

**EFL TEACHER'S STRATEGIES IN MAINTAINING STUDENTS'  
FOCUS DURING ZOOM MEETINGS**

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**APPROVAL SHEET**

**EFL TEACHER'S STRATEGIES IN MAINTAINING STUDENTS'  
FOCUS DURING ZOOM MEETING**

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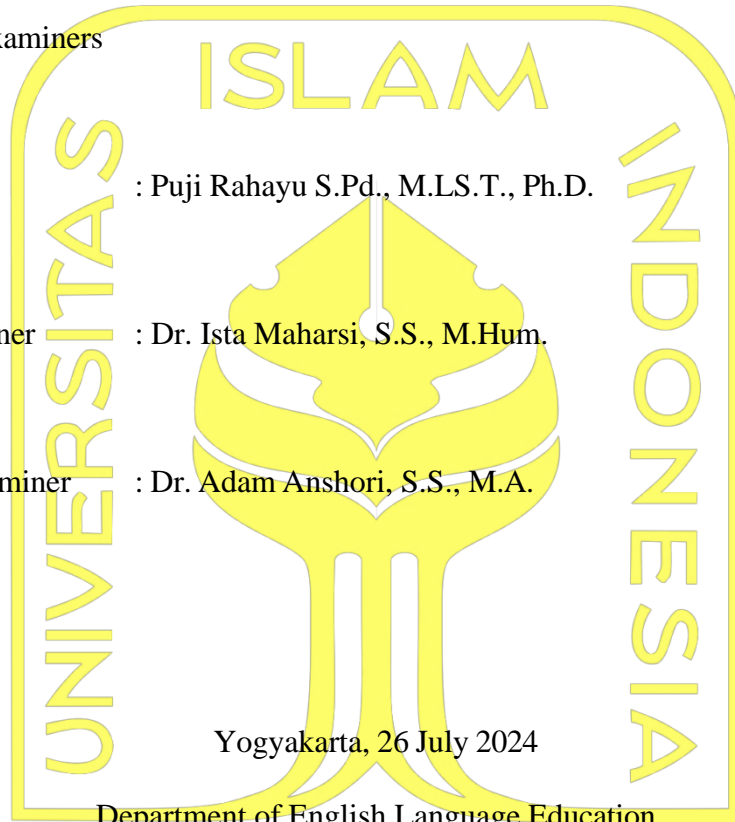
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## STATEMENT OF WORK'S ORIGINALITY

With all sincerity, I declare that I am the original author of this thesis, which is titled EFL Teachers' Strategies Maintaining Students' Focus During Online Learning Through Zoom Meeting. A scientific paper should not include any outside material, and this thesis only includes that which is cited in quotations and references.

Yogyakarta, 26 July 2024

The researcher



Nabila Septiyani

## **MOTTO**

“And whoever puts all his trust in Allah, then he will suffice them.” (QS.  
AtTalaq:3)

“Even if you're not perfect, you're limited edition” -Kim Namjoon

## **DEDICATION**

In the name of the Most Gracious and Forgiving Allah. I dedicated my thesis to my parents, who are the primary source of my strength and support and who pray for me constantly and help me finish this thesis. I could not have made it to this point without their support and prayers. I also want to praise myself for finishing this thesis and persevering through many challenges.

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## TABLE OF CONTENTS

<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>RATIFICATION SHEET</b> .....	<b>iii</b>
<b>STATEMENT OF WORK'S ORIGINALITY</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>ABSTRACT</b> .....	<b>xiv</b>
<b>CHAPTER 1 INTRODUCTION</b> .....	<b>1</b>
1.1    Background of the study .....	1
1.2    Identification of the problem.....	3
1.3    Limitations of the study .....	4
1.4    Formulation of the problem.....	4
1.5    Objective of the study .....	4
1.6    Significances of the study.....	4
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>5</b>
2.1    Online Learning.....	5
2.1.1 Definition of Online Learning .....	5
2.1.2 Characteristics of Online Learning .....	6
2.2    Conferencing tools for online learning.....	7
2.3    Strategies to maintain students' focus.....	8
2.3.1 Suggestions to use these strategies to maintain students' focus.....	9
2.4    Review of relevant studies: Maintaining students' focus .....	10
2.4    The flow of review literature .....	12
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>13</b>
3.1    Research Design .....	13
3.2    Setting and Participant.....	13
3.3    Data Collection Technique.....	13
3.4    Data Analysis .....	14
3.5    Trustworthiness.....	17
<b>CHAPTER IV FINDINGS AND DISCUSSION</b> .....	<b>19</b>

4.1	Findings .....	20
4.1.1	Teacher's strategies to maintain students' focus .....	20
4.1.2	Emergent Findings .....	27
4.2	Discussion.....	28
4.2.1	Teachers' Strategies to Maintain Students' Focus.....	28
<b>CHAPTER V CONCLUSION&amp;SUGGESTION.....</b>		<b>32</b>
5.1	Conclusion.....	32
5.2	Suggestion .....	32
<b>REFERENCES .....</b>		<b>34</b>
<b>APPENDICES.....</b>		<b>37</b>

## LIST OF TABLES

Table 1. Interview Questions.....	14
Table 2. Coding Sample.....	16
Table 3. Coding Matrix.....	17
Table 4. Interview Timeline.....	19

## LIST OF APPENDICES

Appendix 1. Coding Matrix.....	37
Appendix 2. Coding Sample.....	39
Appendix 3. Transcription.....	40
Appendix 3.1. Interview transcription 1 .....	40
Appendix 3.2. Interview transcription 2 .....	45
Appendix 3.3. Interview transcription 3 .....	49

# **EFL TEACHER'S STRATEGIES IN MAINTAINING STUDENTS' FOCUS DURING ZOOM MEETINGS**

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## **ABSTRACT**

This study aims to investigate English teachers' strategies to maintain students' focus in Zoom meetings. This study employed a descriptive qualitative method. The data were collected through interviews with three participants (1 male, 2 female) from a private university in Yogyakarta. The in-depth interviews were conducted to investigate teachers' strategies to maintain students' focus on online learning. The data was analyzed using a theme-based analysis method to identify, analyze, and create reports for this research and help categorize and describe the data (Braun and Clarke, 2006). The study's findings showed that three participants used some strategies that can be classified into four themes *use variety* (eg. Teachers use audio-visual material), *encourage student participation* (eg. Making group discussion, Using games, for example: teacher asking the students to join the Quizizz and do the quiz), *avoid becoming too involved with one student during discussions* (eg. Class discussion), and *minimize criticism, maximize positive reinforcement* (eg. Teacher appreciate students, for example: by saying thank you). This research investigates strategies employed by lecturers to maintain students' focus. The researcher would like to suggest further research conducted in the offline learning context, and can also investigate the students' perspective regarding the strategies used by teachers to maintain their focus and other problems related to maintaining students' focus.

**Keywords:** *university students, online class, teachers' strategies*

# CHAPTER 1

## INTRODUCTION

This chapter presents the study's background, the problem's identification, formulation, objective, and significance.

### **1.1 Background of the Study**

Coronavirus, commonly known as Corona-19, caused a pandemic in various countries, including Indonesia, in March 2020. This has a profound effect on many areas of life, including schooling. According to UNESCO (2020), schools in several nations have had to close owing to a public health emergency. This problem makes it difficult in every country to find a solution that enables students to continue with their education and learning activities.

During the pandemic, online learning became a solution for schools and colleges so teachers and students could continue learning. However, when teaching online, attention and maintaining focus seem to be a problems. Lang (2020) argues that although it can be challenging, it is still possible to refocus our scattered minds and that there are numerous instances of intense focus and participation. Additionally, the teacher should actively encourage focus in the classroom and exhibit empathy for values as teachers (Lang, 2020). According to Nagro et al. (2019), maintaining student focus and engagement in in-person and online learning environments reduces behavioral problems by keeping students' attention on the material covered in class.

There are several studies have been carried out on strategies to maintaining students' focus through Zoom. The study by Adelina & Brik (2020) conducted a study about the experiences of EFL teachers using Zoom Meetings to discover the challenges teachers face during online teaching, what learning strategies teachers use to teach English, and how EFL teachers assess and evaluate students. The findings of the study based on the interview results are that they have encountered many shy students, as well as students who lose focus and avoid conversations or assigned tasks. They have learned that the greatest way is to play more group games (the games they enjoy the most). Also, a wonderful way to stimulate and encourage them is to constantly praise them, even if they are not genuinely performing well. In the study by Laili & Nashir (2021), The study's findings revealed that teachers provided certain activities to maintain their students' focus in the online classroom, such as turning off all audio while explaining the material, but students must activate the camera or asking random questions amid the lesson to detect precisely who is joining the online class. Moreover, the study by Nguyen et al., (2022) The study's findings revealed that to maintain students' attention, teachers employ different strategies, like encouraging students' motivation to learn by setting up games or quizzes on smartphones or by using videos, digital media, questioning, and answering to foster a relaxed learning atmosphere and create students' interest in participating in lessons.

A study conducted by Park & Park (2022) revealed that the teachers use a variety of participatory pedagogic practices, including DIUs, that ask students to share their experiences and opinions about their everyday lives. In addition, strategies have been found in a study by Rasmitadila et al. (2020), the findings showed that the teacher used Instructional strategies, and Teachers carried out the Q&A method and discussion using Zoom, Google Classroom,

and PowToon. Several studies have been conducted on strategies to maintain students' focus (eg. Adelina & Brik, 2020; Laili & Nashir, 2021; Nguyen et al., 2022; Park and Park, 2022; Rasmitadila et al., 2020). Although these previous studies mention some strategies that teachers use, they did not specifically conduct a study about the strategies to maintain students' focus, they only investigate on challenges and experiences in teaching in online learning. In Indonesia, there are no researcher conducted specific studies on maintaining students' focus during Zoom. Therefore, this study aims to investigate the teachers' strategies for maintaining students' focus during Zoom meetings by implementing guideline proposed by Partin (1987). In this study, the researcher only use four guideline to later classify the strategies used by participants, which are to use variety to teach, encourage students participation, minimize criticism maximize positive reinforcement, and avoid becoming too involved with one student.

## **1.2 Identification of the Problem**

The previous research conducted by Abid et al. (2021) carried out a study to investigate the lived experiences of university teachers who began teaching online for the first time during the COVID-19 pandemic. The findings revealed that, in terms of students' focus and involvement in online learning, participants reported that students' focus declined over time, making it difficult to engage them in lectures. Another participant in his study similarly said that teachers must guarantee that the class is more participatory and exciting for students. Furthermore, Sanjaya et al., (2021) explore EFL teachers' perceptions of the Zoom video conferencing platform's usefulness, convenience of use, and satisfaction during the Zoom video sessions. The questionnaire and interview results revealed that teachers face several challenges when teaching English. They admitted that students found it challenging to manage a collaboration project,

assess students' competencies, and keep students focused during online learning. Therefore, this study investigates teachers' strategies to maintain students' focus during Zoom meetings.

### **1.2 Limitations of the study**

This research investigates what strategies are used to maintain students' focus. Participants specifically who teach English in online learning during the pandemic.

### **1.3 Formulation of the problem**

What strategies do English teachers use to maintain students' focus during Zoom meetings?

### **1.4 Objective of the study**

This research investigates English teachers' strategies to maintain students' focus in online classrooms through Zoom meetings.

### **1.5 Significances of the study**

#### 1. For teachers

Practically, this study can provide insights into using appropriate strategies to maintain students' focus when teaching English online and help them improve their teaching performance.

#### 2. For other researchers

Conceptually, this study can provide information and references for other researchers who are conducting similar research on the strategies that teachers use to teach English in online learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Online Learning**

##### **2.1.1 Definition of Online Learning**

The increasing spread of COVID-19 in Indonesia has forced the government to implement distance learning at home and close schools (Azzahra, 2020). However, Laili & Nashir (2020) claim that to ensure that learning activities continue even though there is no face-to-face teaching, several projects are underway, such as all colleges and universities suddenly being forced to change their education online using free services such as Google Classroom and Zoom.

According to Ally (2004), additional often used terminology for online learning are e-learning, Internet learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, web-based learning, and distance learning. Therefore, Coogle and Floyd (2015) propose that online learning can be delivered in synchronous, asynchronous, or hybrid learning settings. Synchronous online learning occurs in real time, with all students present at the same moment for each class meeting. Meanwhile, asynchronous online learning implies that students study independently using materials generated by the teacher and accessible through Google Classroom or other platforms. A hybrid course can take various shapes. Some course meetings are held synchronously, but others are conducted individually or asynchronously.

However, König et al., (2020) claim that the switch from offline to online learning has had a substantial impact on Indonesia's educational system. Implementing online teaching is an unusual situation for teachers. The entire educational procedure is completed digitally. Start by delivering lectures online, adding fresh learning material, offering a variety of activities, soliciting

feedback, and conducting online evaluations. Online learning should be focused on the learner and the process, not just the use of the Web to present and deliver materials. This means that students should be able to access learning resources, interact with teachers and other students, get support during the process, acquire knowledge, make personal meaning from the experience, and grow as a result of their time spent on the Internet (Ally, 2004).

On the other hand, online learning allows students to study whenever and wherever they want, and they can communicate with teachers through a variety of tools such as classroom, video conference, phone or live chat, zoom meetings, or WhatsApp groups (Dewi, 2020). This also enhances the teaching of technology skills by integrating technological literacy into academic learning materials, gives students with conflicting schedules for concurrent subjects flexibility, and provides teachers with possibilities for professional development, like mentoring and learning in scientific community universities.

### **2.1.2 Characteristics of Online Learning**

Three activity components make up online learning: 1) pedagogically based models of online learning; 2) online learning and learning methodologies; and 3) technology utilized in online learning. Furthermore, Clark and Mayer (2016) highlight four crucial aspects of online learning: 1) Learning content that aligns with the particular objectives addressed in learning activities; 2) Supporting self-directed learning by providing asynchronous examples and exercises; 3) Encouraging self-directed learning by providing enjoyable media, such as images and explanations, to help students comprehend the intended learning objectives and content; and 4) Encouraging students to continue developing positive attitudes and comprehension skills.

Online education has additional characteristics. Anderson (2008) claims that the basic characteristics of online learning include students requesting a study plan on other occasions, the

learning schedule being adaptive and flexible based on teacher-student agreement, and students not attending class in person or just online. On the other hand, Anderson (2008) lists the following characteristics of online learning: (a) personal; (b) structured; (c) active; and (d) connective. More precisely, learning activities that are tailored to each student's personal needs and assist them in meeting the learning objectives of the course should be included in online learning. Reading, hearing, and viewing written, visual, and video materials are all forms of learning activities. For more information, students can conduct Internet research, use online databases, or visit libraries (Ally 2008).

## **2.2 Conferencing tools for online learning**

Zoom is an online platform that many teachers use as an intermediary for teaching from home. It is a cloud-based service that offers meetings, webinars, material sharing and video conferences (Zoom,2016)

Due to its usefulness as a collaborative platform for teachers and students, Zoom is widely used in schools as an online learning tool. Features in Zoom can make students more engaged in the learning process. For example, students can use nonverbal cues to show agreement, ask questions, or request that the teacher move more quickly, slowly, or take a break (Kohnke & Moorhouse, 2020). Besides that, students can ask questions non-verbally to the teacher through the provided chat column, the questions can be seen privately or can be seen by everyone in Zoom, and can be answered directly by the teacher.

An additional benefit of the Zoom application is that it facilitates the synchronous connection of browser screens between teachers and students. This enables teachers to incorporate student response systems, like Mentimeter and GoSoapBox, into the interactive environment to enhance active learning (Kohnke & Moorhouse, 2020). A word cloud, for example, could be used

by teachers to elicit vocabulary. Teachers can also use movies and audio files to provide meaning focused instruction and receptive listening practice. Zoom also provides a "share screen and whiteboard" feature where the teacher can check student understanding during learning hours as is done during face-to-face learning in class. Kohnke & Moorhouse (2020) state that teachers also can use the "Transcription and Recording" feature to record the whole activities during the class, so that the students can watch and review the material anytime, the built-in recording and transcribing functions enable teachers to record the entirety of a session or only specific parts, such as grammar presentations, assessment reviews, or homework instructions for students who are absent or wish to study the course later. By watching or listening to the chat, audio, or video recordings after class, teachers can inspire their students to take more responsibility for their language study.

However, Zoom also has disadvantages, especially for a teacher to teach the students. Agarwal and Kaushik (2020) showed there were limited elements that inhibited learning such as: the number of learners that were able to participate at a particular moment, the length of the Zoom session, and technical issues during the conducting of the Zoom meeting.

### **2.3 Strategies to maintain students' focus**

Partin (1987) proposed Fifteen Guidelines for Developing Focus attention-holding lessons. But in this study, the researcher found only four strategies that the participants used. The first strategy is using variety in teaching, which means that classes should be created utilizing various tactile, visual, and auditory methods. By employing this strategy, students retention of the material will rise and boredom and inattention will be reduced. The second strategy is to encourage student participation, which is essential for maintaining focus in class. Too much passive listening causes distraction. Allow for active participation by interspersing exercises and

activities between lengthy formal talks. The third strategy is to minimize criticism and maximize positive reinforcement. Excessive criticism can cause students to avoid sharing their ideas or answers. Criticizing the first few contributors is a surefire method to discourage originality and engagement. It is suggested that teachers use positive reinforcement instead, praising the comprehension and effort of the students. Naturally, moderation is necessary because too many flattering remarks would make the teacher's compliments seem less meaningful. The last strategy found in this study is to Avoid becoming too involved with one student during discussions. Partin (1987) revealed that the other students in the class may conclude they are not contributing to the conversation and move on. Teach the class as a whole while maintaining individual sensitivity. Maintain command of the discussion. Inquire of other students to engage them if one is controlling the discussion.

### **2.3.1 Suggestions to use these strategies to maintain students' focus**

Berges et al., (2021) suggest strategies to maintain students' focus during zoom meetings:

#### *One-word splash*

When a teacher employs this strategy, they highlight key vocabulary terms and provide a sneak peek into the lesson's content—which could be a story or a video. Subsequently, the teacher creates cards or writes the vocabulary terms on the board. The teacher then asks the class to predict the meaning of the terms or how they relate to one another to guess the topic of the lesson. This can be done individually, in pairs, or as a group activity.

#### *Think-Pair-Share*

The first step for the teacher is to post a question. This can be done on a shared screen where the question is shown or through Zoom's chat tool. The teacher purposefully gives the class time to consider the concepts or answers to the topic on their own. During the individual "Think"

period, the teacher can divide the class into smaller groups of two to three using Zoom's Breakout Room feature. Following that, every student returns to the main room to present the findings of their discussion.

#### *Secret Answer*

This technique refers to any type of response in which students are allowed to answer individually but their answers are kept secret from other students. In online learning, the teacher can use Gform and post a link to the chat box in the Zoom meeting, prompting students to respond throughout the session.

Moreover, the two studies conducted by Partin (1987) and Berges et al., (2021) have the same correlation regarding strategies to maintain students' focus. Partin (1987) proposed principles related to general strategies without specifying the activities, while research by (Berges, Martino, Basko, & McCabe, 2021) describes specific strategies related to activities that teachers can carry out to maintain students' focus. This strategy falls into the principle Partin (1987) proposed in the Encourage Student Participation category. In this study, the researcher used Partin (1987) to classify the strategies used by teachers.

## **2.4 Review of relevant studies**

Studies have been carried out on maintaining students' focus through Zoom during online learning. Among the studies, strategies that have been used are 1) praising students and fascinating exercises (Adelina & Brik, 2020; Laili & Nashir 2021; Lan Thi Nguyen et al,2022), 2) use of instructional strategy (Rasmitadila, et al 2020).

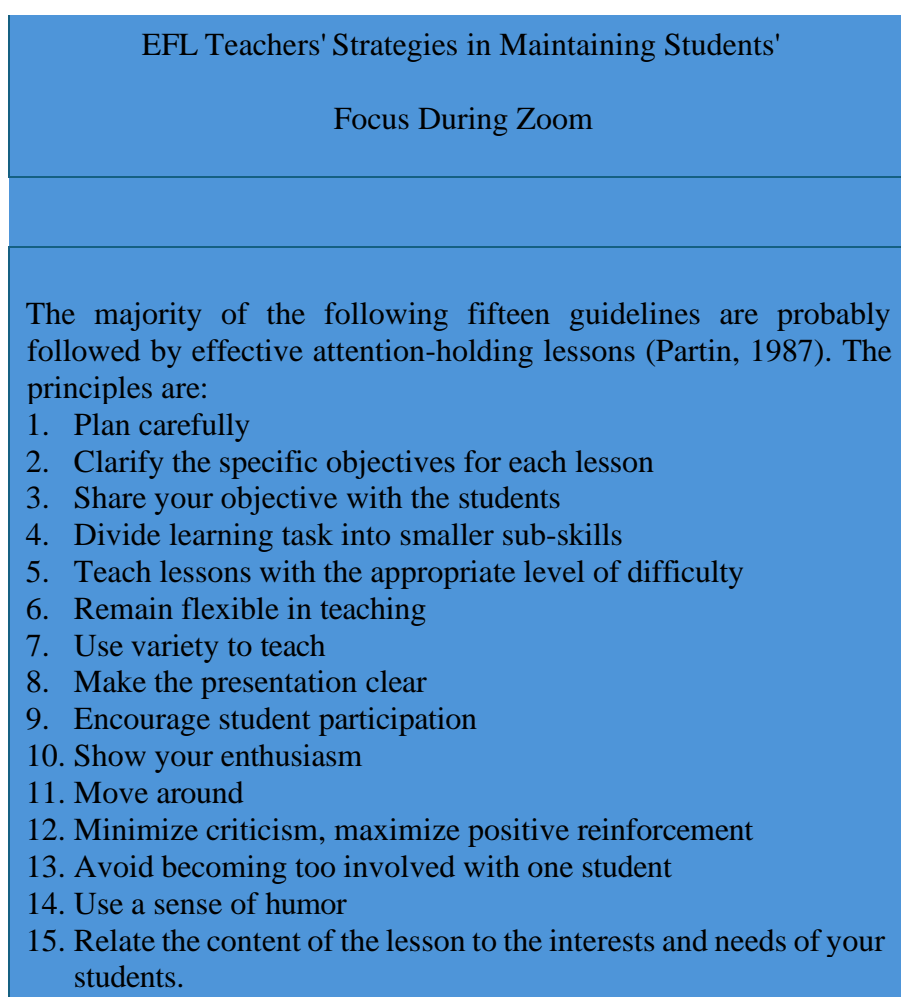
Common strategies to praise students and give fascinating exercises are using games that they like the most and during the classroom, the teacher always praises them all the time by saying that they are doing very well even if they are not actually (Adelina & Brik, 2020, Laili & Nashir,

2021). In the study by Laili & Nashir (2021), In order to keep their students focused in an online classroom, teachers have devised various exercises. For instance, they can control the class by turning off all audio while presenting the material, but students must also activate the camera or answer random questions in the middle of a lesson to identify which students have joined the class. Besides that, in the study conducted by Lan Thi Nguyen et al, (2022) the findings of their study, teachers use some strategies to keep students focused, such as Before teaching a lesson, teachers frequently encourage students' interest in learning by setting up games or quizzes on smartphones, or by using videos, digital media, questioning, and answering to create a relaxed learning environment. When teaching, in addition to the teacher explaining the material and asking questions, teachers would present a topic or situation, which the students would then discuss in groups and record a video clip on smartphones or they could present their group project on Zoom. For the end of class, usually, teachers use Kahoot/Quiz or post-test to summarize the main points of the lesson and check the students' level by sending the link to the comment section in the Zoom meeting.

The last strategies have been found in a study by Rasmitadila, et al (2020). The teacher used Instructional strategies. According to Cao et al. (2010), lectures and the question-and-answer (Q&A) format were the most widely employed teaching techniques. The simplest strategy for teachers to measure their student's comprehension of the material being taught is through the use of the Q&A method and the discussion method, which facilitates two-way communication between both teachers and students. Teachers used Zoom, Google Classroom, and PowToon to facilitate Q&A sessions and discussions. The most popular type of instructional media used by teachers was learning videos, which they either made themselves before the COVID-19 Pandemic or downloaded from YouTube.

## 2.5 The Flow of Review Literature

In this study, the researcher adapted from Adelina and Brik (2020) for the interview question. However, for the coding schema and to classify the strategies from the interview result, the researcher used fifteen guidelines to develop an attention-holding lesson proposed by Partin (1987). Then the flow of review literature of this study is presented as follows:



**Figure 2.1 Flow of Review Literature**

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This descriptive qualitative research investigates EFL teachers' strategies for maintaining students' focus in Zoom meetings. According to Lambert and Lambert (2012), a qualitative descriptive study aims to provide an in-depth summary of specific phenomena experienced by individuals or groups of individuals. Descriptive qualitative research is chosen since this study aims to describe the strategies the participants use to overcome difficulties, especially to maintain students' focus during online learning through Zoom meetings.

#### **3.2 Setting and Participant**

The setting of this study is a private university in Yogyakarta. The participants were English lecturers who have been teaching English and have experienced teaching English using Zoom. The number of participants was 3 lecturers including two female and one male. In addition, the researcher has set some criteria to choose participant: 1) an Indonesian English teacher or lecturer who has experience teaching in the online learning period, 2) using Zoom meetings as a learning tool, 3) experienced in using some strategies to maintain students' focus, and 4) willing to share their experiences. The participants' real names were all anonymized in the report to protect their confidentiality (Oliver, 2003).

#### **3.3 Data Collection Technique**

In collecting data, the researcher used an in-depth interview technique, because the study aims to investigate how participants' maintained students' focus during online learning. The researcher conducted interviews with an English lecturer and recorded the interview. The interview was conducted through a Zoom meeting at different times and one by one with each

participant on March 04, 2024, March 06, 2024, and the last one on May 07, 2024. Subsequently, the interview results were transcribed and analyzed using thematic analysis.

The interview questions of this research as follows:

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#### **Interview Question**

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1. Have you ever used Zoom meetings in online learning?
  2. Do you believe Zoom is a good platform for online teaching?
  3. What teaching materials have you used for online teaching using Zoom?
  4. During learning time on Zoom, are all students actively participating?
  5. How was the student's focus in zoom?
  6. What are the strategies that you use to maintain students' focus in Zoom?
  7. How did you motivate students to focus in your class in Zoom?
  8. What are some effective ways of monitoring students' focus and learning during online courses?
  9. What activities would you suggest to maintain students' focus in the zoom meetings?
- 

### **3.4 Data Analysis**

The researcher used a theme-based analysis method to identify, analyze, and create reports for this research and help categorize and describe the data better (Braun and Clarke, 2006). There are six stage of thematic analysis by Braun and Clarke (2006) as follows:

#### Stage 1: Familiarizing with the data

In this stage, the researcher familiarized with the interview data by re-reading and transcribed from the interview recording.

#### Stage 2: Generating initial codes

In this stage, the researcher make a list of initial codes and compiled the relevant data for each code.

#### Stage 3: Searching for themes

After make a list of initial codes, the researcher analyzed the codes and compiled the relevant data into potential themes.

#### Stage 4: Reviewing themes

In this stage, after the themes were collected, the researcher reviewed the themes and make a thematic map from the analysis conducted.

#### Stage 5: Defining and naming themes

The researcher define and named themes into clear themes.

#### Stage 6:

After five stage have been completed, the researcher make the output of this research.

Coding sample and coding matrix as follows:

*Table 2. Coding Sample*

<b>Coding Sample</b>	<b>Mean</b>
<b>TSMSF/UVT/UAVM/P2/01</b>	'TSMSF' is for Teacher's Strategies to Maintain Students' Focus construct. 'UVT' is for Use Variety to Teach category. 'UAVM' is for Using Audio Visual Material sub category. 'P2' means that the data was found in Participant 2 interview transcript. '01' means that it's from interview transcript line 01.
<b>EF/UIB/01</b>	'EF' is for Emergent Findings. 'EA' is for the findings from the data, Using Ice Breaking. '01' means it is from interview transcript line 1.

Table 3. Coding matrix

Construct	Category	Sub Category	Code
<b>Teachers' Strategies to Maintain Students' Focus</b>	Use Variety to Teach	Using Audio Visual	TSMSF/UVT/UAV
	Encourage Student Participation	Making Group Discussion	TSMSF/ESP/MGD
		Using Games	TSMSF/ESP/UG
		Group Presentations	TSMSF/ESP/GP
		Independent Study	TSMSF/ESP/IS
	Minimize criticism, maximize positive reinforcement	Appreciate Students	TSMSF/MCMPR/AS
	Avoid becoming too Involved with one Students during Discussions	Class Discussion	TSMSF/ABIOSD/CD
<b>Emergent Finding</b>	Using Ice Breaking Question and Answer		EF/UIB EF/QnA

### 3.5 Trustworthiness

Stahl & King (2020) proposed credibility, transferability, dependability, and conformity as criteria for trustworthiness in qualitative research. These criteria are essential for the audience's trust in comprehending the author's report. The supervisor and participants are involved in this process to ensure trustworthiness. The credibility of this research was assessed through member-checking. This technique is well-suited for this study because it relies on participants as valuable

sources for obtaining the necessary data for the research. Participants were included in the member-checking process to ensure the trustworthiness of the research. The researcher gave the analyzed data to the participants, including the results of the coding that the researcher had done based on the interview results with the participants in concern to enhance the data, and asked for feedback on its accuracy. Subsequently, the dependability of this research was established by peer debriefing with the supervisor. The supervisor reviews findings and advises the researcher to maintain stability of interpretation. Peer debriefing helps authors distinguish between factual information and interpretive comments regarding the data. The study's precise methodologies ensure the chapter's dependability.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents and discusses all the findings to answer the research questions. The findings include all the data from this research, which are presented and analyzed in the findings and elaborated in discussions.

#### 4.1 Findings

Data presentation and data analysis contain a description of the data and findings obtained using the methods and procedures described in Chapter III. Data presentation is used to answer the research question that has been formulated, namely what strategies English teachers use to maintain students' focus in online classrooms through Zoom meetings. In this research instrument, 3 lecturers participated in the interview. Each lecturer expressed their perspectives about online teaching, especially strategies to maintain students' focus through Zoom meetings based on their experience. The interview was carried out via Zoom meetings at different times, which can be seen in the table below.

*Table 4. Interview timeline*

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No	Date	Participant	Time
1	Thursday, March 04, 2024	Participant 1	08.35 - 09.19 WIB
2	Saturday, March 06, 2024	Participant 2	08.34 - 09.13 WIB
3	Tuesday, May 07, 2024	Participant 3	15.15 - 15.35 WIB

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Based on the interview results and data analysis that has been carried out, to answer the research question, the results follow.

#### **4.1.1 Teacher's strategies to maintain students' focus**

During online learning, almost all students become passive in class and lose focus on learning. This requires teachers to be creative so that the class becomes interactive and can maintain student focus. In this study, researchers investigated teachers' strategies to maintain students' focus.

##### **1. Use Variety to Teach**

According to the participants, using this strategy, students can stay focused on learning and avoid leaving their gadgets to do other things. Using Variety to Teach is very important while learning online because everything has gone digital, including learning materials, whereas many lecturers or teachers formerly utilized blackboards. Based on interviews three participants in this study used variety to teach for their teaching performance. All participants in this study also expressed ways for their teaching performance, here are their ways to maintain students' focus;

##### **1) Using Audio-Visual Material**

##### **Using Audio-Visual Material**

Three participants in this study report that they used audio and visual materials to deliver the learning materials to the students. This can assist students in avoiding boredom and maintaining their focus.

“During the pandemic, because I wasn't always online and in sync with Zoom, I frequently gave students YouTube, so there were some learning materials from YouTube, followed by audio”

**(TSMSE/UVT/UAVM/P2/18)**

“For visual learning materials I use PowerPoint, but for audio-visual materials, I use videos like YouTube or something like that, that's the case.”

**(TSMSE/UVT/UAV/P2/18)**

Lecturers can create visual displays such as PowerPoint to prevent material from becoming monotonous. All participants in this study also use audiovisuals such as YouTube shows using Zoom's share screen feature so that students do not become bored quickly. Lecturers particularly implement this strategy to keep students focused.

## **2). Encourage Students' Participation**

Encouraging students' participation is one strategy to maintain students' focus on the teachers' use. In this category, participants in this study also expressed ways for their teaching performance, here are their ways to maintain students' focus;

1) Making Group Discussion, 2) Using Games, 3) Group Presentations, and 4) Independent Study.

### **i) Making Group Discussion**

Three participants in this study report that they usually used group discussion to maintain students' focus during online learning through a feature breakout room provided by Zoom.

“I use groups, for example, in the group discussion each student has to present the results, which can be in the form of a poster or tell a story about a certain topic”

**(TSMSE/ESP/MGD/P1/18)**

Moreover, Participant 2 also reported that when they use this strategy in online classes, they can better control students who are focused and actively participate in discussions with their group with students who are not active.

“Of course, if the activity is only in a main room where there are 30 students on one screen, for example, I can't be sure if they are focused on each one or not. But then when it was divided into breakout rooms, it became smaller groups again, because the groups were small when I went into each room, and then later, because the rooms were smaller, I could control more about who was active and who wasn't able to focus. You can see it in the breakout room, and the students who aren't focused can just leave their devices behind”

**(TSMSE/ESP/MGD/P2/27)**

From the statement above, it can be concluded that group discussions are one strategy that can be said to be successful in maintaining students' focus and can increase students' participation in online classes.

## **ii) Using Games**

According to Participant 1, there is a risk of decreased student participation in online learning, particularly when using Zoom, which can lead to a lack of focus. When this occurs, ensure that participation is steady and neither excessively passive nor too low.

“The lecturer asks questions or can use games, for example going to Kahoot, going to Quizizz, and so on. That engagement can at least be maintained so that it remains there.”

(TSMSE/ESP/UG/P1/24)

“So you really have to vary activities and communication interactions.”  
(TSMSE/ESP/UG/P1/24)

In online learning, apart from the Zoom platform which can support effective learning, teachers or lecturers also use various applications such as Kahoot, Quizizz, and other applications to maintain focus and also so that students can participate in class. From the statement above, changing up the communication, engagement, and learning activities is one approach to achieve this. Utilizing games like Quizizz, Kahoot, and others will help students stay focused and engaged. Based on the information provided by participants, this strategy successfully kept students focused because students were working on an activity and not just listening to explanations from the teacher or lecturer.

In addition, Games are an excellent way to introduce or reinforce a topic in a fun setting.

### **iii) Group Presentation**

Group presentations can allow students to become active participants in their learning. This strategy also helps the student's teamwork skills, such as communication, collaboration, coordination, and also conflict resolution. Participant 2 and Participant 3 use the same strategy but they expressed it in different ways.

“I made them into several groups. I asked them to discuss different topics, so I made it into four rooms. Well, the four rooms discuss different things, so after

that, please gather them together, because the topics are in order, so later I will ask one of them to explain. Well, but when I asked one of them to explain, I kept asking, "Please appoint another friend from the same group to back up your explanation."

**(TSMSE/ESP/GP/P3/22)**

"I gave each group assignments and it was like there was a presentation schedule for each group, at each meeting the group changed presentations on certain topics. I require that the next group ask, someone must ask, so for example on that day group 1 is advanced, automatically group 2 will be required to ask at least 1 question, a representative will give one question and the next group will also do one like that."

**(TSMSE/ESP/GP/P2/31)**

Based on what the two participants above conveyed, this group presentation strategy can not only be used to maintain students' focus but also to assess student participation in group assignments.

#### **iv) Independent Study**

This strategy can maintain students' focus and improve their performance. Participant 1 and Participant 2 use this strategy when they teach online learning.

"The strategy I used was so that the students could focus at that time. When we were in ESP class, I once invited my friend who taught in Thailand. He teaches English for business in Thailand, right? At that time I asked Nabila and other students like "Okay, the point is that you have to ask" like that. So I prepared a timer, and then all the students asked questions, so they had to pay attention to what the resource person was saying, what they were talking about, that's why students had to pay attention, right, so their absence had to be done by asking questions, because not all students can ask, not all students can give quality questions like that."

**(TSMSE/ESP/IS/P2/31)**

According to Participant 2, this strategy can be said to be successful because students have to ask questions to the resource person. There is communication between the resource person and the students, even though it is via chat box on Zoom, which indicates that the students are paying attention and maintaining their focus.

**3) Avoid becoming too involved with one student during discussions.**

**i) Class Discussion**

In online learning, the teacher must create strategies in the form of activities in which all students are involved so that students will not leave the class on Zoom and thus remain focused on the lesson. In this strategy, participants in this study used class discussions, namely by inviting all students to discuss the material on Zoom.

“I made sure "Come on, let's have a full discussion for those on Zoom." They have done the translation and submitted it to Google Classroom, come on, let's now discuss the results of the translation. We'll discuss that later on Zoom, so I'll ask them one by one. So, for example, "Okay, what's the translation for this sentence A?" Then he must open the mic and explain, oh, the translation is like this, "Okay, if that's the case, B now, it's still the same sentence, what's your translation?" Well, then C, "That's what A and B used different diction, what is your diction and the reasons why” for example. So, I ensure that participation by inviting discussions and asking questions directly.”

**(TSMSE/ABIOSD/CD/P3/18)**

According to what was said by Participant 3, by inviting students who are on Zoom for a full discussion, we can ensure that all students participate because

when Participant 3 calls a student's name and the student doesn't answer, that means he is not there. in the Zoom. This strategy can also make the class active even if the students' cameras are not on, but we can ensure the sound is there so that students' focus can also be maintained.

#### **4) Minimize criticism, maximize positive reinforcement**

##### **i) Appreciate Student**

The strategy for maintaining students' focus carried out by participants in this study is not only through the classroom activities mentioned above. Small things such as minimizing criticism and maximizing positive reinforcement are also forms that are applied in classes, especially online learning. Participant 2 conveys how to minimize criticism and maximize positive reinforcement, namely, how to appreciate students.

“So it's like encouraging them to on cam "Come on, open the cameras one by one" and then the same thing when I have a question like that, but in silence no one wants to volunteer, that's also like encouraging earlier like "Come on, one of the volunteers will talk, please. "It's okay, come on, if you talk quickly, the class will end quickly," let's say something like that, okay? So like that, we encourage them to go on cam, then after that we appreciate them like "thanks for on cam".”

**(TSMSE/MCMR/AS/P2/37)**

Appreciating students for the small things they do, such as opening the camera or answering questions from the lecturer, can increase student enthusiasm and make students more confident to participate more actively in class. Apart from that, this strategy can also maintain students' focus.

#### **4.1.2 Emergent Findings**

Participants in this study carried out many strategies in the form of creative activities and could involve students to be more active and participate in class, especially when online learning. In terms of online learning, of course, many students become passive so they lose focus and can even leave class at Zoom meetings. Therefore, the task of a teacher or lecturer is to use various activities that can maintain students' focus, amidst their boredom during class.

Apart from the activities explained and conveyed by all participants, one strategy is implemented. Still, it is not included in the above category because it does not correspond to Partin's (1987) theory of fifteen strategies for maintaining students' focus.

##### **1) Using Ice Breaking**

One of the participants in this study also uses ice breaking to maintain students' focus. Participant 2 reported that when she used ice breaking, she said that students are focused on things like that, and they don't leave their devices because they know there are noises, there's something that is the sound of the zoom.

“So at the beginning, for example before class started, I had a little song playing like that, so I used the share audio feature from Zoom, the appearance remained normal but there was sound like that from the host because I hosted it on my account, I shared the song from Spotify, then there was something like my direct message "Miss, thank you, the song is already playing, it's my idol's song" like that.”

**EF/UIB/P2/8**

“I'll give them an ice breaker first, that's one of the activities, it's like giving games, I'll give them a few seconds, then I'll ask them to look to show it on the camera, automatically the on cam has to show something pink on the camera, for example like that, then Finally they took something pink and showed it to the camera”

**EF/UIB/P2/21**

## **2). Question and Answer (QnA)**

Participant 3 also used another strategy, namely question and answer (QnA), This strategy is carried out when entering the end of learning to find out whether students who are on Zoom during class are focused and paying attention to the material presented by the teacher or not.

“. So, for example, in a meeting I give theory, in educational linguistics, for example, material about syntax, for example, I explain what the definition of syntax is, then what function it has and so on, then at the end I usually give some questions like that related to the material, well if that's true follow, usually you can answer that, yes, if you don't follow, it's difficult, they can't.”

“So, to make sure the students are really focused, for me, what if I have given them the material at the beginning, during zoom they have to be able to discuss it. If I explain the material on Zoom, if later I give questions for evaluation they must be able to answer. Yes, on average, thank God, I'm quite able to focus, from my experience, yes, it's usually the people who don't focus, it's the same people who are already noticed at the start.”

**EF/QnA/P3/20**

## **4.2 Discussion**

### **4.2.1 Teachers' Strategies to Maintain Students' Focus**

In the modern age of technology, how can teachers maintain students' focus?

In online learning, maintaining students' focus is challenging especially when both adult's and children's focus levels have decreased. In this study, researchers investigate teachers' strategies to maintain students' focus during online learning. The results reveal four strategies that were found in this study introduced by Partin (1987), which are use variety to teach, encourage student participation, minimize criticism, maximize positive reinforcement, and avoid becoming too involved with one student during discussions.

#### **i) Use variety to teach**

From the findings above, it is evident that all participants in this study use a variety to teach in their online classroom, particularly in the context of maintaining students' focus. To keep students engaged, lessons should incorporate a range of audio, and visual techniques. This will assist students in avoiding boredom and inattention while also increasing their material retention. Moreover, this is aligned with the assertions made by Partin (1987), who defined that, surprise your students with something different to get their students' attention by using variety to teach.

#### **ii) Encourage Student Participation**

The discovery regarding the encouraged student participation strategy employed by all of the participants in this study. Maintaining focus in class requires active participation from the students. Even while it's often required, passive listening frequently presents a distracting opportunity. Lessons should be designed with student participation in mind, such as collaborative tasks, group presentations, etc. Based on Partin (1987) offers chances for participation through games and activities that intercut longer formal talks. When asked, most of the students say

they prefer to learn through projects, acting out scenes, building objects, or conducting interviews. Classes where students are just permitted to listen are the least preferred.

**iii) Avoid becoming too involved with one student during discussions.**

Moving to the third strategy, “Avoid becoming too involved with one student during discussions,” Participant 3 employed this strategy by using class discussion. Partin (1987) revealed that the other students in the class may conclude they are not contributing to the conversation and move on. Teach the class as a whole while maintaining individual sensitivity. Maintain command of the discussion. Inquire of other students to engage them if one is controlling the discussion.

**iv) Minimize criticism, maximize positive reinforcement**

Final strategy, It is best to avoid criticizing students as it can negatively impact their engagement. Any bad emotions connected to attending class may discourage students from voluntarily participating in the courses and foster a negative environment. It is advised to employ positive reinforcement instead, praising the comprehension and effort of the students. Naturally, moderation is necessary because too many flattering remarks would make the teacher's compliments seem less meaningful. This strategy was employed by Participant 2 in her online class, she appreciates students who turn on the camera. Participant 2, corresponds to the theory put forth by Partin (1987) , which suggests that if students are constantly scolded, they rapidly learn to avoid sharing their answers or ideas.

Criticizing the initial few contributions can quickly discourage creativity and involvement. Use praise wisely. Praise specific behaviors rather than general characteristics.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

#### **5.1 Conclusion**

Based on data obtained from interviews, it can be concluded that participants used strategies to maintain students' focus. Strategies based on Partin (1987) namely fifteen strategies for keeping students' focus. But in this study, the researcher found only four strategies the teacher used. Firstly, using variety to teach was done using audio-visual material in their online classroom. The second is to encourage student participation by doing a lot of activities in an online class through Zoom, namely making group discussions using features breakout room in Zoom, using games such as Quizizz and Kahoot, group presentations, and also independent study. The third strategy is to avoid becoming too involved with one student during discussions by doing class discussions. The last strategy is to minimize criticism and maximize positive reinforcement by appreciating students, who turn on the camera in Zoom meetings.

#### **5.2 Suggestion**

This research is limited to investigating the strategies teachers or lecturers use to maintain students' focus on online learning. It might show the different results in other levels of universities or schools. In addition, this research specifically investigates strategies for online learning context. Thus, the researcher would like to suggest further research conducted research in the offline learning context, and can also investigate the perspective of the students regarding the strategies used by

teachers to maintain their focus and other problems related to maintaining students' focus.

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## APPENDICES

### Appendix 1 . Coding Matrix

<i>Coding</i>	<i>Mean</i>
<i>TSMSF/UVT/UAVM/P2/01</i>	‘TSMSF’ is for Teacher's Strategies to Maintain Students' Focus construct. ‘UVT’ is for Use Variety to Teach category. ‘UAVM’ is for Using Audio Visual Material sub category. ‘P2’ means that the data was found in Participant 2 interview transcript. ‘01’ means that it's from interview transcript line 01.
<i>TSMSF/ESP/MGD/P1/01</i>	‘TSMSF’ is for Teachers' Strategies to Maintain Students' Focus construct. ‘ESP’ is for Encourage Student Participation category. ‘MGD’ is for Making Group Discussion sub category. ‘P1’ means that the data was found in Participant 1 interview transcript. ‘01’ means that it's from interview transcript line 01
<i>TSMSF/ESP/MGD/P2/01</i>	‘TSMSF’ is for Teachers' Strategies to Maintain Students' Focus construct. ‘ESP’ is for Encourage Student Participation category. ‘MGD’ is for Making Group Discussion sub category. ‘P2’ means that the data was found in Participant 2 interview transcript. ‘01’ means that it's from interview transcript line 01
<i>TSMSF/ESP/UG/P1/01</i>	‘TSMSF’ is for Teachers' Strategies to Maintain Students' Focus construct. ‘ESP’ is for Encourage Student Participation category. ‘UG’ is for Using Games sub category. ‘P1’ means that the data was found in Participant 1 interview transcript. ‘01’ means that it's from interview transcript line 01
<i>TSMSF/ESP/GP/P3/01</i>	‘TSMSF’ is for Teachers' Strategies to Maintain Students' Focus construct. ‘ESP’ is for Encourage Student Participation category. ‘GP’ is for Group Presentation sub category. ‘P3’ means that the data was found in Participant 3 interview transcript. ‘01’ means that it's from interview transcript line 01

<i>TSMSF/ESP/IS/P2/01</i>	‘TSMSF’ is for Teachers’ Strategies to Maintain Students’ Focus construct. ‘ESP’ is for Encourage Student Participation category. ‘IS’ is for Independent Study sub category. ‘P2’ means that the
<i>TSMSF/MCMPR/AS/P2/01</i>	data was found in Participant 2 interview transcript. ‘01’ means that it’s from interview transcript line 01. ‘TSMSF’ is for Teachers’ Strategies to Maintain Students’ Focus construct. ‘MCMPR’ is for Minimize Criticism, Maximize Positive Reinforcement category. ‘AS’ is for Appreciate Students sub category. ‘P2’ means that the data was found in Participant 2 interview transcript. ‘01’ means that it’s from interview transcript line 01.
<i>TSMSF/ABIOSD/CD/P3/01</i>	‘TSMSF’ is for Teachers’ Strategies to Maintain Students’ Focus construct. ‘ABIOSS’ is for Avoid becoming too Involved with one Students during Discussions sub category. ‘P3’ means that the data was found in Participant 3 interview transcript. ‘01’ means that it’s from interview transcript line 01.

## **Appendix 2. Coding sample**

<b>Coding Sample</b>	<b>Mean</b>
<b>TSMSE/UVT/UAVM/P2/01</b>	'TSMSE' is for Teacher's Strategies to Maintain Students' Focus construct. 'UVT' is for Use Variety to Teach category. 'UAVM' is for Using Audio Visual Material sub category. 'P2' means that the data was found in Participant 2 interview transcript. '01' means that it's from interview transcript line 01.
<b>EF/UIB/P2/01</b>	'EF' is for Emergent Findings. 'UIB' is for the findings from the data, Using Ice Breaking. 'P2' means that the data was found in Participant 2 interview transcript. '01' means it is from interview transcript line 1.

### Appendix 3. Transcription

#### Appendix 3.1 Interview Transcription 1

Participant : 2

Time : 37:10 minutes

Date : 04 April 2024

Place : Zoom meeting

I : Interviewer

P : Participant

Sub-ject	Li ne	Transcription	Theme	Codes
I	15	Baik miss. Lalu untuk bahan ajar, bahan ajar seperti apa yang di gunakan untuk pengajaran online menggunakan zoom miss?		
P	18	kalo ditanyakan pertanyaan nabila selanjutnya adalah media, kalo media visual itu pasti ya power point. Zaman waktu pandemi juga, karena saya ngga selalu online sinkron dengan zoom, jadi saya sering kasih mahasiswa dengan youtube juga kayak gitu, jadi ada beberapa konten belajar dari youtube, kemudian ya audio gitu ya. Terus kemudian, sayangnya saya belum pernah mengajar speaking, eh sorry saya belum pernah ngajar listening ya kalo speaking pernah sih. Speaking tu waktu itu bener-bener fully pake zoom meetings. Nah cuma kalo materi pembelajaran itu kalo misalkan yang visual itu tadi pake power point, terus kalo yang audio visual pake video kayak dari youtube atau lain sebagainya, gitu sih sebetulnya.	Use Variety to Teach	TSMSEF/UVT/ UAVM/P2/01
P	18	Cuma ada lagi materi, tapi ini bukan materi sih tapi kayak ice breaking mungkin yaa, jadi dulu itu pas pembelajarannya masih online, Jadi pas awal-awal misalkan sebelum kelas	Emergent Findings Using Ice Breaking	EF/UIB/P2/18

		<p>dimulai, saya tu kayak ada semacam sedikit muter lagu gitu loh eee, jadi saya pake fitur share audio dari zoom, gada tampilannya tuh, eee maksudnya tampilannya tetep normal tapi ada suara gitu dari host nya karna saya host nya di akun saya, saya share lagu dari spotify gitu, terus ada yang kayak direct message saya “miss makasih ya, lagunya udah di play, itu lagu idol saya” gitu. Jadi mungkin itu sih, bukan materi pembelajaran tapi ice breaking aja untuk yaa biar kayak mahasiswa itu fokus into gitu loh, at least mereka tu ngga meninggalkan devices nya karna mereka tau ada suara-suara, ada sesuatu yang bunyi dari zoom nya ngga hening gitu, kan kalo hening tu kadang bikin orang ini juga ya kayak ngantuk atau mungkin males akhirnya untuk eee fokus ke devices nya.</p>		
I	19	<p>Oh iya baik miss. Lalu selama jam pelajaran berlangsung, apakah semua mahasiswa aktif berpartisipasi miss ?</p>		
P	21	<p>Wah jawabannya tentu saja tidak ya, pasti nya tidak mungkin semuanya aktif kayak gitu apalagi kalo kelasnya kelas besar. kecuali saya pernah punya kelas, saya inget banget itu aktif semua satu kelas gitu ya karena juga itu kelasnya kelas kecil mahasiswa nya hanya 20 atau kurang dari 20 gitu ya saya lupa jumlah pastinya, tapi, itu adalah kelasnya angkatan 21 kelas english for conversational purposes, jadi kan speaking tuh, jadi harus ngomong, saya mewajibkan mereka untuk ee apa namanya untuk bicara yaa jadi kayak di awal oncam dulu semuanya. karena itu mata kuliah speaking kali ya dan saya bikin kelasnya lebih interaktif bukan yang sifatnya ceramah, jadi ngga menyajikan ppt gitu, tapi kayak saya minta apaa misalkan eem saya kasih ice breaking dulu, itu tuh minta mereka buat dulu saya inget banget, itu salah</p>		

		<p>satu aktivitas nya adalah kayak apasih lupa nama gamesnya, pokoknya intinya kayak yang skef finger hun, itu saya kasih mereka berapa detik terus apa namanya tapi in english gitu ya saya minta mereka mencari untuk menunjukkan di kamera, otomatis itu kan harus oncam tuh menunjukkan di kamera something yang berwarna pink misalnya kayak gitu, terus akhirnya mereka mengambil apa berwarna pink lalu di tunjukin di kamera,</p>	<p>Emergent Findings Using Ice Breaking</p>	<p>EF/UIB/21</p>
I	26	<p>Baik miss. Lalu bagaimana dengan kefokusannya mereka di zoom ini miss?</p>		
P	27	<p>Oke ya berarti ngga bisa di pastikan juga ya mereka fokus untuk yang mata kuliah teori kayak SLA itu tadi, agak sulit untuk memastikan mereka bener-bener fokus kayak gitu. Tentu saja kalo misalkan aktivitas nya cuman di main room yang ee 30 anak dalam satu layar gitu misalnya itu saya ngga bisa memastikan mereka satu-satu fokus atau tidak gitu. Tapi kemudian ketika dibagi ke breakout room gitu itu kan jadi kelompok kecil-kecil lagi tuh karena kelompok kecil lalu saya masuk ke masing-masing room terus nanti itu kan karna room nya lebih kecil jadi bisa lebih mengontrol siapa nih yg aktif dan fokus siapa yang enggak itu bisa kelihatan di breakout room, dan anak-anak yang ngga fokus tadi bisa aja kan device nya ditinggal gitu kan.</p>	<p>Encourage Student Participation (Making Group Discussion)</p>	<p>TSMSE/ESP/ MGD/P2/27</p>
I	30	<p>Oke eeee. Lalu apakah ada aktivitas lain yang miss sarankan untuk menjaga fokus siswa miss dalam zoom meetings?</p>		
P	31	<p>Kalo biar semuanya bisa fokus dan ikut into ke lesson nya yaa dengan dibagi ke kelompok kecil sih. Dulu tu sempet di kelas grammar juga eee itu kayak jaman quiziz itu belum se mainstream sekarang ya, jadi dulu kan quiziz masih kayak baru-baru banget ya, masih banyak yang belum pake di</p>		

		<p>awal pandemi. Nah itu kayak minta mereka ngerjain di quiziz gitu loh, jadi mereka join quiz nah itu kan ada namanya, otomatis yang belum join ke quiz nya itu kan kelihatan siapa aja jadi kayak di panggilin satu-satu. Ini buat quiz misalnya, ini tu ada nilainya jadi kayak quiz nya itu sinkron seperti itu. Saya fikir itu bisa maintance fokus ya karena harus apa eee quiz nya harus di selesaikan dan kerjakan saat itu juga dan saya memantau siapa saja yang sudah join dan siapa yang belum, kan kelihatan namanya seperti itu.</p>	<p>Encourage Student Participation (Using Games)</p>	<p>TSMSF/ESP/UG/P2/31</p>
P	31	<p>Saya pernah juga eee apa namanya kayak presentasi. Jadi, dulu tuh ada mata kuliah ESP tapi sebelum jamannya nabila ya, jadi angkatan 18 waktu itu, nah itu saya kayak kasih tugas eee masing-masing kelompok terus kayak ada jadwal presentasi nya gitu loh untuk setiap kelompok, di setiap pertemuan tu ganti-ganti kelompok yang presentasi dengan topik tertentu. Nah saya mewajibkan kelompok yang berikutnya bertanya, harus ada yang bertanya, jadi kayak misalkan di hari itu yang maju kelompok 1, otomatis nanti kelompok 2 wajib minimal kasih 1 pertanyaan, ada perwakilannya kasih satu pertanyaan dan kelompok berikutnya juga satu satu kek gitu. Jadi mau ga mau itu kan harus memperhatikan temennya presentasi apa.</p>	<p>Encourage Student Participation (Group Presentation)</p>	<p>TSMSF/ESP/GP/P2/31</p>
P	31	<p>Terus yang berikutnya saya jadi inget juga, waktu itu ini sih kayak kuliah saya lupa mata kuliah apa ya, namun strategi yang saya lakukan agar students nya itu bisa fokus waktu itu loh nabila, waktu kita kelas ESP yang saya pernah ngundang temen saya yang ngajar di thailand, masih inget ngga? Nah beliau kan ngajar english for business kan di thailand yaa, nah waktu itu kan saya minta nabila sama temen-temen kayak “oke presensi nya adalah kalian harus bertanya” kek gitu.</p>		

		Jadi saya siapin mentimeter, nah terus kemudian semua mahasiswa bertanya tuh jadi kan dia harus memperhatikan tuh si narasumber nya waktu itu ngomong apa, bicara tentang apa sih makanya harus memperhatikan kan, jadi presensi nya itu harus dengan bertanya kek gitu, karna kan ga semua orang bisa bertanya, ngga semua orang bisa memberikan pertanyaan yang berkualitas gitu, seperti itu.	Encourage Student Participation (Independent Study)	TSMSF/ESP/IS/P2/31
I	36	Lalu selanjutnya, bagaimana miss memotivasi mahasiswa untuk fokus pada saat kelas di zoom meetings miss?		
P	37	Kalo memotivasi untuk fokus, ini pernah yaa tapi saya lupa cara ngomong nya seperti apa detailnya ya, mungkin lebih ke encouraging mereka untuk oncam sih sebetulnya. Jadi eee at least seperti yang saya sampaikan seelumnya, kalo mereka oncam setidaknya saya tahu mereka ada disitu atau ngga. Jadi kayak meng encourage mereka untuk oncam “yuk di buka dong kamera nya satu-satu” terus sama ketika saya ada pertanyaan gitu ya, tapi pada diem ngga ada yang mau volunteer itu juga kayak tadi di encourage kayak “ayok dong salah satu volunteer bicara dong gapapa yuk nanti kalo kalian cepet ngomong nya kelasnya cepet selesai nih” misalkan kayak gitu ya. Jadi seperti itu, kita meng encourage mereka untuk oncam, lalu setelah itu kita appreciate mereka seperti “makasih ya sudah oncam”	Minimize Criticism, Maximize Positive reinforcement (Appreciate Student)	TSMSF/MCM PR/AS/P2/37

### Appendix 3

#### Appendix 3.2 Interview transcription 2

Participant : 1

Time : 34:59 minutes

Date : 06 April 2024

Place : Zoom meeting

I : Interviewer

P : Participant

Sub-ject	Line	Transcription	Theme	Code
I	15	Baik miss. Lalu untuk bahan ajar, bahan ajar seperti apa yang digunakan untuk pengajaran online menggunakan zoom miss?		
P	16	Untuk materi nya, karena kalo kita flashback ke masa covid dulu, materi nya berarti harus menyesuaikan. Kita tidak bisa lagi menggunakan materi seperti paper and pen gitu yaa, karena itu tidak memungkinkan untuk dipake dalam proses mengajar. Sehingga materi yang di pakai itu yaa pindah dari yang kalo biasanya itu menggunakan paper pen ee menggunakan kertas gitu ya kalo di kelas atau papan tulis, ya sekarang ya kalo pake platform online berarti dia harus pindah, papan tulis nya menjadi eee apa electronic board gitu yaa yang di sediakan oleh platform, kemudian materi pembelajaran nya tu juga buku nya tu e-book semua seperti itu. Kemudian eee kalo materi pembelajaran memang sudah biasa menggunakan PPT yaa, kemudian bisa juga ngasih link, ntah link youtube atau link buku atau link artikel seperti itu.	Use variety to Teach	TSMSF/UVT/UAVM/P1/16
I	17	Baik miss. Lalu selama jam pelajaran berlangsung, apakah semua mahasiswa		

		aktif berpartisipasi dalam zoom ini miss?		
P	18	Nah oke, ini masalah partisipasi mahasiswa dalam sebuah kelas yaa itu juga sama itu juga bervariasi yaa tergantung pada bagaimana pengajar atau ee guru atau dosen itu membuat kegiatan yang bisa membuat siswa nya engage. Nah kalo ini namanya Online Learning Engagement ya, jadi bagaimana guru itu bisa membuat suasana engage dalam kelas. Jadi misalnya, kalo kita minta grup discussion dalam zoom, maka seharusnya grup-grup itu semuanya sama, semuanya harus on cam, semuanya ngomong dengan porsi masing-masing atau tugas masing-masing gitu ya, sehingga engagement nya ada. kita pake group misalkan dalam group discussion nya itu mereka masing-masing mahasiswa itu harus presentasi hasil apa namanya ee bisa berupa poster atau bercerita tentang apa,	Encourage student participation  (Making group discussion)	TSMSF/ESP/ MGD/P1/18
I	21	Oke baik miss. Selanjutnya, karena pembelajaran online dan juga berdasarkan apa yang dikatakan miss ista sebelumnya, bagaimana dengan kefokusannya mereka di zoom meetings ini miss, apakah semua memperhatikan ketika miss mengajar dan menyampaikan materi atau bagaimana miss?		
P	22	Iya itu juga sama tergantung dari aktivitas nya. Kalo aktivitas nya saya menjelaskan suatu materi gitu, itu saya ngga tau engagement nya mereka ke mana, maksudnya gatau mereka lagi ngapain. Siapa tau dia lagi offcam ditinggal tidur, ditinggal masak, atau sering nya tu kadang ke warung. Nah itu kita hanya tau nya dari situ. Tapi kalo aktivitas nya itu menuntut partisipasi interaksi yang langsung misalnya kayak group discussion gitu dimana semua anggota harus oncam,		

		nah itu kan jadi tau kita engagement nya seperti apa.		
I	23	Lalu mungkin bisa dijelaskan secara detail miss strategi apa yang dilakukan miss ista atau digunakan untuk menjaga fokus dari mahasiswa ini selama pembelajaran online via zoom miss?		
P	24	yang menjadi tugas guru atau pengajar adalah bagaimana supaya engagement nya itu bisa stabil atau tidak terlalu turun, tidak terlalu pasif. Caranya adalah dengan memvariasikan komunikasi, interaksi dan aktivitas belajar. Jadi kayak misalnya ada kadang-kadang mungkin semuanya harus oncam seluruh kelas, kita pake tanya jawab. Misalkan dosen ngasih pertanyaan, atau bisa menggunakan game, misalnya masuk ke kahoot, masuk ke quiziz dan sebagainya.	Encourage student participation (Using games)	TSMSF/ESP/UG/P1/24
P	24	Kemudian, bisa juga memberikan atau menunjukan video yang isinya berhubungan dengan materi waktu itu yang di ajarkan, kemudian meminta mahasiswa untuk mengomentari video tersebut. Jadi memang harus memvariasikan eee aktivitas, dan komunikasi interaksi.	Encourage students participation (Independent study)	TSMSF/ESP/IS/P1/24
I	29	Baik miss. Sebelumnya kan miss sudah berbicara tentang dari siswa nya sendiri juga harus mempunyai motivasi atau goals ya miss, mungkin dari miss sendiri bagaimana miss memotivasi mahasiswa untuk fokus pada saat kelas di zoom meetings miss?		
P	30	Memotivasi itu sebenarnya bisa dari aktivitas, tapi bisa juga dari omongan gitu ya, ya paling ngasih nasihat itu di sampaikan aja gitu, masalah itu mau dilakukan atau tidak ya kembali lagi ke mahasiswa nya. Jadi kalo motivasi ktu bisa dilakukan dari jenis tugasnya atau capaian atau nilai kalo misalkan dosennya bilang “ini kalian harus terlibat dari awal sampe akhir kalo tidak		

		saya tidak luluskan” ya itu memaksa, jadi mau ga mau harus aktif, itu tergantung jenis tugas, tergantung rules yang di terapkan oleh dosennya gitu.		
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### Appendix 3

#### Appendix 3.3 Interview Transcription 3

Participant : 3

Time : 17:01 minutes

Date : 07 Mei 2024

Place : Zoom meeting

I : Interviewer

P : Participant

Sub-ject	Line	Transcription	Theme	Code
I	15	Lalu untuk bahan ajar nih sir, bahan ajar seperti apa yang digunakan untuk pengajaran online menggunakan zoom sir?		
P	16	Oke, kalo bahan ajar biasanya ini ya, saya kalo bahan ajar itu ee agak dibedakan ya. Jadi, kalo yang di zoom sendiri kalo saya sih agak sedikit membatasi untuk yang bisa saya share dalam artian misalnya kalo kayak ppt atau materi gitu, PPT atau materi dalam konteks misalnya ntah itu buku atau jurnal gitu, yang bisa saya share dan saya bisa perlihatkan. Tapi kalo yang video, nah itu biasanya saya share nya sebelumnya bukan pas zoom nya. Karena mungkin ini ya eee ada mungkin beberapa keterbatasan apalagi kalo misal kita mau share sesuatu yang agak berat misalnya video di zoom, karena tidak semua itu punya koneksi yang sama kuat ya untuk mahasiswa itu.	Use variety to Teach	
I	17	Oke baik sir. Lalu selama jam pelajaran berlangsung, apakah semua mahasiswa ikut berpartisipasi?		
P	18	Nah jadi partisipasi itu sebetulnya eee ada dosen apa yang istilahnya saklek, harus nampilin wajah misalnya, kalo		

		<p>saya pribadi mungkin tidak se saklek itu sebetulnya. Karena memang terkadang ada dia misalnya nampilin wajah jadi agak terganggu sinyalnya, agak lemot sinyalnya. Tapi kalo saya memastikan partisipasi itu ya saya memastikan kelasnya itu aktif, aktif itu misalnya terpaksa saya waktu itu pernah eee apa namanya kelas translation itu harus online, nah saya pastikan “yuk untuk yang di zoom ini kita full diskusi” mengerjakan terjemahannya itu udah sebelumnya, mereka sudah submit di google classroom, yuk sekarang kita diskusi hasil terjemahannya. Nah itu nanti kita diskusikan di zoom, nah itu nanti saya tanya, satu per satu. Jadi misalnya “oke kalimat ini A gimana terjemahannya” lalu kan dia pasti open mic nya dan dia jelaskan oh terjemahannya gini, “oke kalo gitu B sekarang, masih kalimat yang sama, terjemahan mu gimana” nah terus C “itu tadi A dan B menggunakan diksi yang berbeda, kalo diksi mu apa dan alasannya kenapa” misalnya. Nah jadi saya memastikan partisipasi itu dengan mengajak berdiskusi dan bertanya langsung gitu. Sehingga walaupun kamera itu tidak terlihat wajahnya, tapi saya bisa memastikan suaranya itu ada.</p>	<p>Avoid becoming too Involved with one Students during Discussions. (Class Discussion)</p>	<p>TSMSE/A BIOSD /CD/P3/1 8</p>
I	19	<p>Oke, baik sir. Mungkin karena pembelajaran online juga ya sir, bagaimana dengan kefokusannya mereka di zoom meetings ini sir? Apakah semua memperhatikan ketika sir sedang menyampaikan materi atau bagaimana sir?</p>		
P	20	<p>Nah oke. Kalo kefokusannya itu ini ya agak sulit ya mengukur kefokusannya ya, tapi kalo dari saya pribadi, itu biasanya ini apaa ee mesti ada yang mereka kerjakan. Jadi misalnya, kalo translation itu jelas dia praktek ya, kita pas di zoom itu diskusi lalu kita ee ada timbal balik misalnya, jadi ada saya bertanya terus di respon dan seterusnya. Tapi kalo</p>	<p>Emergent Findings (Question and Answer)</p>	<p>EF/QNA/ P3/20</p>

		<p>kaitannya dengan mata kuliah yang teori dan ada kaitannya dengan saya menjelaskan, lalu tidak langsung ada serta merta eee apa diskusi yang dua arah begitu memastikannya dengan penugasan biasanya. Jadi misalnya meeting itu saya berikan teori, kalo educational linguistic misalnya materi tentang syntax misalnya, saya jelaskan apa itu definisi syntax, lalu fungsinya apa dan sebagainya, nah lalu di akhir biasanya saya ada ngasih beberapa pertanyaan gitu terkait materi tadi, nah kalo yang memang mengikuti, biasanya bisa menjawab gitu ya, kalo yang tidak mengikuti ya susah, gabisa. Makanya memang biasanya kadang-kadang kalo dosen yang baik sekali itu biasanya langsung ngasih materinya itu di awal, jadi materi itu sudah diberi di awal mahasiswa membaca, nah tpi kalo seperti itu, kalo saya sih anu ya kalo materi sudah diberikan di awal, itu ya pas zoom harusnya diskusi, bukan menjelaskan ulang materinya. Nah untuk memastikan mahasiswa itu betul-betul fokus bagi saya ya itu, kalo mereka apa kalo materi sudah saya berikan di awal, pada saat zoom harus bisa diskusi. Kalo materinya itu saya jelaskan di zoom, kalo nanti saya kasih pertanyaan untuk evaluasi mereka harus bisa menjawab. Ya rata-rata alhamdulillah lumayan bisa fokus sih kalo dari pengalaman saya, ya memang biasanya yang ga fokus itu orangnya ya itu-itu aja yang memang sudah ketauan di awal.</p>		
I	21	<p>Oke mungkin selanjutnya cara efektif seperti apa yang sekiranya bisa memantau apakah mereka bisa fokus terhadap pelajaran atau tidak selama pembelajaran online sir?</p>		
P	22	<p>salah satu strategi saya tuh ini apa namanya breakout rooms, saya buat ke dalam beberapa kelompok. Saya minta mereka mendiskusikan eee topik yang berbeda, jadi saya buat menjadi empat</p>	<p>Encourage student participation</p>	<p>TSMSF/E SP/ GP/P3/22</p>

	<p>rooms gitu. Nah empat rooms itu mendiskusikan hal yang berbeda, nah setelah itu nanti silahkan di kumpulkan, karena itu topiknya berurutan nah nanti saya minta salah satu dari mereka untuk menjelaskan. Nah tapi ketika saya minta salah satu menjelaskan, saya terus minta "tolong dong tunjuk temennya yang lain yang satu kelompok tadi itu untuk membackup penjelasanmu" nah darisitu kan nanti secara tidak langsung akan kelihatan sebetulnya siapa yang betul-betul fokus atau tidak gitu.</p>	(Group presentation)	
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