English Teachers' Online Reading Tasks Development Process

I Nengah Adi Setiawan, Ganesha University of Education, Indonesia
adisetiawan1509@gmail.com

I Nyoman Pasek Hadi Saputra, Ganesha University of Education, Indonesia
hadisaputra@undiksha.ac.id

Dewa Ayu Eka Agustini, Ganesha University of Education, Indonesia
eka.agustini@undiksha.ac.id

Abstract

The purpose of this research was to observe two processes: 1) developing online reading tasks; and 2) integrating those tasks into online learning platforms. This research employs a descriptive qualitative design. The subject of this study was English teacher at SMAS Laboratorium Undiksha Singaraja. The data was gathered through observation and an interview guide. The data collection procedure began with an online observation and an interview. The data were analyzed according to Miles and Huberman's (2002) framework of analysis, which includes data collection, data reduction, data visualization, and conclusion drawing. The study's findings indicated that 1) activities were used to develop reading tasks using online learning platforms; 2) teacher used five platforms to develop online reading tasks, including WhatsApp, Google Classroom, Youtube, Kahoot, and Quizizz; and 3) the use of online platforms to develop tasks motivates students to learn, increases students' interest in learning, and assists students in learning technology. The implication of this research is that utilizing online platforms to develop tasks benefits students' ability to learn technology.

Keywords: Tasks; Online Platforms; Online Learning,

Introduction

The world is now being hit by disease and causing a pandemic that directly changes the world situation called Covid-19. Corona virus is a new virus variant that generally attacks the respiratory tract and can even cause death (Brosnahan, Jonkman, Kugler, Munger, & Kaufman, 2020). This pandemic has resulted in every individual having to adopt a healthy lifestyle so as not to be infected with the disease and limiting activities outside the home, including learning and teaching must also be done from home. This pandemic brought significant changes in the world of education, where several schools changed their learning methods from face-to-face learning to online learning. The government in Indonesia has now decided that students and

teachers should study from home in order to prevent the spread of the dangerous COVID-19 virus (Soni, 2020).

The Covid-19 pandemic has impacted the world of education by closing schools. However, under these conditions, education must continue under any circumstances. Unplanned school closures due to this pandemic can pose serious problems for students, teachers, parents and the wider community. This pandemic condition is a good momentum for teachers to learn about various technologies that exist for education and develop the quality of online learning. According to (Toquero, 2020) online learning has the advantage of accessing learning materials freely or at any time because there is no time limit but using the internet, in contrast to offline learning which can only interact in real-time. The change from face-to-face learning to online learning causes the methods used, time allocation, and learning media used in online learning to be very different. In online learning, teachers must find effective methods and appropriate strategies to improve students' abilities, especially in language learning. In addition, teachers are also required to adapt to using technology in carrying out learning activities in online classes. According to Hismanoglu (2012) that bringing technology into the classroom will enable teachers and students to create a learning environment that aims to improve the teaching and learning process.

Language teaching task, According to Hamood (2021) is not really a language unit at all, it is really an activity unit. A task is a goal-directed human activity (i.e., you will do something) (i.e., you do something to achieve a certain goal). But the task here means that it requires interaction, interaction between two people, a couple or a small group. Bygate, Skehan, and Swain (2001) state that assignments as purposeful activities as part of an educational course define language assignments as structured language learning activities, which have specific objectives, appropriate content, defined work procedures, and various possible outcomes for them. The above definition indicates that an assignment is a structured instructional plan that requires learners to move towards a goal or outcome using certain (teacher-given) procedures and work processes. Tasks are used as a means to achieve the objectives of the language teaching and learning process which includes communicative competence (Littlewood, 2004). From the above understanding, it can be concluded that assignments are all activities that must be carried out by students to achieve certain class goals. Especially in the language teaching and learning process, language assignments are activities in the classroom that aim to enable students to use the target language to communicate with other people.

A good assignment that can help students to improve the knowledge that students have must include the characteristics of a good assignment. According to (Nunan, 2004) such as: 1. the content and methodology provided must be relevant; 2. theory must be derived from classroom practice; 3. the approach should be bottom-up rather than top-down; 4. teachers should be involved in developing assignments in online classes; 5. the content must come from the teacher himself not to take or plagiarize; 6. practice should be modeled in professional development programs; 7. Assignments should cover the principles of curriculum design and development. To develop good assignments, these characteristics must be considered in order to

achieve good goals in teaching. Good material that contains good assignments will provide many benefits for students for their development.

There are four language skills: speaking, writing, reading, and listening. Of the four languages, skills are divided into two types, namely productive skills and receptive skills. Reading and listening are receptive skills, while speaking and writing are productive skills. From this explanation, using the four language skills can increase knowledge in learning English. Teacher at SMA Lab Undiksha more often use reading as online learning material because, according to their students, reading is the most challenging lesson because it requires correct pronunciation. In this case, the teacher focuses on giving reading tasks on online platforms. According to (Johnson 2008) Reading is the process of generating meaning from text. Humans communicate, transmit information, and share ideas primarily through language. English is critical for developing cultural science and communication with other nations worldwide. Reading is one of the four language skills teachers must teach to Senior High School students. Reading is one of the language skills that students must acquire because it is a necessary component of language learning (Musti-Rao, Hawkins, and Barkley 2009). There are numerous methods for teaching and learning English that utilize various materials or capacities of the students. Students who learn English will be successful if the sources or methods used to teach them are relevant to their needs. For instance, there are some difficulties in reading class, such as difficulty comprehending a text's content, meaning, and pronunciation. They may have difficulty determining the most appropriate method for the teacher's English class reading class.

To develop tasks into online learning platforms, the teachers use the platforms that simply used for students, such as Google Classroom, Zoom Meeting, Quizizz, Kahoot and YouTube as a teaching media. The platform has a lot of features, related to the management of subject matter, subject schedules, and organizing tasks or exams in teaching English subjects. However, teachers only focus on teaching using one platform that can also be connected to other platforms and the platforms is Google Classroom. Google Classroom is an application that allows teachers to create an online classroom area (Sukmawati & Nensia, 2019). Teachers can manage all the documents that students need in learning. By using Google Classroom, teachers can create virtual classes, invite students to join the class, provide information related to the process of teaching and learning activities provide teaching materials that students can learn in the form of presentation files and learning video, give assignments to students, make assignments collection schedules and others (Sutrisno, 2020). Google Classroom was developed by Google for academic purposes that support a mixed learning platform (Octaberlina & Muslimin, 2020). Teachers also use several platforms to teach and discuss with students, such as, WhatsApp, YouTube, Kahoot, Quizizz and Zoom Meeting.

One of the online platforms that often used by the teacher is Google Classroom. Google Classroom is very varied by combining several other platforms such as YouTube, Quizizz, and others. Teacher can using the main features of Google Classroom, the feature are feature to insert a number of main files as on the main page (Yulitriana et al., 2020). Google Classroom can provide a place for teachers to describe material and giving tasks. Google Classroom also can provide an announcement feature to announce students about the schedule tasks. This feature can

easily share important announcements with all students. And there are also has the task feature teacher can complete assignments with other information such as descriptions, deadlines, and insert a number of pictures, instructions, and videos. According to (Shaharanee, Jamil, & Rodzi, 2016) Studies using Google Classroom show that teachers and students can continue to carry out teaching and learning activities without having to meet face to face. as an online learning medium can increase student engagement and participation in class. The teacher also used WhatsApp to develop tasks. According to (Cetinkaya, 2017) revealed that learning toward WhatsApp application offering some benefits such as easy accessibility, fast communication, reliable communication, contribute to students' communication, peer support, learning everything and everywhere.

Based on the first observations at the SMAS Laboratorium Undiksha Singaraja which was conducted online a few months earlier when the issue of covid-19 was still in the emergency stage, schools were closed entirely. However, now covid-19 in Indonesia has begun to decline, and PTM (face-to-face learning) has been implemented. In several schools, including SMAS Lab Undiksha Singaraja. Students can study at school but still comply with health protocols; face-to-face learning focuses on teacher providing offline class material, while assignments are still done online because the school limit is set for 25 minutes in each subject. In this case, teacher can still carry out online learning activities through online platforms such as WhatsApp, Google Classroom, and other platforms. The teacher said that WhatsApp and Google classroom was the most frequently used applications in teaching(Dar et al., 2017) especially in developing assignments, giving instructions and explaining the material. The researcher gets data from conducting initial observations by interviewing several teachers, especially English teacher. After interviews with several teacher, it was found that the problem related to the online learning also comes from the developing reading tasks using online platforms. The developing tasks using online platforms should help students more easily understand the tasks, an online platform used in the teaching and learning process is still considered difficult for students to access. This condition is caused for several reasons. The teacher at SMAS Laboratorium Undiksha said that online applications in developing readings tasks were still in the experimental stage, and they had not found the appropriate one to use to develop tasks.

Based on the problem above, this study aims to analyze the developing online tasks for English subject by using online learning platforms for senior high school English teacher. It is known that one of the English teachers at Senior high school uses several online applications in developing online tasks. There are five platforms that the teacher used to develop tasks namely Google classroom, WhatsApp, YouTube, Kahoot, and Quizizz. Online English tasks made of course have varied activities because teachers are required to be creative in making tasks online. The tasks given must be varied so that students do not feel bored while studying at home. In giving the task, teachers use various online learning platforms. Teachers get learning materials through handbooks, the internet, and worksheets. Teachers develop tasks using WhatsApp, Google classroom and several other applications that are interconnected, teachers often use WhatsApp and Google classroom as a learning media because students respond faster there, giving material in that applications are also easily accessible by students. Other applications, such YouTube, Kahoot, and Quizizz are also used by teachers to develop assignments, teachers

make presentations that are recorded on their laptops and provide access for students to watch videos. Studies show how using YouTube as an online learning medium can increase student engagement and participation in class and can provide some learning strategies in online classrooms (Fleck, Beckman, Sterns, & Hussey, 2014). The teachers always give tasks at the end of the video. As for giving quizzes by the teacher to develop assignments, namely by using the Kahoot and Quizizz applications, the use of these two applications aims so that students do not get bored by only using the same application in learning so the teacher occasionally gives games to their students (Basuki & Hidayati, 2019).

According to Hamiti and Reka (2012), there are several benefits of using an online platform in online teaching for teachers. The online platform allows teachers to be more creative in teaching strategies and apply new teaching strategies when implementing online learning, can foster creativity in teaching and can attract students' interest in online learning. Teachers have received online learning training from the education department, on how to conduct online meetings, how to use Google products as learning media in the classroom, and how to collaborate on applications in learning using video. Teachers are also given access to several online platforms for free, such as getting Zoom premium and getting a Google Classroom account with a large storage capacity. This training is considered late because teachers can already use the online platform to teach. In addition, (Nunan, 2004) defines an assignment as any class activity that involves students in learning the target language. Tasks are used as a means to achieve the objectives of the language teaching and learning process which includes communicative competence. From the above understanding, it can be concluded that assignments are all activities that must be carried out by students to achieve certain class goals. Especially in the language teaching and learning process, language assignments are activities in the classroom that aim to enable students to use the target language to communicate with other people.

Method

In this study, the researcher used the descriptive qualitative research method. A descriptive qualitative study was chosen because this study aims the develop reading task by English subjects using online platforms at SMAS Laboratorium Undiksha Singaraja, specifically an English teacher, in developing tasks using online learning platforms. According to (Nassaji 2015) Qualitative research is the research method that concerns collecting the data from various sources to understand participants' understanding, perspectives, and attitudes. Therefore, this type of research method has involved identifying themes, patterns, or concepts from inductive exploration of the data to describe and interpret the data. Then a descriptive study focused on the description of a phenomenon, events, and events that occur in a particular area or population. This study takes place in SMAS Laboratorium Undiksha Singaraja. This school is located in Kaliuntu, Jatayu street no.10 in Buleleng regency. The English teacher is one of the subjects of the study. The teacher needed to get the data to revise the reading tasks that she had made. To figure out who was going to be in this study, the writer used a method called "purposive sampling." This method helped the writer better understand the thing that was being studied. According to (Cowell 2003) Purposive sampling is a way to learn about or understand the main

thing by picking people. When the researcher does not use a purposeful method, they decide to figure out and find a few people who are willing to give information based on their knowledge or experience.

Figure 1. The Data Analysis Technique
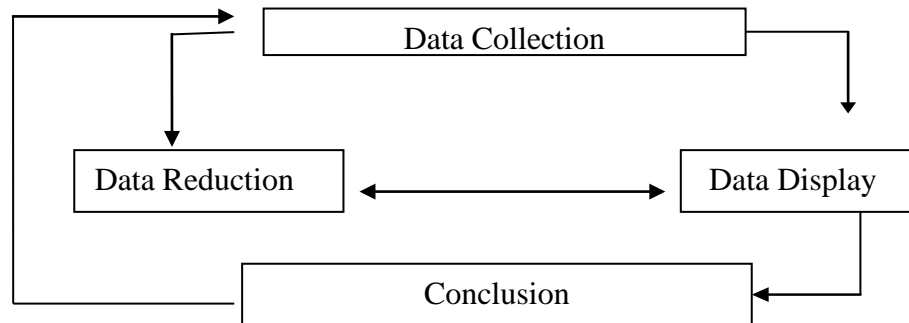
Findings and Discussions

A. How the English Teacher Develop English Online Tasks into Online Platforms.

This research aimed 1) to describe whether the teacher develops online reading tasks. 2) to find out does the teacher integrate those tasks into online learning platforms. This finding and discussion covered the obtained data using an interview guide and observation. The data will analyze used (Miles and Huberman 1994) theory, which stated that there are four ways of data analysis: data collection, data reduction, data display, and conclusion. So, by using this component of Data analysis, the researcher can more understand the data obtained before concluding the research.

1. Developing English Online Tasks using Google Classroom

On Wednesday 15 September 2021, teachers developed task with using Google Classroom. Google classroom is the application most often used by the teachers in giving tasks until now, firstly she gave the activities inside the task that must done by the students. Mrs. M develop the task with modification method from the Textbook. She gives 2 different activities that students must do in Google Classroom the first activity is reading a text and looking for the meaning of the bold word. Students can provide answers in the comments column which is available in Google Classroom. The learning objective of the first activity is for students to be able to develop their reading skills. The second activity is about how students observe the story and what they get after reading the story. The teacher gives several questions related to the previous activity through the comments column in Google Classroom. The teacher gives a video recording of all the discussions and answers that students can access again through Google classroom. Online teaching activities during this pandemic often use Google Classroom because it is easily accessible by students and has several features that support online learning such as

insert a syllabus, class rules, guidelines, announcement feature or other (Sukmawati & Nensia, 2019). Through this feature, teachers can easily share important announcements with all students and in the task feature Google Classroom also makes it easy for teachers to give tasks.

2. Developing English Online Tasks using WhatsApp

On 26 October 2021, the teacher gives tasks through WhatsApp Groups that have been formed by the class. The teacher sends material to WhatsApp in the form of power points, video recorders, voice notes, or can be obtained from handbooks. Then students can find information about the topics that have been given previously. In order for students to understand the material, students are asked to pay attention to the video, PowerPoint material, or voice recording sent by the teacher in the WhatsApp Group. In this case, the teacher said that using mixed language was more effective than using full English because some students felt confused due to a lack of vocabulary. The teacher provides opportunities for students to ask questions related to the explanation so that the teacher can ensure that students understand the teacher's explanation of the material. The teacher sends a task in the form of questions to students and gives points to who can answer the question.

At the question-and-answer stage, the teacher asks students to provide some of their tasks, either through voice notes, videos or typing. This step serves to train students in applying the theory obtained from the teacher's explanation. Students can practice their pronunciation, writing skills. According to the teacher, these activities can build students' abilities in pronunciation and writing which can develop knowledge of the English language. The teacher gives assignments to students to tell stories about personal recount texts, the teacher asks students to choose the stories they like the teacher asks them to record their voices using the voice note feature in the WhatsApp application (Hamad, 2017). Then after that, students need to submit their best voice recorded in the Group to be assessed by the teacher. According to the teacher, this activity serves to measure students' understanding of the material and also evaluates students' progress in speaking skills instead of making them practice speaking in an online context.

3. Developing English Online Tasks using YouTube

On October, the teacher developed tasks using YouTube videos. At this stage, the teacher does some kind of preparation before carrying out learning and giving the tasks using the YouTube app. The teacher prepares everything so that the quality teaching and learning process runs effectively. Firstly the teacher informs the students in the WhatsApp group about the learning process that will be carried out using YouTube App and students also can access WhatsApp to ask about the material to make it easier for the teacher to monitor student activity. Then, the teacher directs the students to create a YouTube account before accessing YouTube so that students can access the material that will be given. The teacher sends material on WhatsApp in the form of a link that will direct students to the YouTube platform. The material that students learn through YouTube videos requires students to watch the material made by the teacher and listen to every explanation. At the end of the video, there is a task that must be completed by students this task is related to the material previously explained through the video.

The teacher also gives tasks to students to make a short explanation of the material and upload it on YouTube. This activity aims to train students' speaking skills and the teacher can provide suggestions so that students know what is wrong with their pronunciation of the sentence. The task of recording videos and upload it via YouTube is not always done because students think this is too difficult due to signal limitations and problems with their smart phones. The teacher prefers to explain the material briefly through YouTube videos which will always be accessed by students and studied anywhere and anytime.

4. Developing English Online Task using Kahoot

On October, the teacher used Kahoot as a media to teaching online and developing task. Kahoot is an easy-to-follow program that can be used to create quizzes with an interface designed in English. Teachers must register at "www.kahoot.com" to create a simple quiz game environment, but students are not required to register. The program is free and easy to join. Kahoot The app is easy to set up after registering and the games created and shared by other users can be viewed. Kahoot-approved games can be used for in-class activities. Kahoot is one of the well-known game-based learning platforms and is very user-friendly for both educators and students. This game-based application is specifically designed and aims to repeat and or review student knowledge and assess in the form of light quizzes in a fun way.

At this stage, the teacaher develops tasks using Kahoot and collaborating with YouTube videos. teachers made the material using PowerPoint and recorded a presentation that would be uploaded on YouTube. The material will be given and explained through YouTube Videos and the tasks in the form of quizzes will be carried out using Kahoot. The title of the material is "Prepositional Phrases". For the first activity, students must watch videos on YouTube about the materials the task will be related to the material described on YouTube. For the second activity, students are given directions to login and take quizzes, students are given an invitation code that functions to enter the quiz room, student are directed to download the Kahoot application through the PlayStore or it can be done by typing www.Kahoot.it on Google and after that enter the invitation code. Students can log in using a PC (personal computer), laptop, or smartphone. Correct answers will get points, and wrong answers will not get points. The purpose of doing assignments through Kahoot applications is to improve students' online learning by collaborating quiz games into lessons.

5. Developing English Online Tasks using Quizizz

On November, the teacher used Quizizz to develop and integrated online task. Quizizz is an online application as an online assessment tool and can also be used as a fun classroom activity, which gives all students to practice together via their computers or Smart phones (Purba, 2020). With Quizizz, teachers can give homework to give students additional practice. Each question must be multiple choice with two or four possible answers. All students work on the questions at their own pace and the timer can be turned off. Teachers can make quizzes as homework or ask students to complete them in class for simple practice.

The teacher develops tasks using Quizizz App and collaborates with Google Classroom. This Quizizz application is very easy to use and accessible to teachers because there are several

interesting features for creating assignments. At this stage, Ms. MT creates tasks using Quizizz and sends them to Google Classroom in the form of a link. The material will be provided and explained through Google Classroom. The title of the material is "Passive Voice". For the first activity, students must access the material through Google Classroom, there is a PowerPoint and some short explanations uploaded there. After that, the teacher directs students to access Quizizz via their laptop or smartphone, the quiz will be related to the material explained in Google Classroom. For the second activity, students are given directions to log in and take quizzes, students are given a link that functions to enter the quiz room, students are directed to download the Quizizz application via the PlayStore or it can be accessed by typing www.quizizz.com on Google. The purpose of doing tasks through the Quizizz application is to improve students' online learning by collaborating quiz games into lessons.

This study aims to develop an English teacher's online tasks at SMAS Laboratorium Undiksha Singaraja and how the English teacher integrated these tasks into an online learning platform. Using observation and interview guides, researcher get the desired data. Each data from the instrument shows similarities. It can be seen from the results of observations where the development of tasks using online platforms by teacher in online learning can be seen in their activities when teacher implement learning using various online platforms and in introducing material. The development of these online tasks aims to encourage students to take part in online learning activities. Teacher use the variation of online learning applications. These words align with what Bygate, Skehan, and Swain said in 2001. A task is an activity with a goal part of an educational course. People learn how to do things in a certain way by doing tasks their teacher set up for them.

In this activity, the teacher develops tasks using different online platforms. This activity aims for students and teacher to know how to operate online applications. This activity is also suitable for training students and teacher to learn to use technology to develop online learning activities. Teacher develop online tasks by collaborating on applications and providing training on each material. In line with Nunan (2004), language tasks are structured language learning activities with specific goals, appropriate content, specified work procedures, and various possible outcomes for those who do them. Online learning is learning that has been carried out at SMAS Laboratorium Undiksha Singaraja. In the learning process, it is known that teacher use various applications such as online learning media such as WhatsApp, Google Classroom, Youtube, Kahoot, and Quizizz.

Based on the results of observations made by researcher, it is known that one of the English teachers at SMAS Lab, Undiksha Singaraja, uses several online applications in developing online tasks. There are five platforms that the teacher used to develop tasks, namely Google classroom, WhatsApp, Youtube, Kahoot, and Quizizz. Online English tasks made, of course, have varied activities because teacher at SMAS Lab Undiksha Singaraja must be creative in making assignments. The tasks must be varied so that students do not feel bored while studying at home. In giving the task, teacher use various online learning platforms. Teacher get learning materials through handbooks, the internet, and worksheets. Teacher develop tasks using WhatsApp and several other interconnected applications; teacher often use WhatsApp as a

learning medium because students respond faster there, giving material via WhatsApp is also easily accessible by students. Other applications, namely YouTube, are also often used by teacher to develop assignments; teacher make presentations recorded on their laptops and provide access for students to watch videos. The teacher always give tasks at the end of the video. As for giving quizzes by the teacher to develop assignments, namely by using the Kahoot and Quizizz applications, the use of these two applications aims not to get bored by only using the same application in learning, so the teacher occasionally gives games to their students.

Based on the results of interviews made by researcher, it is known that one of the English teachers at SMAS Lab, Undiksha Singaraja, uses several online applications in developing online tasks. Teacher already have experience using online platforms in giving online using online learning platforms because teacher have been doing online learning for two years during the Covid19 pandemic. Teacher are required to do online learning using online platforms by developing various materials and assignments that will be given to students. Teacher use more than one online platform to develop online assignments and collaborate with other platforms; teacher more often use WhatsApp Groups as a teaching medium because students' requests and their responses are faster. Several times teacher held online meetings using Google Meet/Zoom Meeting. Teacher collaborate with several applications to support the creation of learning media or as learning media itself, such as video editing Kine Master. Bandicam screen recorder was used for their presentation using PowerPoint. Until now, the most widely used application is Google Classroom. The school does not provide e-learning to teach online, so the teacher uses an application suggested by students. Online teaching and learning activities are determined by how teacher choose the application and how interested students are in it, such as using Google Classroom and WhatsApp applications. This application is easily accessible by students and easy to use by teacher. Students can access the material at any time because the application will still save it. Teacher use various applications to develop tasks and collaborate with other applications. Teacher occasionally do video conferences on Google meet/zoom to discuss assignments; teacher also use YouTube to provide material and provide collaborative assignments using Google Classroom; teacher also use the Bandicam application to record presentations on laptops and upload them on YouTube, which students can later access. The teacher also held quizzes using Kahoot and Quizizz.

Teacher often add assignments or provide material on these two platforms; the teacher first sends some materials and exercises to the WhatsApp group and then directs them to check google classroom and some learning videos. The Google meet, or Zoom application, is used as a confirmation medium by doing productive skills such as writing and speaking. Teacher rarely do video conferencing because of large internet quotas and burdening students. Teacher obtain materials for assignments via the internet, handbooks, and worksheets. Teacher also sometimes make their materials or assignments because materials obtained via the internet are sometimes too difficult to give to students; teacher choose learning materials thoroughly on the internet or textbooks and combine them. Teacher have difficulty determining the tasks because of the selection of material they consider too difficult or too easy for students because, in online learning, they are required to learn on their own because teacher cannot monitor. Teacher have received online learning training from the education office on how to conduct online meetings,

use Google products as learning media in the classroom, and collaborate on applications in learning using video. Teacher are also given access to several online platforms for free, such as getting Zoom premium, and a Google Classroom account with a large storage capacity. This training is considered late because teacher can already use the online platform to teach. In addition, Nunan (2004:4) defines *tasks* as any class activity involving students learning the target language. Tasks are used to achieve the objectives of the language teaching and learning process, which includes communicative competence. From the above definition, it can be concluded that tasks are all activities that students must carry out to achieve specific class goals. Especially in teaching and learning languages, language assignments are activities in the classroom that aim to enable learners to use the target language to communicate with others.

Conclusions and Suggestions

The developed tasks carried out in online learning for senior high school English teacher. Teachers add tasks to the platform and the students are asked to make videos and upload it into the platform at the end of the lesson. English teachers can integrate Online English tasks using several online platforms such as WhatsApp, Google Classroom, YouTube, Kahoot and Quizizz. In the results of this study, teachers often used WhatsApp and Google Classroom to develop tasks, other application such as YouTube, Kahoot, and Quizizz are used to make student does not feel bored in online learning, the teacher collaborate other platforms to developing online tasks. With changes in existing learning methods, students and teachers must get used to practicing using technology in online classes, by utilizing technology as a support for distance learning, teachers and students can make online learning is more effective and efficient at any time. It is suggested that teachers prepare more mature lesson plans, such as paying attention to the media and improving instructional instruction, because it is difficult to maintain student motivation and control student actions in online learning. the teachers should use other online learning platforms to increase knowledge in operating the online learning platform. Good use of variety in developing tasks can help students to increase students' interest in doing it. For further researchers who are interested in researching the developing English Online Tasks and integrate the tasks into a selected Online Learning Platforms should more explore about it.

References

Basuki, Y., & Hidayati, Y. (2019). *Kahoot! or Quizizz: the Students' Perspectives*. (July). https://doi.org/10.4108/eai.27-4-2019.2285331

Brosnahan, S. B., Jonkman, A. H., Kugler, M. C., Munger, J. S., & Kaufman, D. A. (2020). Covid-19 and respiratory system disorders current knowledge, future clinical and translational research questions. *Arteriosclerosis, Thrombosis, and Vascular Biology*, (November), 2586–2597. https://doi.org/10.1161/ATVBAHA.120.314515

Cetinkaya, L. (2017). *An Educational Technology Tool That Developed in The Natural Flow of Life Among Students: WhatsApp. 13*(2), 29–47.

Creswell, J. W. (2014). *Reserach Design : qualitative, quantitative, and mixed methods approaches* (Fourth). SAGE Publications , Inc.

Dar, Q. A., Ahmad, F., Ramzan, M., Khan, S. H., Ramzan, K., Ahmed, W., & Kamal, Z. (2017). Use of Social Media Tool "Whatsapp" in Medical Education. *Annals of King Edward Medical University*, *23*(1), 39–42. https://doi.org/10.21649/akemu.v23i1.1497

Ellis, R. (2003). *Task-based language learning and teaching*. Retrieved from https://books.google.co.id/books?hl=en&lr=&id=coO0bxnBeRgC&oi=fnd&pg=PR7&dq=Ellis,+R.+(2003).+TaskBased+Language+Learning+and+Teaching.+Oxford:+Oxford+University+Press.&ots=sVB509oxwY&sig=h_zxYg9YpYe56jHkiPztHmEO37Y&redir_esc=y#v=onepage&q=Ellis%2C%20R.%20(2003).%20TaskBased%20Language%20Learning%20and%20Teaching.%20Oxford%3A%20Oxford%20University%20Press.&f=false

Fattah, S. F. E. S. A. (2015). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and Practice*, *6*(32), 115–127.

Fleck, B. K. B., Beckman, L. M., Sterns, J. L., & Hussey, H. D. (2014). *YouTube in the Classroom : Helpful Tips and Student Perceptions*. *14*(3), 21–37.

Hamad, M. M. (2017). Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share." *Higher Education Studies*, *7*(4), 74. https://doi.org/10.5539/hes.v7n4p74

Hamiti, M., & Reka, B. (2012). Teaching with Technology. *Procedia - Social and Behavioral Sciences*, *46*, 1171–1176. https://doi.org/10.1016/j.sbspro.2012.05.269

Hamood, A. C. (2021). *Investigating the Pre-task Phase of Tasks In English Language Classes : Example Investigating the Pre-task Phase of Tasks In English Language Classes : Example from the UK Dr . Asaad C . Hamood*. (March).

Hismanoglu. (2012). Educational Technology and Society. *Educational Technology & Society*, *15*(1).

Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, *58*(4), 319–326. https://doi.org/10.1093/elt/58.4.319

Miles, B. M., & Huberman, M. A. (1994). Qualitative Data Analysis : An Expanded Sourcebook. *SAGE Publications*.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19*(2), 129–132. https://doi.org/10.1177/1362168815572747

Nunan, D. (2004). Task-Based Language Teaching. *Task-Based Language Teaching*. https://doi.org/10.1017/cbo9780511667336

Octaberlina, L. R., & Muslimin, A. I. (2020). Efl students perspective towards online learning barriers and alternatives using moodle/google classroom during covid-19 pandemic. *International Journal of Higher Education*, *9*(6), 1–9. https://doi.org/10.5430/ijhe.v9n6p1

Purba, L. S. L. (2020). The effectiveness of the quizizz interactive quiz media as an online learning evaluation of physics chemistry 1 to improve student learning outcomes. *Journal of Physics: Conference Series*, *1567*(2), 0–4. https://doi.org/10.1088/1742-6596/1567/2/022039

Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*,

29(5), 4809–4818.

Shaharanee, I. N. M., Jamil, J. M., & Rodzi, A. S. S. M. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, *8*(10), 5–8.

Soni, V. D. (2020). Global Impact of E-learning during COVID 19. *SSRN Electronic Journal*, (June). https://doi.org/10.2139/ssrn.3630073

Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, *1*(2), 142–145. https://doi.org/10.29103/ijevs.v1i2.1526

Sutrisno. (2020). *Peningkatan Aktivitas Dan Hasil Belajar Melalui Pembelajaran Online Dengan Google Classroom Di Masa Pandemi Covid-19 Increased Learning Activities and Outcomes Through Online Learning With Google Classroom in the Covid-19 Pandemic Period*. *5*(1), 95–106.

Toquero, C. M. (2020). *Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic : The Philippine Context*. *5*(4).

Yulitriana, Simbolon, M., Fauzi, I., Putri, L. A., Luardini, M. A., & Tans, F. (2020). The Applications Used for Online Learning at The English Education Study Program. *AJES - Academic Journal of Educational Sciences*, *4 No. 2 (2*(2), 12–21. https://doi.org/10.35508/ajes.v4i2.3532