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## RESEARCH ARTICLE

# EFL Teachers' Strategies in Online Learning Environment at SMK Nasional Makassar

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**Abstract:** The purpose of this research is to explore the strategies used by English teachers in implementing learning during online classes. This research is qualitative research with a case study approach through interviews. The participants in this study were 2 English teachers from Makassar National Vocational School. The data in this study were obtained through 3 parts of interviews with a total of ten questions. The findings show that the strategies used by English teachers in implementing learning during online classes are diagnostic assessment and discovery learning using several applications including WhatsApp, Zoom, Google Classroom, YouTube, Google Forms, and the Google search engine. Teachers used several other strategies involving peer tutoring, using school facilities, implementing synchronous online learning, and parental counseling to overcome challenges. Therefore, it is recommended for teachers to continue to use or apply a combination of strategies that they have implemented. In addition, because there are also several strategies discussed in this study, readers of this study, especially teachers, can also use other strategies and technologies to increase the variety of their learning activities. Finally, during the observation of the application of discovery learning, the teacher used it to recount text materials with a combination of writing and speaking projects. It has the potential to be used differently in different material focuses and skills. So, it is also suggested that future researchers be more specific with certain aspects of teaching English such as language skills, or certain materials to enrich data related to that field.

**Keywords:** Strategy, Online Learning, Challenges.

## 1. Introduction

In the teaching and learning process, many factors affect the quality of teaching and learning, and one of them is the teacher. Teachers are actors implementing the curriculum itself. Teachers play an important role in several aspects of realizing the curriculum, namely lesson plans, preparing teaching materials, and designing appropriate methods, strategies and techniques. Designing a good strategy will be one important way to achieve teaching goals in schools. The teaching strategy is the approach that is chosen to provide students with learning materials in a particular learning environment consisting of the design, variety and arrangement of activities that can improve student learning skills (Colombo, 2012). Teaching strategies have a strong relationship with learning objectives. It can be seen from his description of the behaviors and competencies that students must possess during and after class in the manner that must be achieved to achieve these goals.



In addition, teachers must evaluate teaching and learning outcomes whether effective or not. Professional teachers must have professionalism in teaching such as professionals in classroom management, designing lesson plans in the teaching and learning process, preparing and selecting media, explaining materials and using language in the teaching and learning process. Thus, in the teaching and learning process, the teacher is the implementer of the curriculum as creator, designer, collaborator, facilitator, and evaluator. All that determines the success or failure of learning objectives.

In general, the forms of teaching strategies are very diverse to be used. Teacher-Centered Learning (TCL) and Student-Centered Learning (SCL) are the most talked about teaching strategies in education. Both have advantages and disadvantages when applied in the teaching and learning process. According to Ardian and Sudji (2015), Teacher Centered Learning (TCL) tends to act in one direction, namely the provision of material by the teacher. This teaching strategy makes students passive because students only listen. This makes students lose their creativity. On the other hand, teachers are also required to choose teaching strategies that can stimulate the enthusiasm of each student to be actively involved in the learning experience. One alternative teaching strategy that allows the development of the activeness of each student is Student-Centered Learning (SCL).

Mandasari (2016) and Pustaka (2019) stated that English teachers know the best approach to apply in teaching English to facilitate students in achieving their future careers or studies. There are several indicators to implement the online teaching and learning process effectively (Meylani, et al., 2015). First, teachers and students must play an active role in the online teaching and learning process. Second, conduct online teaching using an online learning platform. Third, students must be active in taking online classes. Fourth, there is a post-test for students at the end of the online class. Fifth, students should be given quizzes and feedback on quiz results by the teacher. Sixth, interaction is needed in an online learning environment. Therefore, this online learning directs students to become independent learners and achieve learning goals (Mandasari and Aminatun, 2019).

The three categories that affect online teaching and learning challenges are problems, student problems, and content development problems. First, instructor issues include time management, teaching style, and transition from face-to-face to online learning. Second, student problems include student expectations, student readiness, student participation, student learning styles (Wahyudin & Rido, 2020) and strategies (Lestari & Wahyudin, 2020). Third, content issues include the integration of multimedia in content development, and content from face-to-face classes to online learning classes cannot be copied easily. This shows that English teachers find obstacles in online teaching.

Based on the preliminary research above, the researcher knows that online learning is a new challenge for students and teachers. There are obstacles faced in the field and also many things that must be considered by teachers to achieve success in teaching and learning English through the online system. There are several previous studies that have been conducted by several researchers on teacher strategies in online learning. According to Erlina (2021), this study aims to examine teacher strategies for implementing distance learning during the COVID-19 pandemic. The results showed that the distance learning strategies used by teachers during the pandemic were dominantly effective and fluent. However, there were some obstacles found during the learning process, such as poor network connection and lack of student motivation to take distance learning. Therefore, there is a need for effective teacher self-development on an ongoing basis to improve competence. The role of the government through the policies made is also very important as a forum for increasing human resources. Widarini (2021) This study aims to determine the strategies used by teachers and the challenges they face when they provide online English learning. It was found that teachers implemented a variety of strategies, which included the use of Google Forms, Google Meet, quizzes, and videos. Google Meet is found to be the least used platform in online learning because most of the teachers only use online chat. The

teacher encountered several obstacles: internet connection, unresponsive students, and equipment operating problems at the beginning of the pandemic.

In addition, Utami (2020) conducted research on Teacher Strategy Analysis in English e-Learning Classes during the COVID-19 Pandemic. The results of his thesis show that (1) Teachers use different strategies because the output of skills produced is different, for teacher writing skills there are 3 strategies, namely planning, preparation and information. As for listening, the teacher applies several strategies such as listening to songs, writing song lyrics, lyrics, and finally singing songs. However, both use a video-based learning model and virtual education through WhatsApp. (2) Teaching strategies through e-learning classes during the COVID-19 pandemic are very helpful for teachers in the teaching and learning process to achieve learning goals. Then, Indrajid (2021) Teacher's strategy in teaching English by using E-Learning during the Covid-19 Pandemic Situation. The purpose of this study was to explore teacher strategies in teaching English using E-Learning during the Covid-19 pandemic. The researcher found that the teacher used an independent learning strategy where the teacher gave materials and assignments to the students and they studied it independently. Teachers also apply interactive learning. In this strategy the teacher forms groups, not only that, the teacher also applies student-centered learning, and teacher-centered learning. Teachers also use Google Classroom, WhatsApp Group, and Google meet when teaching during the Covid-19 pandemic. As a result, the use of several strategies implemented by teachers can assist teachers in teaching English during the Covid-19 pandemic by using this E-Learning. Many students are too lazy to collect assignments and rarely come to class when learning online.

Regarding the previous studies above, it can be mentioned the differences and similarities between the current research with previous research. The similarity of the previous research with this research relates to investigating the strategies used by teachers in online classrooms. The current research also found strategies used by teachers in online classes, particularly in learning English. Furthermore, the difference between this study and previous studies above lies in the investigation of a number of factors which are the objectives of each study. In this study, the focus is on knowing the teacher's strategies in synchronous teaching and challenges during synchronous learning in online class.

The phenomena above inspire the researcher to want to explore the strategies used by EFL teachers in teaching English at vocational high school. Therefore, the researcher is interested in researching "What are the teachers' strategies in online synchronous learning in the context of EFL at SMK Nasional Makassar?"

## 2. Literature Review

### 2.1. Teaching Strategies

The term "strategy" comes from a military term that refers to the procedure for carrying out plans for large-scale military operations. Then Ahmadi and Prasetya (2005:11) generally define that "strategy has an understanding as an outline of direction in acting to achieve predetermined goals" (strategy has an understanding as an outline of direction in taking steps to achieve certain goals). Meanwhile, in the context of teaching and learning English, there are several definitions of strategy. Brown (2007:132) suggests that "strategy is a special attack that we can do on a particular problem, and varies greatly in each individual". In addition, Brown (2007:137) states that learning strategies are related to receptive domains, namely intake, memory, storage and recall. According to J.R. David in (Sanjaya, 2008:294) in education the term strategy is defined as "a plan, method, or series of activities designed to achieve a certain educational goal". That is, the teaching strategy can be concluded as a plan that contains a series of activities designed to achieve certain educational goals. Harmer (2007) says that strategy is a movement made by the teacher to achieve one or more teaching and learning objectives.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in learning something, giving knowledge, causing to know or understand. Teaching provides support for learning activities (Brown, 2007:7). While Crawford et al. (2005:10) defines that “teaching well means addressing a set of goals, for a particular group of students, at a certain point in the school year, with certain resources, within a certain time frame, in a particular school and community setting”.

Teaching strategies are teaching behaviors designed to help students achieve predetermined learning objectives. These strategies are the perspective that teacher responsibilities as well as student responsibilities are defined in a series of steps and can be clearly identified. Franzoni and Assar (2009) state that “teaching strategies are elements given to students by teachers to facilitate a deeper understanding of information. The emphasis is on the design, programming, elaboration, and achievement of learning content”.

Merlot.org (1997-2014) provides several teaching strategies namely Active Learning, Clickers use in Classrooms, Collaborative/Cooperative Learning, Critical Thinking, Discussion Strategies, Experiential Learning, Games/Experiments/Simulations, Humor in the Classroom Inquiry-Guided Learning - With the inquiry method of instruction, students arrive at their own understanding of concepts and the responsibility for learning lies with them. This method encourages students to build research skills that can be used throughout their educational experience., Interdisciplinary Teaching, Learner-Centered Teaching, Learning Communities, Lecture, Mobile Learning, Online/Hybrid, Problem Based Learning, Service Learning, Social Networking Tools, Teaching Diverse Students, Teaching by Team-Based Learning, Team Teaching, and Writing Assignments. Based on the several kinds of strategies mentioned above related to teachers' strategies in online learning, namely mobile learning. where mobile learning is any type of learning that occurs when the lesson is not in a fixed location.

## *2.2. Online and Offline Learning*

According to Isman in Safitri, et al. (2020), online learning is the use of the internet network in the learning process, with online learning, students have the flexibility of learning time, can study anytime and anywhere. This learning is an educational innovation to answer the challenge of the availability of various learning resources. Interaction in online learning is not only the interaction between students and educators, materials, and other students, but also with the learning system used (Belawati, 2019).

Belawati (2019; 55) suggests that there are two types of online learning systems based on interaction or communication designs, namely synchronous and asynchronous.

### *2.2.1. Synchronous learning*

Synchronous learning is online learning designed with real time interaction patterns. This means that the interaction between teachers/ lecturers' students carry out learning at the same time. Real time, that is, teachers and students must be present at the same time, although in different and separate places.

### *2.2.2. Asynchronous learning*

Asynchronous learning is the opposite of synchronous learning where the learning process is not carried out at the same time. For example, the teacher sends assignments and materials to students within a certain period of time, then students can study the material and work on assignments any time until the time limit is given

Learning in schools generally uses the face-to-face method between teachers and students to convey the material as much as possible to students. However, in the COVID-19 pandemic situation, face-to-face methods are avoided so as not to cause the spread of Covid 19. In other words, learning cannot always be done face-to-face.

Offline learning models and methods from Wallace's (1998) learning approach is said to be an offline learning approach if it has the following characteristics:

- a) The authority of an educator takes precedence and acts as a model for
- b) The students themselves.
- c) Attention to each individual or student interest is very small.
- d) Learning on campus is more closely observed as preparation for the future, not as an increase in student competence at this time.
- e) The fundamental emphasis is on how knowledge can be absorbed by the learner and the dominance of that knowledge is the benchmark for the success of the goal, while the development of student potential is ignored.

The next in this discussion is related to the difference between offline and online learning. Offline learning media can be interpreted as media that are not equipped with controls/navigation senses that can be used by users. This media runs sequentially (sequence). For example, presentation media are generally not equipped with senses to control what users will do. Percentages run sequentially into a straight line so they can be considered as linear media and are usually used. If the audience is more than one person, the example can be realized in the form of a CD.

Some characteristics of offline learning media according to Dabbagh and Ritland (2005:4) are:

- a) Integrated learning materials,
- b) When learning is a fixed/absolute time,
- c) Under the control of the teacher/instructor,
- d) Unidirectional/linear learning,
- e) The selected information source has been edited,
- f) The origin of the information is permanent,
- g) The technology used is already known

### 2.3. *Online Teaching*

Online learning is just as effective as traditional classroom learning. How much or how well a student learns is determined by the quality of online teaching. If a subject is well designed and implemented well, students will learn more than a poorly designed subject (Jaqobs, 2013:16). On the other hand, online learning is an open and distributed learning system using pedagogical tools (educational aids), internet-enabled modes and network-based technologies to facilitate the formation of learning processes and knowledge through meaningful actions and interactions (Dabbagh and Ritland, 2003).

Face-to-face teaching and online teaching are both teaching, but qualitatively different. Online education begins when faculty move from traditional classrooms to online classes, (Bazan, 2016:2). In addition, online teaching shares a lot with face-to-face teaching, but also has a unique set of skills and requirements. The two approaches are similar in content, except in the delivery of peace. Instead of developing courses from scratch, companies that take care of courses appear (Adebo, 2018:73).

There are several principles of effective online teaching. (Ragan, 2015:2), states that there are ten principles of effective online teaching. They are as follows:

- a) Show Up and Teach
- b) Practice Proactive Course Management Strategies
- c) Establish Patterns Course Activities
- d) Plan for the Unplanned
- e) Response Requested and Expected
- f) Think Before Write
- g) Help Maintain Forward Progress
- h) Safe and Secure

- i) Quality Counts
- j) (Double) Click a Mile on My

There are several media platforms as a place to support the online teaching and learning process. They are as follows:

a. WhatsApp

WhatsApp (WA) was introduced mainly to send text messages, exchange photos, videos, voice notes and is popular among smartphone users, (Thota, 2015). Apart from that, WhatsApp messenger is a cross-platform instant subscription service for certain smartphones and mid-range phones that use the internet for communication. Then for text messages, users can send messages, images, videos and audio media as well as their location, (Minhas et.al, 2016:71).

b. Zoom

Zoom is a cloud-based service that offers Meetings and Webinars and provides content sharing and video conferencing capabilities. It helps, for example, English teachers bring their students together in a frictionless environment to get more done. Zoom is a leader in modern enterprise video communications, with an easy and reliable cloud platform for video and audio conferencing, collaboration, chat and webinars across mobile, desktop, phone and room systems, (Guzacheva, 2020:258). On the other hand, Zoom cloud meeting is an application that can support communication needs with many people without having to make direct contact. This app is for video conferencing. The application can be installed with devices such as PCs with webcams, laptops with webcams, and also Android smartphones, (Afandi, 2019:49).

c. YouTube

One of the sites that can be empowered to facilitate digital generation learning that requires simultaneous input is Youtube. Youtube is the most popular video sharing site today. Of course, videos are not by themselves ready-made learning materials. Careful planning in accordance with learning objectives and integrating the videos available on Youtube as a means of support will optimize learning outcomes because they are in accordance with the learning styles and interests of the digital generation (Sakkir, 2021).

d. Google Classroom

Google Classroom is an internet-based service provided by Google as an e-learning system (Martínez-Monés et al., 2017) in Alimin (2019:242). Google Classroom is a means to facilitate remote communication between teachers and students, especially in Digital Content Management classes. A means of learning together, receiving and reading materials, sending assignments remotely to presenting the value of assignments transparently (Hapsari, S.A., 2019:231).

A teaching strategy is a general plan for a lesson that includes a structure of desired learner behavior in terms of instructional objectives and an outline of the planned tactics required to implement the strategy. Teaching strategy refers to the methods used to help students learn the desired content of the lesson and be able to develop achievable goals in the future. Teaching strategies identify various learning methods that can be achieved to enable them to develop appropriate strategies to deal with the identified target groups, (Sarode, 2018:58).

Anderson (2008) divides e-learning strategies into three types based on the learning theory that teachers believe as follows:

a. Cognitivist strategy

In cognitivist, learning is seen as an internal process involving memory, thinking, reflection, abstraction, motivation, and metacognition. Pritchard (2007) defines metacognition as individuals who consider ideas, are aware of their mental understanding processes, and ways

of learning. Therefore, e-learning strategies must present the material and enable students to process the material efficiently.

b. Constructivist Strategy

Constructivists see students as active agents in their learning process. Knowledge can be understood because of students' interpretations and processes that are received through the senses. The teacher here acts as a facilitator while the students are the center of learning

c. Connectivism strategy

Anderson (2008) defines connectivism as a learning theory in the digital era where individuals use networks as a learning and work environment. People tend to have no control over information because networks are constantly changing. This requires people to always learn new things, forget old information, and relearn current information.

### 3. Research Method

This research used a qualitative descriptive method. According to Gay L. R., et. al. (2006:399), qualitative research was the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insight into phenomena of particular interest. This research was conducted at SMK National Makassar as the research site. The subjects of this study took 2 English teachers at SMK National Makassar as research subjects. In this study, the researcher used observation, interview and recording as a research instrument in collecting data. Information was collected through the taking after methods: (1) First of all the researcher visited the school to make an agreement about the research, (2) The researcher met with the principal and the English teacher to determine the time available to conduct the research, (3) The researcher asked the English teacher for permission to observe them when they taught in class. (4) The researcher observed the teaching and learning process to check what is in the researcher observation checklist. (5) While observing the teaching and learning process the researcher also recorded. (6) At the end of the class observation, the researcher interviewed the teacher about the strategies used during the online class. After obtaining and collecting data, the researcher took the next step, namely analyzing the data. In analyzing data, Miles & Huberman (2014) explained the stages in data analysis which consisted of three stages, namely data reduction, data presentation, and conclusion and verification.

### 4. Results

This study's findings based on the research questions introduced in introduction. The data comes from interviews and observations. It was discussed based on the topic of the interview. The EFL teachers' strategies in online synchronous learning:

#### 4.1. Perform Diagnostic Assessment

Diagnostic assessment is carried out before starting the teaching and learning process. WA as an English teacher said her first strategy was a diagnostic assessment (Table 1).

#### 4.2. Apply Discovery Learning

WR implements discovery learning. He said that in this strategy, students learn better by discovering and exploring problems on their own. This stimulates student motivation, especially during online learning (Table 2).

WA does not implement this strategy. He focused on giving students overall material information. This includes written by the website and spoken by video explanations.

#### 4.3. Use Various Applications

WA and WR use several technologies to support their online learning. The applications used are Whatsapp, Google Classroom, Zoom, Youtube, Google, and Google form (Table 3).

The applications above are used to support online learning such as zoom to open classes and conduct discussions, YouTube to provide examples so that students get an overview of the material being taught and Google applications to get more material. then WhatsApp google classroom and google form to send assignments that have been given and quizzes or surveys.

**Table 1.** Diagnostic Assessment

Teacher	Interview result	Observation	Types of strategies
WA	.... <i>oh, kelas synchronous yang pertama, saya melakukan penilaian diagnostik. Diagnosa itu ingin mendiagnosa. Ada dua... ada dua... yang pertama adalah kognitif dan non-kognitif. (oh, synchronous class, For the former, I do a diagnostic assessment. It is meant to diagnose. There are two, cognitive and non-cognitive)"</i>	Evaluate media assessment	Diagnostic assessment
WA	<i>"Untuk bagian kognitif, ketika saya ingin belajar bahasa Inggris, guru atau saya harus mengetahui terlebih dahulu materi yang akan diajarkan. Kegiatan, apakah siswa harus melanjutkan dulu atau apa, maka hal-hal yang akan diajarkan akan lebih baik lagi. (Cognitive in learning English is when the teacher or I have to know in advance the material to be taught. Then the activity, whether students have to summarize or do other activities, so what is taught can be better.)"</i>	Evaluate media, activities, and materials used for learning.	Cognitive assessment
WA	<i>"... Nab, yang kedua asesmen diagnosis non-kognitif. Ini tentang hal-hal yang di luar pembelajaran. Misalnya dukungan orang tua, akses internet yang terus menerus, lokasi siswa, media pembelajaran online yaitu handphone atau laptop. (The second is a non-cognitive diagnostic assessment. This is about things outside the teaching and learning process. For example, parental support, internet access, student location, online media learning including cell phones or laptops)"</i> -WA	Using Google forms to create questionnaires about students' feelings about online learning, how their environment supports their learning, and how teachers respond to their difficulties	Cognitive assessment
WR		WR is looking for suitable and reliable materials. For example, he searches Youtube for some examples of recount text that are not too long, have clear audio and visuals, and fulfill the structure of the recount text well.	Cognitive assessment

**Table 2.** Apply Discovery Learning

Teacher	Interview result	Observation	Types of Strategies
WR	<i>"...strategi mengajar yang saya gunakan di sini menggunakan teknik discovery learning. Di dalam discovery learning ini, ya adalah satu jenis ee teaching technique yang berdasarkan siswa menemukan sendiri dan mencari solusi sendiri.... "(...The teaching strategy which I use here using discovery learning techniques. In discovery learning, it is a type of e-teaching technique based on students finding themselves and finding solutions on their own.)"</i>	<ol style="list-style-type: none"> <li>1. Stimulation, the teacher carries out several activities during teaching where the material is about recount text.</li> <li>2. Problem statement, that includes giving students examples of short readings searched for from Google, asking students to observe and take notes, giving students examples of videos searched for from Youtube.</li> <li>3. Data collection, giving projects to write recount texts and presenting them with video recordings, and providing feedback so students correct their projects. based on the feedback provided. During this time, students are free to ask anything they don't understand. All these steps are implemented completely online.</li> </ol>	Discovery Learning

**Table 3.** Use Various Applications

Teacher	Interview result	Observation	Types of strategies
WR	“.... di google juga materi tambahan yang kita cari di Youtube. Nah... channel youtube dan beberapa contoh dan siswa mendapatkan gambaran dari materi yang kami berikan tadi. .... (“... on google as well additional material that we are looking for on Youtube. Well... the youtube channel and some examples and students get an overview of the materials we provided earlier. ....)”	As for the material, he searched on Youtube or the Google search engine.	Google and Youtube
WR	“.... Dan disini guru memberikan aplikasi yaitu Google classroom karena kami tidak terlalu menggunakan Whatsapp. Hal ini dikarenakan jika Whatsapp siswa terlalu banyak maka kapasitas memori tidak mencukupi. Kami memilih Google Classroom, jadi siswa mengirimkan tugas mereka ke Google Classroom. (“... And in this, the teacher has provided an application, namely Google Classroom because we don't really use WhatsApp. Because if there are too many WhatsApp students, uh... the memory capacity doesn't meet the requirements. We choose google classroom so students send their assignments to google classroom. ....)”	He uses Google classroom to post materials, assignments, assignment submissions and giving. Meanwhile, Whatsapp communicates with his students if there are some problems privately. input. he was.	Whatsapp and Google classroom
WA	-	WA uses Zoom, Whatsapp and Google Classroom as platforms for conducting teaching and learning activities. Such as opening classes, posting materials, submitting assignments, etc.	Zoom, Whatsapp and Google Classroom
WA	-	For the material, he looked for it on Youtube. Most of the materials he chose were made by English teachers to be reliable enough to pass on to his students.	Youtube and Google
WR and WA	-	WR and WA use Google forms to create quizzes or surveys.	Google form

## 5. Discussions

Based on the findings, the researchers found that English teachers at schools used several strategies in carrying out online learning. The first is a Diagnostic Assessment where the teacher evaluates before starting the teaching and learning process. This strategy is in line with online learning proposed by Starvrendes (2011). This strategy is very helpful for designing classroom layouts, navigating the environment, and improving the learning process. Then the cognitivist strategy expressed by Anderson (2008) is also included in the diagnostic assessment where in the cognitivist, learning is seen as an internal process involving memory, thinking, reflection, obstruction, motivation and metacognition to improve the learning process. In addition, media and web evaluations are also included in non-cognitive diagnostic strategic assessments, similar to Pritchard (2007) regarding web evaluations. Teachers evaluate the authority, purpose, audience, relevance, objectivity, accuracy, format, links, and ease of use of the media and web they will use in class.

Meanwhile, discovery learning used by WR is a learning method that encourages students to investigate on their own, build on past experiences and knowledge, use intuition,

imagination, creativity, seek new information to find facts, correlations, as well as new truths. This strategy is in line with the constructivist teaching strategy proposed by Anderson (2008). The teacher acts as a facilitator who directs students to find and construct their understanding. Here the actual information is not directly provided by the teacher. Students must build it by observing, analyzing, and concluding examples, assignments, activities, and projects. This strategy applies to both online and offline learning. In online learning, all processes occur in communication technology because teachers and students are at great distances.

Online learning organized by WA and WR uses several applications or communication technologies that support online learning, including Google Classroom, Whatsapp, YouTube, Google form, Zoom Meeting, and many more. This is in line with research conducted by Fitria (2020) which showed results that 97.5% of participants used online learning systems in teaching English during the Covid-19 pandemic, including several technologies such as Google Classroom, Whatsapp, Moodle, Zoom Meeting, Edmodo, and many more. In this study, the applications used can be categorized into three based on Reimers et al. (2020) technology grouping category. This category is based on the purpose of the technology used. First of all, YouTube videos and learning websites from the Google search engine are categorized as curriculum resource technologies used to support students directly in acquiring knowledge and skills. Then the management technology used to manage the teaching and learning process includes Zoom, WhatsApp, Google Classroom, and Google Forms because all of them are used to organize online class activities. In addition, Google Form can also be categorized as a professional development technology because it is also used to carry out diagnostic assessments which are intended as guidelines for improving online learning.

## 6. Conclusion

Based on data analysis, an analysis of EFL teachers' strategies in the online learning environment at SMK National Makassar, the researchers found that English teachers in schools use several strategies in implementing online learning. The first is a Diagnostic Assessment where the teacher evaluates before starting the teaching and learning process. The second is discovery learning the learning method that encourages students to investigate on their own, build on past experiences and knowledge, use intuition, imagination, and creativity, and seek new information to find facts, correlations, as well as new truths. The third uses several applications or communication technologies that support online learning, including Google Classroom, WhatsApp, YouTube, Google Form, Zoom Meeting, and many more.

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