

REFERENCES

- Abdulkareem, T. A. (2020). Online learning for higher education continuity (during COVID-19 Pandemic): The challenges, advantages, disadvantages and how to overcome: A literature review. *International Journal of Youth Economy*, 4(2), 125-. <https://doi.org/10.18576/ijye/040206>.
- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English Linguistics Research*, 3(1), 39–4. <http://dx.doi.org/10.5430/elr.v3n1p39>.
- Amin, F. M. (2020). EFL students' preferences on digital platforms during emergency remote teaching: Video, Conference, LMS, or Messenger Application. *Studies in English Language and Education*, 7(2), 362-. <https://doi.org/10.24815/siele.v7i2.16929>.
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting Students' Autonomous Learning Skill through Language Learning Application. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214. <https://doi.org/10.31002/metathesis.v3i2.1982>
- Atmojo, A. E. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49-.
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-.
- Bhuana, G. P. (2021). teachers' encounter of online learning: Challenges and Support System. *Journal of English Education and Teaching*, 5(1), 110-. <https://ejournal.unib.ac.id/index.php/JEET/article/view/14027>.
- Chinaza, S. I. (2020). Strategies for student engagement in remote online learning. A case study of Northern Cyprus. *Runas*, 1(2), 18–31.
- Creswell, J. W. (2009). Research design: qualitative, quantitative, and mixed methods approaches. In *SAGE Publications.: Vol. 3rd ed.*
- Culture., M. o. (2020). *MONEC circular: Policy implementation education in an emergency period of coronavirus disease spread (COVID-19)*.
- Fuad, M. A. (2020). Exploring Teachers' TPCCK: Are Indonesian Language Teachers Ready for Online Learning during the COVID-19 Outbreak? *Universal Journal of Educational Research.*, 6092-6102.
- Gui, A. K. W., Yasin, M., Abdullah, N. S. M., & Saharuddin, N. (2020). Roles of teacher and challenges in developing students' morality. *Universal Journal of Educational Research*, 8(3 3C), 52–59. <https://doi.org/10.13189/ujer.2020.081606>
- Hamruni. (2011). *Strategi Pembelajaran*. Insan Madani.
- Harmer, J. (n.d.). *The Practice of English Language Teaching (3rd ed.)*.
- Hashemi, M., Azizinezhad, M., & Farokhi, M. (2012). Power Point as an innovative tool for teaching and learning in modern classes. *Procedia - Social and Behavioral Sciences*, 31,

559–563. <https://doi.org/10.1016/j.sbspro.2011.12.103>

Hazairin, S. H. (n.d.). *The Use of Zoom Cloud Meeting as an Innovative English Learning Media*.

Hughes, G. S. (n.d.). *A Handbook of Classroom English*.

Hughes, G. S. (1990). *A Handbook of Classroom English*.

Katsarou, E., & Chatzipanagiotou, P. (2021). A critical review of selected literature on learner-centered interactions in online learning. *Electronic Journal of E-Learning*, 19(5), 349–362. <https://doi.org/10.34190/ejel.19.5.2469>

Kustyarini, K., Utami, S., & Koesmijati, E. (2020). THE IMPORTANCE OF INTERACTIVE LEARNING MEDIA IN A NEW CIVILIZATION ERA. *European Journal of Open Education and E-Learning Studies*, 5(2). <https://doi.org/10.46827/ejoe.v5i2.3298>

Li, M., & Yu, Z. (2022). Teachers' Satisfaction, Role, and Digital Literacy during the COVID-19 Pandemic. *Sustainability (Switzerland)*, 14(3). <https://doi.org/10.3390/su14031121>

Mayasari, L. I., & Kemal, I. (2020). The role of teachers in implementing distance learning in the middle of the covid-19 plague. *Systematic Reviews in Pharmacy*, 11(12), 1553–1557. <https://doi.org/10.31838/srp.2020.12.228>

Mazlan, A. F., Mohamad, M., Reesha, A., Kassim, R., Othman, Z., & Kummin, S. (2021). Challenges and Strategies to Enhance Online Remote Teaching and Learning by Tertiary Institution Educators: A Literature Review. *Creative Education*, 12(04), 718–726. <https://doi.org/10.4236/ce.2021.124050>

Miles, M. B. (1994). *Qualitative Data Analysis*. SAGE Publications.

Misirli, O. &. (2021). Emergency remote teaching during the COVID-19 pandemic: Parents experiences and perspectives. *Education and Information Technologies*, 26(6), 669. <https://link.springer.com/article/10.1007/s10639-021-10520-4>.

Mohammed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V. J. (2020). Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. *Innovative Infrastructure Solutions*, 5(3), 1–11. <https://doi.org/10.1007/s41062-020-00326-7>

Moser, K. M. (2021). Remote teaching during COVID-19: Implications from a national survey of language educators. *Systematic Reviews in Pharmacy*, 97, 102431.

Murphy, M. P. A. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 41(3), 492–505. <https://doi.org/10.1080/13523260.2020.1761749>

Naibaho, L. (2019). Teachers' roles on English language teaching: A students centered learning approach. *International Journal of Research Granthaalayah*, 7(4), 206–. [doi:10.5281/zenodo.2653853](https://doi.org/10.5281/zenodo.2653853).

Nesari, A. J. (2014). *The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes*. 3(5).

- Pakpahan, R., & Fitriani, Y. (2020). Analisa Pemafaatan Teknologi Informasi Dalam Pemebelajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19. *JISAMAR (Journal of Information System, Applied, Management, Accounting and Researh)*, 4(2), 30–36.
- Rinekso, A. B., Muslim, A. B., & Lesagia, O. (2021). Teaching Online in Pandemic Time:the Experience of Indonesian Efl Teachers. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 7(1), 117. <https://doi.org/10.24252/eternal.v7i1.2021.a9>
- Saban, A. İ. (2009). Management of teaching and class control. *Procedia - Social and Behavioral Sciences*, 1(1), 2111–2116. <https://doi.org/10.1016/j.sbspro.2009.01.370>
- Serhan, D. (2020). Transitioning from Face-to-Face to Remote Learning: Students’ Attitudes and Perceptions of using Zoom during COVID-19 Pandemic. *International Journal of Technology in Education and Science*, 4(4), 335–342. <https://doi.org/10.46328/ijtes.v4i4.148>
- Sowell, J. (2017). Good Instruction-Giving in the Second-Language Classroom. *English Teaching Forum*, 55, 10–19.
- Sundarwati, E., & Pahlevi, M. R. (2021). EFL teachers’ challenges and opportunities of emergency remote teaching during the covid-19 pandemic: narrative inquiry. *Language and Education Journal Undiksha*, 4(2), 74–85. <https://ejournal.undiksha.ac.id/index.php/JJPBI/article/view/37565>
- Susan, R. (2012). Defining and teaching academic language: Development in K-12 ESL. *Language and Linguistics Compass*, 561-573. D.
- Tamah, S. M. (2020). “Secondary school language teachers’ online learning engagement during the COVID-19 pandemic in Indonesia.”. *Journal of Information Technology Education: Research* 19, 803-832.
- Thambusamy, R. X., & Singh, P. (2021). Online Assessment: How Effectively Do They Measure Student Learning at the Tertiary Level? *The European Journal of Social & Behavioural Sciences*.
- Walshe, C. E. (2012). Using observation as a data collection method to help understand patient and professional roles and actions in palliative care settings. *Palliative Medicine*, 26(8), 104. <https://doi.org/10.1177/0269216311432897>.
- Yengin, İ. K. (2010). Roles of teachers in e-learning: How to engage students & how to get free e-learning and the future. *Procedia-Social and Behavioral Sciences*, 2(2), 5775. <https://www.sciencedirect.com/science/article/pii/S1877042810009821>.
- Yuzulia, I. (2021). The challenges of online learning during pandemic: Students’ voice. *Jurnal Bahasa Dan Sastra*, 13(1), 8–1. <https://doi.org/10.31294/w.v12i1.8-12>.