

ENGLISH TEACHERS' STRATEGIES IN DEVELOPING READING MATERIALS FOR YEAR TEN STUDENTS AT SMA NEGERI 1 BARRU

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Abstract

This study aims to find out the teacher's strategies and the obstacles faced by the teacher in teaching reading in particular. This study used the descriptive qualitative method. Data were collected from interviews with video and audio recorders. Data were taken from English teachers at SMA 1 Barru. The results of this study indicate that the strategy teachers use more is the reading aloud strategy and sometimes also the estapet reading in teaching reading. The goal is the same, namely by focusing and mentally training students so that they can focus on the reading material that the teacher provides in teaching reading, while there are several obstacles related to teacher complaints regarding student pronunciation in teaching reading in class X, although it still can be said to be reasonable because they are in the transition process from junior high school to high school. Also, the student's English levels are different. Therefore, the teacher should make the students more proactive in learning reading in particular.

Keywords— *Strategy, Teacher, and Teaching Reading.*

INTRODUCTION

Language is a system of arbitrary vocal symbols used for human communication for everyday purposes. We use language as a means of communication between people, and as a tool to express our ideas and desires. It is difficult to imagine how people can work together and get along with each other without language. Communication has a central role in human life. We must know how to share and express our ideas to others. Because communication is important, humans must learn how to communicate well using language. However, everyone knows that language cannot be separated from life. By using language, people can express their ideas and feelings. Therefore, language has a central role in the social and emotional

development of students. This can support them in learning all subject matter such as language use.

English is one of the international languages. This language is used all over the world because it is easier to compare to other languages and also English continues to develop over time from year to year. As a result, the Indonesian government has declared English to be a foreign language in the country. Furthermore, in Indonesia, the first foreign language is taught as a required subject in junior high schools, high schools, and universities. Listening, speaking, reading, and writing are the four skills that students must master when learning a language. The educator must incorporate these four skills into the classroom teaching and learning process.

LITERATURE REVIEW

1. The Definition of Teaching Strategy

A strategy is a set of measures or actions conducted to win a conflict. Another definition of a strategy is an attempt to attain a successful goal. According to David (2009), a strategy is a plan, approach, or series of activities aimed at achieving a specific educational goal. Several experts have defined teaching strategies. According to Kemp (2009), a teaching strategy is a set of tasks that the teacher and students must do to achieve the goal of teaching effectively and efficiently. Kozma (2009) states a teaching strategy is any activity that can provide a facility or aid with a student in achieving a specific teaching goal. According to the definitions given by the experts, teaching strategies are plans devised by teachers to achieve a specific educational aim.

Strategies in teaching must always be applied and implemented in every meeting between teachers and students. Teachers will be able to apply strategies in teaching and students must always be ready to accept teaching materials that must be understood. Students' understanding is needed when the teacher's strategy has gone well, although it cannot be denied that before developing a strategy it is necessary to first know what students need to learn.

Reading is beneficial for language acquisition according to Harmer (2007). Assuming that students comprehend what, they read, then the more they read, the better they get. According to Grellet (2004), reading is a perpetual futile exercise, and what one brings to the next is often more essential than what one finds. Students should be taught to use what they already know

to understand unknown aspects of reading, whether they are thoughts or simple words. Reading, according to Day and Bamford (1998), is the process of making sense of a printed or written message. It indicates that to arrive at meaning and understanding, the reader must integrate information from the written message with prior knowledge.

2. The Strategy Teaching of Reading

Reading is one of the English macro-skills that is taught in school. "Language comes naturally, but reading does not." (Miller and Soro, 2010). This is a compelling argument for why reading should be taught. A more detailed explanation is that reading and writing are not automatic processes that require time and effort to master in a new language. Teachers as motivators contribute to one of the attempts. According to Johnson (2008), the process of teaching reading requires the creation of reading conditions. The first piece of advice they gave was to get students interested in literature.

Another suggestion is to set aside time for long periods of silent reading. It entails providing opportunities for students to improve their reading skills. Silent reading is perhaps the ideal technique for students to improve their reading skills because they can grasp information more easily. As a result, teachers are not prohibited from allowing students to choose their reading materials because it makes them easier to read. They then require social engagement to convey what they have learned from reading. Teachers' ability to excite students' interest in reading now depends on their ability to provide favorable reading conditions.

3. Methods of Teaching Reading

Teaching reading is not as simple as it is heard. Teachers need to find an easy way to make the student understand the content and like the reading activity itself. The teachers need a method to teach them to make the reading activities enjoyable and easy to understand the content. Anthony in Brown (1999) states that a method is a comprehensive plan for methodically presenting language using a certain methodology. The methods that can we use in reading class are:

a. Choral Reading Method

Unison reading is another name for the Choral Reading method. The Choral Reading Method involves reading aloud in unison with a full class or group of students. After hearing the teacher read the text, the students reread it together. When the teacher reads aloud to the

students, they remain silent and listen by staring at the book. The students read silently by themselves and pay attention to what the teacher says. After the teacher has done reading alone, the teacher insists that the students read aloud together. To teach the students accurate pronunciation and emphasis, the teacher can speak at a slightly faster tempo and with a considerably louder voice.

b. The Paired Reading Method

The Paired Reading Method is a sort of choral reading in which two readers read a familiar book together, one more skilled than the other. Paired reading was originally designed to help parents and children read at home, but it may easily be adapted for use in the classroom or intervention classes. When the teacher came across a dialogue text, she employs this strategy. She advises the students to read the passage aloud to their partners. The text is then read aloud in front of the class by one of the couples as an example to the other students. This system has a rule for assigning pairs to students in partnered reading. It is because the teacher has the authority to choose their partner. Separate the less talented reader from the skilled reader, then pair two students with differing reading abilities.

c. Audio Lingual Method

The Audio-Lingual Method is a foreign language teaching technique that stresses listening and speaking skills over reading and writing. It is distinguished by the extensive practice of patterning. When students encounter unknown words, this is utilized to help them become connected with them.

Teachers can also utilize games and songs to entice students to learn reading abilities by educating them through games and songs. Tarwiyah (2015) states teaching English with games and songs, claims that games and songs can be utilized in foreign language lessons to encourage students and provide a more comfortable atmosphere. Students sometimes play games or sing a song, and they don't know that they're learning words.

English teachers in high school have implemented strategies for developing students' reading materials, but researchers are interested in observing reading strategies for these students. The use of appropriate strategies is very influential in helping teachers to develop reading materials. When the teacher's strategies and reading materials are correlated, there is certainly an attachment between the two as the process of teaching materials that the teacher

can understand before entering teaching, and students can also understand after the teacher teaches. So, there is feedback between the two that is always attached. The strategy of course is a plan that needs to run smoothly and students also smoothly accept the strategy.

METHODS

This research uses a descriptive qualitative method. This qualitative research is used based on research considerations that provide an overview of what is engineering or without engineering. Sukmadinata (2013:95) suggests that qualitative research is naturalistic in nature, that is, seeing real situations that change naturally, openly, without control of engineering variables.

Based on the problem situation under this study, the design used in this study was descriptive qualitative. This descriptive research design was chosen because it is by the characteristics of the research problem, namely English teacher strategies in developing reading materials for year X in SMA Negeri 1 Barru. The goal of descriptive research, according to Arikunto (2002: 245), is to collect information regarding the status of existing symptoms, specifically the state of symptoms at the time the research was undertaken. It is to provide a systematic and accurate explanation of the facts and characteristics of a certain population or area.

In this study, the researchers focused on the teacher's strategy for reading materials. This is in line with the purpose of this study which was to determine the teacher's strategy in teaching and developing reading materials.

RESULTS

The findings of this study contain the answers to research questions obtained from instruments that aim to find out what are the teacher's strategies in developing reading materials and also to find out what obstacles are faced by teachers in learning to read at SMA Negeri 1 Barru.

1. The teacher's strategy in developing reading materials for class X students at SMA Negeri 1 Barru

Direct interviews were conducted by researchers to obtain more complex information from the teachers. The results of the interviews are explained as follows:

The first interview was with Mr. Sukarman.

R: *Apakah anda memiliki strategi khusus dalam setiap mengajar ?*

(Do you have any special strategy in teaching?)

T: *Alhamdulillah saya mempunyai strategi khusus, dan berbeda- beda di setiap materi.*

(Alhamdulillah, I do. And they are different depending on the material)

R: *Strategi apa yang biasa anda gunakan ketika mengajar terkhusus materi reading ?*

(What strategy do you usually use in teaching reading)

T: *Ada beberapa strategi yang saya gunakan tergantung dari tujuan dari membaca tersebut ada skimming dan scanning, intensif reading, ekstensif reading kalau tujuan untuk mengembangkan bahan bacaan siswa saya selalu memakai strategi read aloud (membaca nyaring) dan juga estapet reading untuk lebih kepada konsen siswa ketika membaca.*

(I use some strategies and they depend on the objective of the reading. There skimming and scanning, intensive reading, and extensive reading. If the objective is to develop my students' reading material, I use a read-aloud strategy. Relay reading strategy is for students' concentration when they read.)

The second interview was with Ms. Nurul.

R: *Apakah anda memiliki strategi khusus dalam setiap mengajar?*

(Do you have any special strategy in teaching?)

T: *Yah, biasanya guru dalam setiap mengajar itu harus memiliki strategi yang berbeda di setiap materi.*

(Yes, I do. Teachers usually have their strategies for teaching which are different in every material)

R: *Strategi apa yang biasa anda gunakan ketika mengajar terkhusus materi reading?*

(What strategy do you usually use in teaching reading)

T: *Kalau untuk materi reading untuk siswa yaitu reading aloud, saya memberikan materi yang saya suguhkan dan siswa membaca semua bahan bacaan dengan membaca nyaring.*

(For reading, my strategy is reading aloud. I give my students the texts and they read them all out loud.)

The third interview was with Mrs. Herlina.

R: *Apakah anda memiliki strategi khusus dalam setiap mengajar?*

(Do you have any special strategy in teaching?)

T: *Iya pastinya guru memiliki strategi ketika mengajar apalagi saya memiliki lesson plan jadi biasanya berdasarkan pada strategy yang sudah saya tentukan dalam lesson plan tersebut.*

(Yes, of course, I do. I believe teachers have their strategies. Moreover, I have a lesson plan, so it will be based on what I have written in it.)

R: *Strategi apa yang biasa anda gunakan ketika mengajar terkhusus materi reading?*

(What strategy do you usually use in teaching reading)

T: *Biasanya sih strategy itu saya tergantung dari tingkat kelasnya dan juga students needsnya, jadi kalau strategy untuk reading biasanya anak-anak paling senang kalau reading aloud membaca dengan keras dan biasa juga saya gabung reading and transleting jadi sambil mereka membaca sambil translet juga.*

(I decide the strategy to use based on the grade and the needs of the students. For reading my students usually enjoy reading aloud and I sometimes combine reading and translating. So, while reading, they also translate what they read.)

The fourth interview was with Mr. Akhsan.

R: Apakah anda memiliki strategi khusus dalam setiap mengajar?

(Do you have any special strategy in teaching?)

T: Tentu dalam setiap mengajar perlu menerapkan strategy khusus.

(Yes, I do. Of course, I always use a special strategy every time I teach.)

R: Strategi apa yang biasa anda gunakan ketika mengajar terkhusus materi reading?

(What strategy do you usually use in teaching reading)

T: Dalam reading biasanya saya memberikan bahan bacaan untuk siswa mereka baca kemudian mereka baca nyaring sehingga temannya bisa juga memahami dengan baik.

(In reading I usually give some texts to the students to read. Then, they read them out loud so that their friends can also understand the texts.)

The interview example above is the formulation of the problem in this study. Many English teachers at SMA Negeri 1 Barru use the reading-aloud strategy as we have seen in the data above. Through this strategy the teachers direct their students to read the text either through book text, the internet, or the teacher's texts, then, the students read the texts aloud so that they focus on getting the information in the reading. Sometimes the teachers also vary the strategy with a real reading by combining it with reading that is currently trending for teenagers.

a. Reading Aloud

Reading aloud is one of the active learning strategies. Many research findings suggest the importance of reading aloud in a reading program. Reading aloud, including for children, is done every day and is something important to teach them to listen, speak or write. According to Ismail (2008), reading aloud is a way to mentally focus attention when reading a text aloud, raising questions and designing discussions. This strategy has the effect of focusing attention and creating a cohesive group. The purpose of the reading-aloud strategy is to further motivate active learning individually and to motivate active learning together (cooperative learning).

b. Relay Reading

Relay reading as a strategy in teaching reading is how to train students to focus on reading. One student is reading; then, the teacher asks another student to continue reading the same text. When the student appointed by the teacher does not pay attention to the previous reading of his/her friend, it certainly has an impact on the focus of other students. Although what is more often used is reading aloud which is stated by some teacher interviews, this

strategy can be a reference for other teachers who have not implemented it to train students' mental focus in reading.

2. Teacher obstacles in teaching reading at SMA Negeri 1 Barru

Obstacles can't be separated when we want to do any kind of activity. It means the teachers or other educators have also encountered obstacles when dealing with students. Students in class X are students who have just passed the transition process from junior high school to senior high school. The reading level will certainly be evaluated and graded in class X. Therefore, the researchers want to know what are the obstacles of the English teacher in teaching reading by conducting an interview. It is cited as follows.

The first interview was with Mr. Sukarman.

R: Kendala seperti apa yang anda temui dalam penerapan strategy mengajar reading?

(What obstacle do you most frequently encounter in applying the reading strategy?)

T: Yang paling utama itu adalah mengenai pronoun dan juga pemahaman siswa apa misalnya siswa baru mau start kemudian guru memberikan level bacaan misalnya agak tinggi itu mereka sulit pahami, apalagi kalau bahan bacaan misalnya bagi mereka tidak familiar bagi siswa.

(The main obstacle is students' pronunciation and understanding. If the teacher gives a text which does not suit the students' reading skill level, it will be too difficult to understand. The unfamiliar topic can also be difficult for the students.)

The second interview was with Ms. Nurul.

R: Kendala seperti apa yang anda temui dalam penerapan strategy mengajar reading?

(What obstacle do you most frequently encounter in applying the reading strategy?)

T: Yah lebih kepada siswa soal pronunciationnya seperti yang tadi saya jelaskan, terkadang siswa membaca apa yang tertulis seperti itu juga bacanya, seperti itu kendalanya.

(It's the students' pronunciation. Like I said before, they sometimes read the word like it is written.)

The third interview was with Ms. Herlina.

R: Kendala seperti apa yang anda temui dalam penerapan strategy mengajar reading?

(What obstacle do you most frequently encounter in applying the reading strategy?)

T: Yah kalau untuk siswa lebih kepada pronunciationnya bagaimana siswa belum mampu membaca dengan baik maupun menyebut kalimat dengan baik, dan juga sih dukungan pihak sekolah sih kalau mau mengembangkan bahan bacaan untuk siswa guru butuh kertas bacaan untuk di print tapi agak sulit di fasilitasi.

(Well, the obstacle is the students' pronunciation. They still can't read and pronounce the words well. Also, the support from the school is not enough to facilitate students' needs and to develop the reading materials, like providing paper to print the texts.)

The fourth interview was with Mr. Akhsan.

R: Kendala seperti apa yang anda temui dalam penerapan strategy mengajar reading?

(What obstacle do you most frequently encounter in applying the reading strategy?)

T: Iya kendala berarti seperti yang tadi saya bilang soal vocab dan pronunciation.
(The obstacles are the students' vocabulary and pronunciation).

It can be seen above that most teachers stated problems related to reading learning, namely the students' pronunciation. The teachers complained there are still many things that need to be evaluated although they have learned English since junior high school, especially when the students say what they read in books or other reading texts. The second obstacle is the vocabulary mentioned by one of the teachers, which influences according to the researchers regarding students' reading because they may be confused for not knowing the meaning of the text. The other obstacle is only technical problems in schools such as some teachers say that schools must pay more attention to the school facilities which support the teachers in developing their reading material.

DISCUSSIONS

In this section, the researchers discuss the findings of the teachers' strategies and also the obstacles in teaching reading material obtained through direct interviews. The application of the right strategy for students can certainly improve students' understanding and students' reading pronunciation according to the problems stated by English teachers at SMA Negeri 1 Barru in teaching and developing reading material.

The main goal in implementing the strategy in developing reading materials is to increase students' willingness to learn reading material and also as a reference for teachers so that the teacher's teaching method is not monotonous. For example, the reading materials for grade X students who are still in transition after passing junior high school. Teachers also follow current trends to help develop their reading materials. There are many ways to develop this reading material, moreover, many teachers already have a special reference for the texts so that students don't feel bored. Besides getting reading materials via the internet, teachers usually write their texts by combining them with those on the internet, so that is also not out of the lesson plan.

1. The teacher's strategy in developing reading materials

When interviewing English teachers at SMA Negeri 1 recently, most teachers directed their students to read aloud or reading aloud strategy. There were other variations of strategy such as relay reading and zip reading where students read while translating the meaning of the reading. However, the result of the interview with the teacher only stated the existence of the

two strategies above which are reading aloud and relay reading. It supports what the researchers wrote previously about the choral reading strategy that even though the strategy seems a bit old, it has been applied in teaching and learning for a long time.

Teachers apply the reading-aloud strategy a lot to the needs of students who always follow current trends. The researchers think that teachers must understand the condition of students. If there is no development related to reading materials or it can make students interested in reading the text, it is sure that the students will get bored quickly. The teacher must be more observant to sort out the strategy that will be combined with the reading materials.

The way the teacher uses two strategies used in SMA Negeri 1 Barru is by giving students a reading text which has been conceptualized according to the student's interests. Then, the teachers appoint one student to read it aloud with the aim of other students hearing and also to convey the information well. This is also to train students' focus skills in reading texts because when another student is instructed to continue reading the texts, the teachers certainly can train students' mental and focus in that area.

2. Teachers' obstacles in teaching reading

The obstacles experienced by the teachers are about students' pronunciation and vocabulary. The obstacles are purely coming from the students, but it is also undeniable that after every teaching completion there should be an evaluation to find out the level of success of the strategies that the teachers apply. The pronunciation that is a problem for the teacher is still understandable because the students the teacher is dealing with are class X students. As we all know, class X students have just gone through the transition process from junior high school to senior high school. Therefore, they need adaptation for reading materials which they probably just got in class X. However, if the student's pronunciation continues to be an obstacle, teachers need to let students read the text according to their interests. It is expected that they will be able to solve their pronunciation problems in the future.

The researchers also did not find from the interview about the scaffolding strategy. Several references that the researchers read mention that the scaffolding strategy is also a strategy in teaching reading. When students have difficulties, a teacher needs to assist them in knowing how to read the text correctly.

The researchers conclude that, based on the data and discussion previously, English teachers at SMA Negeri 1 Barru most often use the reading-aloud strategy because the

information from readers is conveyed to the other students if done by reading aloud. This also trains students' focus to listen to what is read. Another strategy which is relay reading has the same goal of training students' mental focus to pay attention to reading material. These two strategies are expected to be able to make students more active and focus when reading texts.

There are also some problems stated by the teachers. They complained about pronunciation in reading material. In the researcher's opinion, this obstacle can be overcome if students are given the right guidance and strategy in particular.

There are numerous ways that teachers might use each lesson which in each strategy must have an output when finished teaching. Therefore, the researchers asked if the strategy was successful and many teachers claimed the strategies especially teaching reading were quite successful even though there are still shortcomings. However, in every meeting, it is always necessary to evaluate the materials so that the reading materials that the teacher brings are not easy to forget. Also, the teacher should always prepare reading material according to the needs of the students such as current trends, so that students do not feel bored reading the texts.

CONCLUSIONS

Based on the data and discussion in the previous chapter, the researchers conclude that:

1. Teachers should be more varied to increase the number of strategies so that students do not get bored quickly.
2. The teacher must know the level of each student so that it is easy for the teacher to use the strategy.
3. Teachers are expected to be able to meet the needs of students in reading materials.

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