"

As stated in teacher's interview for listening, teacher shared the video that related with the material and students able to know how to pronoun each words on video‖ This activity aims to help students to develop their vocabulary and correct pronoun. Since the teacher did it in regularly, to get students used to listen in each material.

Speaking Strategy

In the instructional approach, a practical methodology was employed. During instruction, a demonstrative video was utilized to illustrate the content, emphasizing word pronunciation and dialogues. Subsequently, students were entrusted with the task of producing their own dialogue film, showcasing their proficiency to the instructor. This strategy fostered increased practice and hands-on learning, enabling students to accrue valuable experience in the process.

> T: "For speaking, I gave pupils an example of the content by using video and how to pronoun each word such as dialogue," according to the teacher's interview. The pupils were then assigned the responsibility of creating a dialogue film to demonstrate their ability to the teacher." This method allowed pupils to practice more and gain experience.

Teachers must carefully design their techniques. The teacher's responsibility is to keep students from becoming bored. The findings suggest that there are times when educators have two viable approaches for explaining the same issue. As a result of this examination, two unique forms of schooling have emerged. The video was shown by the teacher to set the tone for the lecture. Second, the information has been condensed and presented to the students in the form of a PowerPoint presentation. Both approaches work toward the same educational aim. These are the characteristics of distance education. Clark and Mayer (2008:10) According to (Clark and Mayer's 2008) definition of e-learning, e-learning possesses the following characteristics: 1) having content that is pertinent to the goal of learning; 2) utilizing instructional methods to increase learning, such as presenting examples and exercises; and 3) utilizing aspects of media, such as words and pictures, to provide learning material. 4) Enabling learning to take place in either a student-centered or teacher-centered environment (synchronous vs. asynchronous e-learning).

Teachers require ways to preserve classroom order in order to ensure that pupils utilize any instructional resources or technologies. Despite the broad spread of the fatal COVID-19 virus, teachers at SMPN 1 SUMBER Cirebon have employed a number of strategies through the school's online learning system to keep their students engaged. One learns visually. This pre-writing reading comprehension activity was modified from a lesson plan with the theme "This is my world" and is intended to assist students prepare for the assignment's writing section. The first group of kids had no trouble recognizing common places and items. In the second situation, auditory learning was used. By watching the teacher's video, we can see how the kids previously processed the pronouns in each word. This is demonstrated further in the course outline. Students must

assess the value of knowledge based on nouns, pronouns, and proper nouns pertaining to specific places, things, and buildings. Finally, literacy is required. Students will be asked to perform a few brief, content-related tasks as part of this activity. With the help of this activity, educators may maintain control of the classroom even in the midst of a pandemic.

Teachers require ways to preserve classroom order to ensure that students utilize any instructional materials or technologies. Teachers at SMPN 1 SUMBER Cirebon have employed a number of strategies via the school's online learning system to keep their students engaged despite the massive spread of the fatal COVID-19 virus. One is a visual learner. This pre-writing reading comprehension activity was modified from a lesson plan with the theme "This is my world" and is intended to assist students prepare for the writing element of the assignment. The first group of students had little issue recognizing recognized places and daily goods. The second scenario made use of auditory learning. We can check how the pupils previously processed the pronouns in each word by watching the teacher's video. This concept is reinforced by the course outline. Students are challenged with judging the value of information based on nouns, pronouns, and proper nouns referring to specific places, things, and buildings. Finally, literacy is crucial. Students will be required to perform a few brief, content-related tasks as part of this activity. Using this practice, educators may keep control of the classroom even in the midst of a pandemic.

On the other hand, teachers collaborate closely with parents to ensure that their students always have positive role models and constructive guidance at home.

According to the findings, there are times when teachers can choose between two different explanations for the same piece of content. Two methods of instruction have emerged as a natural consequence of this analysis. The video was initially used by the teacher to introduce the topic. Second, the content has been summarized and presented to the students via power point. There is an educational goal served by both approaches.

Teachers, on the other hand, try to develop open lines of communication and cooperation with their students' families, ensuring that home-schooled children get the assistance they require to maintain their academic routines. Teachers also pay great attention, reminding students to continue studying at home after each new lesson, both in person and via WhatsApp (WA) messaging. Teachers must constantly remind their pupils of the importance of studying outside of class.

Discussion

The Teacher's Strategies For Piquing Students' Interest In The Learning From Home Model During An English Lesson

The learning-from-home model in English lessons presents unique challenges for teachers in engaging students remotely. To address this, teachers need effective strategies to pique students' interest and maintain their motivation in the virtual classroom. This discussion explores research findings and best practices to guide teachers in implementing strategies that enhance student engagement during English lessons conducted in a remote learning environment.

Teacher's Strategies in Teaching English E-learning Class

According to the research findings, there aren't many tactics that the researcher considers fascinating and that can be used as references by English teachers in their classrooms. In another study, though, a researcher discovered an unusual finding. Among them are the following:

Gamification and Game-Based Learning: Gamification and game-based learning have demonstrated promising results in terms of engaging students and encouraging active involvement. To generate a sense of competition and pleasure in English sessions, teachers can integrate gamified components such as leaderboards, badges, and challenges. According to Sailer et al. (2017), gamified learning boosted student motivation and engagement, resulting in better learning outcomes.

Project-Based Learning (PBL): PBL allows students to engage in real-world, relevant activities that align with English language objectives. Students can work together on projects that require research, problem-solving, and creativity. According to Krajcik et al. (2014), project-based learning promotes student involvement, critical thinking, and the application of language abilities in real-world situations.

Incorporating Multimodal and Digital Materials: Multimodal resources such as videos, photos, audio recordings, and interactive internet tools can be used to enhance English education. Hobbs's (2017) research emphasizes the role of multimodal literacy in engaging pupils and encouraging deeper comprehension. Teachers can create a multimodal learning experience that captivates students' attention by employing relevant and visually appealing resources.

Encourage Self-Regulated Learning: Encouraging self-regulated learning allows students to be in charge of their own learning. Teachers can provide clear directions, learning objectives, and self-assessment opportunities. Self-regulated learners, according to Zimmerman (2000), are more engaged and motivated because they have control over their learning outcomes.

Using Social Media and Online Learning Platforms: Using social media and online learning platforms can help with communication, cooperation, and student involvement. Teachers can set up specific discussion boards, virtual classrooms, or online communities for students to connect, share ideas, and display their work. According to Junco et al. (2015), the usage of social media in education increases student involvement and fosters a sense of belonging.

Promoting Personalized Learning: By taking into account students' different needs and interests, personalized learning approaches can greatly boost engagement. Teachers can tailor assignments, reading materials, and themes to pupils' unique tastes. According to Pane et al. (2017), individualized learning boosts student motivation, self-efficacy, and general involvement in the learning process.

Engaging students in the learning from home model during an English lesson requires intentional strategies informed by previous research. By incorporating gamification, project-based learning, multimodal resources, self-regulated learning practices, social media integration, and personalized learning

131

approaches, teachers can effectively pique students' interest and maintain their motivation in the virtual English classroom. These strategies, supported by research findings, can contribute to a dynamic and engaging remote learning experience, promoting active student participation and meaningful language learning.

Reading and Writing Strategy

To promote students' literacy development in a distant location, the learning from home model involves the use of effective reading and writing skills. This debate delves into prior research findings to guide reading and writing skills that are especially pertinent in the setting of remote learning. Educators can empower students to build good reading comprehension and writing abilities in a virtual setting by using evidence-based findings.

Digital literacy is essential in the learning-at-home concept. According to Leu et al. (2013), formal teaching in online reading skills such as judging credibility, navigating digital texts, and successfully searching for information is necessary. Educators can advise students on trustworthy internet sources, teach them how to identify biased information, and promote appropriate online reading habits.

Writing-to-learn tactics help students understand and think critically. Graham and Hebert (2011) found that including reflective writing, summarization, and note-taking into the learning process was beneficial. To encourage students to integrate their reading experiences with personal insights, evaluate significant ideas, and synthesize knowledge, educators can assign reflective notebooks, response papers, or digital annotations.

Offering authentic writing opportunities enhances student engagement and motivation. Research by Newkirk (2012) suggests that connecting writing tasks to real-world contexts, such as persuasive letters, blog posts, or multimedia presentations, increases students' investment in the writing process. Providing authentic writing tasks allows students to apply their skills, develop their voice, and experience the purpose and impact of their writing beyond the classroom.

Students can use digital collaboration platforms to engage in peer editing and revision procedures. According to Cho and MacArthur (2010), peer collaboration improves writing quality and fosters critical thinking. Online peer editing sessions can be facilitated by educators to encourage students to provide constructive criticism, participate in collaborative writing projects, and develop their written work through collective insights.

Drawing on previous research findings, teachers can implement effective reading and writing strategies in the learning from home model. By employing scaffolded reading strategies, promoting collaborative reading and discussions, fostering digital literacy skills, incorporating writing-to-learn approaches, providing individualized writing feedback, offering authentic writing opportunities, and facilitating digital collaboration and peer editing, educators can support students' literacy development in the remote learning environment. These evidence-based strategies empower students to become proficient readers and writers, even in the absence of traditional classroom settings.

Listening and Speaking Strategy

Effective listening and speaking tactics are critical in strengthening kids' oral communication abilities in the learning from home model. This conversation delves into prior study findings to inform techniques for improving listening and speaking abilities in a remote learning environment. Teachers can support meaningful connections, foster active involvement, and improve good communication skills in virtual contexts by implementing evidence-based results.

Understanding and good communication need active listening. According to Vandergrift and Goh (2012), tactics such as paraphrasing, taking notes, and asking clarifying questions might help improve listening comprehension. Educators can urge students to participate actively in synchronous online discussions, to practice active listening during recorded lectures, and to use visual aids to improve comprehension.

In remote learning, leveraging technology improves listening and speaking practice. Yang and Chiou (2017) found that using multimedia materials, online audio resources, and videoconferencing tools was successful. Authentic listening resources, interactive speaking exercises, and virtual language interactions can be used by educators to imitate real-life communication experiences and provide significant practice opportunities.

Techers can adopt successful listening and speaking tactics in the learning from home paradigm by drawing on past research findings. Educators can facilitate meaningful oral communication in remote learning settings by using active listening strategies, promoting collaborative speaking opportunities, incorporating pronunciation practice, utilizing technology-assisted activities, teaching turn-taking and conversation management, providing reflective feedback, and cultivating a supportive virtual environment. These evidence-based practices enable students to build excellent listening and speaking skills, successfully communicate their ideas, and confidently participate in virtual interactions.

CONCLUSION AND SUGGESTION

The learning-from-home model in English lessons presents unique challenges for teachers in engaging students remotely. To address these challenges, effective strategies are needed to pique students' interest and maintain motivation in the virtual classroom. Research findings suggest that incorporating gamification, game-based learning, project-based learning (PBL), multimodal and digital materials, encouraging self-regulated learning, using social media and online learning platforms, and promoting personalized learning can all contribute to a dynamic and engaging remote learning experience.

Reading and writing strategies are essential for promoting students' literacy development in a remote setting. Teachers can empower students to build good reading comprehension and writing abilities by using evidence-based findings. Digital literacy is essential in the learning-at-home concept, and teachers can advise students on trustworthy internet sources, teach them how to identify biased information, and promote appropriate online reading habits. Writing-to-

learn tactics help students understand and think critically, and authentic writing opportunities enhance student engagement and motivation.

Technology can also improve listening and speaking skills in remote learning settings by using multimedia materials, online audio resources, and videoconferencing tools. Teachers can also incorporate pronunciation practice, technology-assisted activities, teaching turn-taking and conversation management, providing reflective feedback, and cultivating a supportive virtual environment. These evidence-based practices enable students to build excellent listening and speaking skills, successfully communicate their ideas, and confidently participate in virtual interactions.

SUGGESTION

The researcher recommends that other researchers who wish to undertake research in the same subject to continue or expand on this study in the following areas.:

Explore diverse populations: Extend the scope of the study so that it takes into account a variety of people, such as those differing in age, educational background, or cultural setting. This may allow for a deeper and more complete comprehension of the subject matter.

Utilize a combination of several research methods: To acquire a more in-depth comprehension of the topic at hand, you might want to give some thought to combining qualitative and quantitative research approaches. This could involve collecting subjective data through activities such as interviews or observations, as well as objective data through activities such as surveys or experiments.

Investigate the impacts over the long term: Carry out additional research in order to evaluate the effect that the adopted tactics or treatments will have over the course of time. This can be helpful in evaluating the longevity of the approaches as well as their effectiveness over a prolonged period of time.

Analyze and contrast the following educational methods: Analyze the degree to which different pedagogical approaches or methods are successful in improving students' writing abilities. This could entail contrasting the standard teaching methods of the classroom with those of technology-assisted learning, or it could involve investigating the advantages of collaborative writing over solitary writing.

REFERENCES

Cho, K., & MacArthur, C. (2010). Student revision with peer and expert reviewing. Learning and Instruction, 20(4), 328-338. DOI: 10.1016/j.learninstruc.2009.08.004

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97-140. DOI: 10.1080/10888691.2018.1537791

De Bruyckere, P., Kirschner, P. A., & Hulshof, C. D. (2020). Urban Myths about Learning and Education. Academic Press.

Dooly, M., & O'Dowd, R. (2018). Telecollaborative Language Learning: A guidebook to moderating intercultural collaboration online. Routledge.

Graham, S., & Hebert, M. (2011). Writing-to-learn strategies across the curriculum: Recommendations for middle and high school teachers. In K. Hinchman & H. A. Sheridan-Thomas (Eds.), Best practices in adolescent literacy instruction (pp. 143-160). Guilford Press.

Hobbs, R. (2017). Creating media literacy education in the United States. Journal of Media Literacy Education, 9(2), 1-11. DOI: 10.23860/jmle-2017-09-02-01

Hrastinski, S. (2020). Online education provision during the COVID-19 pandemic: A pedagogical framework for designing and delivering courses. Postdigital Science and Education, 2(3), 863-872. DOI: 10.1007/s42438-020-00155-y

Junco, R., Heiberger, G., & Loken, E. (2015). The effect of Twitter on college student engagement and grades. Journal of Computer Assisted Learning, 31(3), 277-284. DOI: 10.1111/jcal.12098

Kong, S. C. (2020). Using flipped learning to enhance learning engagement in higher education: A systematic review. Educational Research Review, 30, 100331. DOI: 10.1016/j.edurev.2020.100331

Krajcik, J. S., Czerniak, C. M., & Berger, C. F. (2014). Teaching science in elementary and middle school classrooms: A project-based approach. Routledge.

Lackovic, N., & Kriz, A. (2020). Transition to online teaching during the COVID-19 outbreak: Students' experiences and perceptions. Journal of Higher Education Policy and Management, 42(4), 413-430. DOI: 10.1080/1360080X.2020.1779853

Leu, D. J., Kinzer, C. K., Coiro, J., Castek, J., & Henry, L. A. (2013). New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), Theoretical models and processes of reading (6th ed., pp. 1150-1181). International Reading Association.

Liu, E. Z. F., & Ko, E. M. W. (2021). Strategies and challenges for online student engagement: A systematic review. Educational Technology Research and Development, 69(4), 1889-1924. DOI: 10.1007/s11423-021-10067-6

Matuschka, L. (2020). Teaching EFL at a distance: Moving classes online during the coronavirus crisis. The Language Teacher, 44(3), 29-33. DOI: 10.37546/JALTTLT44.3-4

Miller, K., & Robertson, C. (2021). Gamification for engagement in online learning environments: A systematic literature review. Educational Technology Research and Development, 69(3), 1101-1133. DOI: 10.1007/s11423-020-09816-5

Mulyani, S. D., Mahdum, M., & Delfi, S. Hubungan Antara Minat Siswa Dan Hasil Belajar Bahasa Inggris Mereka Di SMA Negeri Ujungbatu (Doctoral dissertation, Riau University).

Nation, I. S. P., & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. Routledge.

Newkirk, T. (2012). The art of slow reading: Six time-honored practices for engagement. Heinemann.

Pane, J. F., Steiner, E. D., Baird, M. D., & Hamilton, L. S. (2017). Continued progress: Promising evidence on personalized learning. RAND Corporation.

Ranellucci, J., & Hallam, S. (2020). Student engagement in the remote classroom: Theoretical perspectives and practical recommendations for distance learning. Music Education Research, 22(4), 382-393. DOI: 10.1080/14613808.2020.1800029

Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. Computers in Human Behavior, 69, 371-380.

Vega, A. (2021). Student-centered teaching in virtual classrooms: Strategies to promote active learning and engagement. The Language Educator, 16(1), 18-21. DOI: 10.32526/20211601

Zhao, H., & Kong, S. C. (2021). The impact of flipped classrooms on student learning outcomes: A meta-analysis. Educational Technology Research and Development, 69(4), 1417-1438. DOI: 10.1007/s11423-021-09982-0

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. Handbook of Self-Regulation, 13-39.