

## Tasks Development for English Online Learning at SMA Negeri 4 Singaraja

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### ABSTRACT

Covid-19 pandemic is a situation that has impacted people's life and all sectors especially Education. This pandemic situation forced the restrictions to do online learning in the teaching activities, including English learning in giving English Online Tasks. It raises pro contra between the implementation of online learning. The study aimed to find out the development of English Online Tasks and integrate those tasks in Online Learning Platforms. The study employed qualitative approach with interview and observation method. The sample of this study is one English teacher from SMA Negeri 4 Singaraja. The results showed that the English teacher has a lot of tasks during online learning in 1 semester. In developing English Online Tasks, the teacher has many methods. These tasks are integrated into several Online Learning Platforms. Therefore, it is suggested for the government to use this result as a reference to evaluate the online learning specifically in giving English Online Tasks for senior high school students.

**Keywords:** *Development, English, Online Tasks*

### INTRODUCTION

Covid-19 is a problem that happened and has a huge influence for many people. According to Collinson et al (2015), The World Health Organization has advised individuals to stay at home to avoid contracting the virus, and this advice appears to have changed a lot of people's behavior. According to Biswas et al (2020), this virus corona also affected to many fields including the educational fields. So WHO (World Health Organization) then make an initiative to recommend educational institution to close many schools in almost all countries in the world (Brosnahan et al., 2020). The closing of educational institution like that aimed to reduce the spread of the corona virus (Biswas et al., 2020). However, the decision to close schools also has the effect for the learner. According to Biswas et al (2020), corona virus can interfere the effectiveness of learning. As the result, the quality of students in learning has decreased slightly

(Biswas et al., 2020). Moreover, Zhang & Berry (2015) added that the only way to improve learning quality is for pupils to continue to learn even in the face of a pandemic. According to them, Because it's nearly difficult to ask students to come to school and learn face-to-face, online learning is the most effective way to keep them learning (Zhang & Berry, 2015). 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 school system in Indonesia has been transformed to Online Learning because to the significant prevalence of COVID-19 in the country. In Indonesia, online learning, particularly English online learning requires a great deal of assistance. According to Hismanoglu (2012), bringing technology into the classroom will enable teachers and students to create a learning environment that aims to improve the teaching and learning process. Many teachers struggle with teaching English online. According to Gautami and Santosa (2021), the first obstacle is a lack of internet connection. For example, if a poor connection is utilized to teach speech via zoom, the learning will be disrupted. The second obstacle is students' low participation (Arta et al., 2022). For example, when the teacher delivers homework, many pupils pay less attention to the assignments and forget about them. When a teacher uses zoom to teach reading skills, many students do not participate in reading the text; instead, they merely listen to the teacher read. Back again to the first obstacle that makes students less participating. The third obstacle is the difficulty in creating creative materials (Setiawan et al., 2022). Teachers are encouraged to use their imaginations while creating materials or projects for their students. Teachers are also urged to use a wider range of platforms when instructing. Teachers can utilize a variety of platforms to help students study English online learning. According to Fitria (2020) there are many examples of online learning or online system learning form based on LMS, and they are Google Classroom and Zoom are the online learning platforms that used by the subject in this research. The researcher will discuss those platforms in detail. An English teacher must be able to teach English and be able to optimize the teaching-learning process (Fitria, 2020).

Google Classroom was developed by Google for academic purposes that support a mixed learning platform (Octaberlina & Muslimin, 2020). Google Classroom is one of the most popular online learning platforms used by teachers. English teachers can build a virtual class that can perform the same tasks as a traditional class while saving time, money, and space. English teachers can utilize Google Classroom to teach writing and listening. According to Salam (2020), the used of Google Classroom is more effective if the teacher teach writing and listening. Google Classroom is frequently utilized since it is simple to use and free to use. English teachers can utilize Google Classroom to help students learn English. Teachers can freely distribute scientific assessments and provide an independent assessment for students in Google Classroom (Dewi, 2021) . The teacher can submit teaching materials, assign students tasks, and upload the students' grades so that they can see their course grades right away. Google Classroom also cuts down on costs by allowing students to utilize more economical stationery and other supplies, as

well as reducing time-released energy When it comes to listening, the teacher can use Google Classroom to provide content in the form of videos, which students will watch and then answer questions about. When students are learning to write, the teacher will have them create a tale and publish it to Google Classroom.

Besides Google Classroom, Zoom is one of the most popular online learning platforms used by teachers too. According to Shaharane, Jamil, and 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. There are many activities that an English teacher can do while in a Zoom meeting. This platform is very useful to bring together many students to conduct meetings, study, seminars, and discuss boldly or online system According to Hazairin (2020), with secure video communication services for hybrid classrooms, office hours, administrative meetings, and more, Zoom for Education helps schools and institutions address educator problems and improve student outcomes. When Zoom is used in conjunction with the appropriate equipment and instruction, students will get higher results (Hazairin, 2020). Using zoom is more effective if the teacher does learn about speaking and reading. According to Laili (2020), the researchers discovered that adopting Zoom for online learning for nursing students makes the learning process more participatory, satisfying, and enjoyable. According to the findings of the study, zoom can be used as an alternate online learning medium for teaching English to nursing students in the midst of the Covid-19 pandemic. It can assist in the substitution of face-to-face learning processes with learning from home or work from home activities, allowing it to run as efficiently as possible in light of the present pandemic situation.

According to Hamiti and Reka (2012), there are several benefits of using an online platform in online teaching for teachers. In using the platform, teachers are encouraged to be more creative in making materials and tasks. In developing tasks for English online learning, the teacher should make creative tasks using online learning platforms. According to Basal (2009), the teachers will unavoidably have to apply and adapt to online learning classes in order to continue teaching and studying English curriculum from listening, speaking, reading, and writing. The English teachers must come up with good ideas for creative projects so that pupils do not become bored fast. The teachers can create a video of the material in which they explain the material themselves. Alternatively, the teacher can give content through Zoom meetings. PPT can be used by the teacher to explain the material. The teacher can then assign tasks depending on the topic using Google.

The researcher found that students who used Google classroom felt excited in online learning (Sukmawati & Nensia, 2019). This application is really simple to use. It can be located via a computer, laptop, notebook, or smartphone. Furthermore, because the teacher allots time for students to submit their assignments, they can concentrate on their studies. Students can see the tasks instructions, which include the topic and deadline for the task. If students are late with their submissions, a notification will be sent to the lecturer's account. Students can submit assignments from anywhere using their smartphones. Word, audio, video, and other formats were used. Their

understanding of online learning is expanding. Information is obtained more quickly by students. Google Classroom has shown to be an effective tool for learning English. 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). But sometimes the English teacher gives the material by via Whatapps. 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.

Teachers are encouraged to be more creative when creating projects because Indonesia's education system has evolved into an online learning system that utilizes a variety of existing platforms. English teachers can create materials in the form of movies while creating materials (in the video they themselves deliver the material and the example of the material like conversation). The teacher explains the concept and provides numerous examples throughout the video. Then, as a youtube link, submit the video to Google Classroom. 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 et al., 2014). Following the presentation of the information, the English teachers can use the Google form to administer a quiz on the prior topic. English teachers can also use Zoom meetings to share material in the form of PPTs, photos, audio, and other media. The teacher then assigns material-related activities using Google Classroom. In most cases, the task results in a video conversation. One of the schools in Buleleng, SMA Negeri 4 Singaraja, has several teachers who are very creative in developing English online tasks and also creative in integrated English online tasks into online learning platforms.

At first, the researcher came to SMA Negeri 4 Singaraja to do a pre-interview to find out the phenomena that existed at the school. Researchers have conducted several pre-interviews with several English teachers in SMA Negeri 4 Singaraja. After that, the researchers found a unique phenomenon from one of the English teachers at the school. This unique phenomenon is that the teacher is very creative in developing English online tasks and creative in using online learning platforms. Then the teacher integrated the English online task into the available online learning platforms. But now at SMA Negeri 4 Singaraja, offline learning has begun. This offline learning only focuses on theory that delivered by the teacher. However, for giving the tasks and collection of tasks is still in online way due to insufficient time.

## **METHOD**

The study was a qualitative method with a descriptive design. The sample was one of English teacher form SMA Negeri 4 Singaraja with purposive sampling. (Tongco, 2007) explained that purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing

members of the population to participate in their surveys. The data were collected through observation and interview.

## **FINDINGS & DISCUSSIONS**

### **1. Develop English Online Tasks**

Based on the results of research conducted by researchers, it is said that in developing English online tasks, English teachers at SMA Negeri 4 Singaraja have 3 methods in developing English online tasks, namely, adoption methods, modification methods, and methods of making their own. In collecting data in this phase, the researcher used the interview method to one of the English teachers at SMA 4 Singaraja and made observations. Researchers can formulate it to develop English online tasks. According to Mrs. ES in the results of an interview conducted on October 27, 2021 *"For the method that I did in developing the English online task, there are 2 ways, namely the first method, only by copying and pasting from an English language package book or from the internet and directly giving the task to students. The second way, after copying from the internet or package books I slightly modified what I copied on the internet and package books. I modify it maybe because there are assignments that are too easy or there are assignments that are too difficult for grade 11. But I mostly modify assignments that I copy from the internet and textbooks"*. Likewise, the data obtained by researchers through the observation method. English online tasks are made by modifying tasks that are already on the internet, textbooks, or worksheets.

### **2. How the English Teacher Develop English Online Tasks on July**

On July, Mrs. ES developed 1 (one) task with 3 (three) activities inside the task that must done by the students. Mrs. ES develop the task with modification method from LKS book. The title of this task is "How to Offer/Suggest Something?". The learning objective of this task is students are able to offer or suggest something, ask for help and suggestion, and respond to an offer politely and nicely. For the first activity is about observing a picture and answer the several questions. For the second activity is about all the students must watch a video by click a link in Google classroom. Next, make some group of 2 people and answer the several questions about the video. For the third activity all the students must watch a video by click a link in Google classroom. Next, make some group of 2 people and answer the several questions about the video.

### **3. How the English Teacher Develop English Online Tasks on August**

Before giving tasks to students, the English teacher has provided some material related to the tasks that will be given later. According to Mrs. ES in the results of an interview conducted on October 27, 2021

*"Before I give these tasks to students, it is certain that I have previously provided material related to these tasks so that later students will not be too confused in doing it. Then, I just uploaded it and gave some instructions regarding the tasks"*.

This data was also obtained by researchers through the observation method. The researcher found that every English Online Tasks given by the

English teacher must be preceded by providing material related to these tasks. If the material is not given first, students will definitely be confused in doing the activities contained in these tasks.

On August, Mrs. ES developed 4 (four) English online tasks with different development methods. For the first task, namely the task of "Offering and Suggesting Speaking Skill" by having 3 (three) activities about "Offering and Suggesting" inside the task. The learning objective of this task is students are able to use various expressions of offering and suggestion in an everyday life conversation. For the first activity, students are asked to relate a situation to the right suggestion or offer. Mrs. ES made this activity using the task modification method that she got from the internet. For the second activity, students were asked to complete a simple dialogue. It aims to enable students to think critically in completing and choosing the right suggestion or offer for a particular situation. Mrs. ES made this activity using the task modification method that she got from the internet. For the third activity, students are asked to make a conversation about the topics that have been mentioned. It aims to enable students to think critically in using suggestions and offers. Mrs. ES made this activity using the task modification method that she got from the internet.

For the second task in August is "Giving and Asking Opinion". It aimed to make the student have a good creativity in creating a paragraph. In the task there is 1 (one) activity that must done by students. The activity contain giving task about "your favorite county to live" in the form of short paragraph and asking about your friends opinion about your paragraph. Mrs. ES made the activity by herself.

For the third tasks in August is about "Listening Activity" with the activity about "Opinion & Thoughts". The learning objective of this task is students are able to find out expressions for asking and giving opinion, and responding to an opinion. In the task there are 3 (three) activities that must done by students. The activities is about listening to an audio conversation that already shares by Mrs. ES in the form of link and the students answering the worksheet while listening to the audio. Mrs. ES made this activity using adoption method.

For the fourth tasks in August is about "Speaking Skill". The learning objective of this task is to use the expression asking, giving, and responding opinion properly in a conversation. There are 2 (two) activities about "Opinion & thoughts" in this task. For the first activity of the fourth task is about complete a short paragraph with several missing sentences. Mrs. ES made this activity with adoption method. For the second activity of fourth task is about making a video conversation about asking, giving, and responding opinion in a group. The topic in the conversation has been determined by Mrs. ES. One group only chooses one topic conversation. Mrs. ES made this activity by herself.

#### **4. How the English Teacher Develop English Online Task on September**

On September, Mrs. ES develop 1 (one) task for the students. Mrs. ES made this task with modification method from LKS. The title of the task is "Reading Skill: Formal Invitation" with 3 (three) activities about "Formal Invitation" inside the task. The learning objective of this task is students are able to analyze the social function, text structure, and language features of Formal Invitation. For the first activities the students must translate some words into Indonesian. For

the second activity is about find out an example of Formal Invitation and an example of Informal Invitation in the internet and compare it. The students must compare about the occasion, purpose of the invitation, structure of the invitation, and the language used in the invitation. For the third activity is about observed the formal invitation. The students must find any information in the formal invitation and write it down in the table that already made by Mrs. ES.

### **5. How the English Teacher Develop English Online Tasks in October**

On October, Mrs. ES develop 5 (five) tasks for the students with different activity for each task. In developing those tasks Mrs. ES make herself. For the first task is has relate with the third task on September. The title of this task is "Writing Skill: Writing a Formal Invitation". The students must write a formal invitation based on the basic structure of formal invitation and submit it into a provided folder.

For the second task on October, Mrs. Es developed 4 (four) activities that must done by the students. The title of this task is "Reading Activity" with several activities about "Analytical Exposition". Mrs. Es made this task with modification method from main book. The learning objective of this task is students are able to analyze the social function and text structure of written analytical exposition text and students are able to gain specific information form a written analytical exposition. For the first activity is about observing 2 (two) pictures and answer the following questions. For the second activity is about reading an analytical exposition carefully. Mrs. ES find this text is from internet she just copy-paste it. She adopted the text from internet. All the students must read the text because in the next activity the text will help the students. For the third and fourth activity is related to the second activity on October. After the student read all the text, the students will get some questions based on the text. In the third activity the student must answer several questions, to know whether the student know or not about the text. For the fourth activity the students just find out the main idea and structure from each paragraph from text.

For the third task on October, Mrs. ES developed 3 (three) activities that must done by the students. The third task is about "The Language Features of An Analytical Exposition" with several activities about "Analytical Exposition". The learning object of this task is students are able to write an analytical exposition text about the recent issue in their everyday life. For the first activity is about observing a picture and answer several questions. For the second activity is about analytical exposition summary. The students must learn about the summary about analytical exposition to make the students have some knowledge about analytical exposition text. Mrs. ES made this summary using modification method from information in internet. For the third activity is about identifying the analytical exposition text. First, the students must read a text in the activity carefully. Second, the student must answer the question in the table below the text. Mrs. ES find the text from internet using adopted method.

For the fourth task on October, Mrs. ES develop 2 (two) activities inside the fourth task that must done by the students. The title of this task is "Analytical Exposition Writing 2" with several activities about "Analytical Exposition". The learning objective of this task is students are able to write an analytical exposition text about the recent issue in their everyday life. For the first activity is

about observing two pictures and answer several questions based on those pictures. The students must observe the pictures seriously. For the second activity divided into 2 (two) part is about making mind map and making full analytical exposition text. In part 1, the students have to choose 1 (one) topic that already mention on Google classroom and the students must make mind map of their topic. In part 2, the student must write an analytical text based on their topic with several rules that already mention on Google classroom.

For the fifth task on October, Mrs. ES develop 2 (two) activities inside the task that must done by the students. The title of this task is "Passive Voice Sentence 1" with several activities about "Passive Voice". The learning objective of this task is to analyze the social function, structure, and language used in passive voice. For the first activity is divided into 2 parts. In part 1, the student must watch a video in the activity carefully because the video will help the student in activity 2. In part 2, the students will learn about how passive voice structure, social function, and language used. For the second activity is divided into 2 parts too. In part 1 is about sentence exercise about passive voice, the students just need to change some active voice into passive voice. In part 2 is about put a correct word in a sentence because the sentence have a missing word.

#### **6. How the English Teacher Develop English Online Task on November**

On November, Mrs. ES does not make tasks in the form of activities but in the form of quizzes. In the first week of November Mrs. ES develops tasks in the form of quizzes through the Quizizz application. 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). The title of this quiz is "Passive Voice Daily Test" with several questions about students' daily life. Mrs. ES uses the application to make it easy for students to access and easy to operate using a mobile phone or laptop. Mrs. ES developed the English Online Task in the application. He developed it by making his own all the questions in the quiz. He did not make activities in the task because the 2nd and 3rd week of November are holidays. Then in the 4th week, SMA Negeri 4 Singaraja will conduct a General Examination.

#### **7. Integrate English Online Tasks into Online Learning Platforms**

The researcher made observations in one of the schools in Buleleng Regency, namely SMA Negeri 4 Singaraja. Previously, researchers had conducted pre-observation at SMA Negeri 4 Singaraja and got a unique phenomenon at SMA Negeri 4 Singaraja. The researcher first visited to SMA Negeri 4 Singaraja to conduct a pre-interview in order to learn more about the school's peculiarities. Several pre-interviews with English teachers at SMA Negeri 4 Singaraja were done by the researchers. Following that, the researchers discovered a one-of-a-kind phenomenon from one of the school's English teachers. The teacher is very creative in generating English online activities and in using online learning platforms, which is a one-of-a-kind phenomenon. The English online task was then integrated into the accessible online learning platforms by the teacher. Offline learning has commenced at



SMA Negeri 4 Singaraja. This offline learning focuses solely on the theory presented by the teacher. However, due to a lack of time, duties are still assigned and collected via the internet. At SMA Negeri 4 Singaraja all English teachers are required to use Google Classroom in giving tasks to students. Google Classroom is very easy to access and operate by students and teachers. At the beginning of the pandemic, SMA Negeri 4 Singaraja used Schoology and Google Classroom to integrate these tasks. Then it changed in early 2020, SMA Negeri 4 Singaraja only used Google Classroom to integrate assignments because Google Classroom was easy to use.

Before giving English online tasks to students, teachers are required to provide material first before giving tasks. In providing material, teachers at SMA Negeri 4 Singaraja during the pandemic usually use Zoom or Google Meet. Zoom or Google Meet is easily accessible via Smartphone or laptops. In developing English Online Tasks, teachers are allowed to use any application and take material from any source. In giving the material Mrs. ES usually uses PowerPoint or Canva shown in Zoom meetings or Google Meet. There are a lot of Online Learning Platforms that can use by teachers to deliver their material and deliver their tasks. According to Mrs. ES in the results of an interview conducted on October 27, 2021 *"In developing this task I rarely use applications, if using applications that I usually use are PowerPoint or Canva. If I give a quiz, I usually use the Quizizz and Kahoot applications"*. Likewise, the data obtained by researchers through the observation method. Researchers made observations in Google Classroom, researchers found that the activities contained in it contained PPT and Canva to provide material briefly. And then, continue by giving tasks or giving quizzes. Meanwhile, some of the steps are mentioned by Mrs. ES in the integrated English Online Tasks during interview. According to Mrs. ES in the results of an interview conducted on October 27, 2021, *"Think of it as a description text. First, I looked for several sources on the internet, e-mails, worksheets, or package books related to the material. Then I choose which task is suitable for class 11. I try to make the task not too easy for students and not too difficult. Next, I slightly modified the task so that students could not find the answer on the internet. After everything is complete, I immediately give the task through the Google Classroom application and students can submit the assignment in the Google Classroom"*. The data obtained by researchers through interviews and observations have similarities. The steps mentioned in the interview are very similar to what was obtained during the observation.

Online learning is learning that has been carried out at SMA Negeri 4 Singaraja. In the process of learning English subjects, it is known that teachers and students agree to use the Zoom or Googlemeet and Google Classroom applications as online learning media to help the English learning process. There are several benefits of the Zoom or Googlemeet application, namely being able to conduct online meetings, conducting online presentations, allowing meeting up to 100 participants, users can send texts while the meeting is in progress, users can schedule meetings via the schedule feature and others. While the Google Classroom feature can exchange information in the form of text messages, images, sounds, videos, to files in pdf, doc, and other formats. Google Classroom is used by teachers to send tasks to students in online way.

This study aimed to find out the development of English online tasks at SMA Negeri 4 Singaraja as well as how the English teacher integrate English online tasks into Online Learning Platforms by using observation method and interview method. Each of the data from those instruments showed similarity. According to Bygate, Skehan and Swain (2001, p. 11) define tasks as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective.”. Tasks can be interpreted as activities developed by the teacher to achieve learning objectives. Activities can be delivered in various ways, namely, teachers can provide work sheets to students, teachers can also provide these tasks through online learning platforms, or give some quizzes through the PPT that is made.

Based on the results of an interview conducted by researchers on October 27, 2021, it is known that one of the English teachers at SMA Negeri 4 Singaraja uses Google Classroom in giving tasks to students. The English teacher develops activities in these tasks with a real-world relationship. The English teacher developed English Online Tasks with 3 methods namely, adaptation methods, adoption methods, and developing their own. Sources of English teachers in developing English Online Tasks, teachers get sources from the internet, LKS books, and textbooks. Tasks given by the teacher must be in accordance with the ability level of students. The tasks given are not too easy and not too difficult.

English Online Tasks that are made must have varied activities because teachers at SMA Negeri 4 Singaraja are required to be creative in making tasks. The tasks given must be varied so that students do not feel bored while studying at home. In giving tasks, teachers at SMA Negeri 4 Singaraja use Google Classroom because it is easy to operate. And the English teacher uses Zoom or GoogleMeet in providing online material. From interviews about how to develop tasks, first the teacher makes material using PowerPoint or Canva or makes a video (in the video the teacher explains the material). The teacher will present the material via Zoom or GoogleMeet. After the teacher gave the material, at the end of the material the teacher gave a few questions to the students and students had to answer questions from the teacher. Then, the teacher gives tasks to students through Google Classroom. The tasks contain several activities that must be completed by the teacher. There are 2-4 activities in the task and have learning objectives that students must achieve. The teacher tries to give varied tasks to students to increase student interest in learning. Teachers often give tasks related to speaking and writing skills in order to improve the quality of students' skills.

Based on the results of an observation conducted by the researcher, there are 3 Online Learning Platforms used by teacher namely, Zoom, GoogleMeet, and Google Classroom. In using Zoom and GoogleMeet, teachers use these Online Learning Platforms to provide material in an online way during this pandemic. And Google Classroom is used by teachers to give tasks to students because the learning system must be online. There are 12 tasks given by the teacher in one semester. In each of these tasks there are 2-4 activities that must be done by students during the lesson. The activities contained in each task have a Learning Objective that must be achieved by students in order to improve the online learning process. After students complete the task, the

teacher will provide an evaluation in the form of grades. The teacher does not provide an evaluation in the form of words (suggestions or criticism). The activities provided by the teacher are closely related to everyday life so that students can use them in certain situations.

## CONCLUSION AND SUGGESTION

For a senior high school English teacher, the devised tasks were carried out via online learning. Teachers provide tasks on the site, and students are required to create videos and publish them at the end of the class. Several online platforms, such as WhatsApp, Google Classroom, YouTube, Kahoot, and Quizizz, can be used by English teachers to incorporate Online English activities. According to the findings of this study, teachers frequently utilized Google Classroom to design activities, while other applications such as YouTube, Kahoot, and Quizizz were used to keep students engaged in online learning. Teachers also collaborated on producing online tasks using other platforms. Students and teachers must become accustomed to using technology in online classrooms as a support for distance learning. By leveraging technology as a support for distance learning, teachers and students may make online learning more effective and efficient at any time. Because it is difficult to sustain student motivation and regulate student activities in online learning, it is suggested that teachers prepare more mature lesson plans, such as paying attention to the media and upgrading instructional training. Teachers should experiment with alternative online learning platforms to improve their understanding of how to use the online learning platform. Students' motivation in completing activities can be boosted by using variation in task development. Researchers that are interested in learning more about designing English Online Tasks and integrating them into a variety of Online Learning Platforms should do so.

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