

Exploring English Teachers' Self-Efficacy Beliefs in Teaching Reading Using Technology During the Post-Pandemic Era

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Abstract

Self-efficacy beliefs are an important matter especially for teachers to have it as it enables an individual's will to not give up easily when faced with challenging situations. By having high self-efficacy beliefs, teachers are expected to be able to effectively handle the difficulties they face in their classrooms so that they are able to select teaching methods, technique as well as the materials that will help them in teaching. However, little has been done on exploring specifically about English teachers' self-efficacy beliefs in teaching reading using technology during the post-pandemic era. This study is done by implementing narrative inquiry which expected to be able to give detailed information about teachers' personal experience in utilizing technology and how they evaluate their self-efficacy dealing with it. Thematic analysis was used to analyze the data obtained. Findings showed that despite implementing technology to increase students' motivation is a success, it does not apply in increasing students' achievements. Therefore, to improve students' achievements the teachers decided to focus on sharpening the students' basic skills using school textbooks. Moreover, teachers also apply variations in teaching reading by implementing group work.

Keywords: Group Work; Self-Efficacy; Teaching Reading; Technology

Introduction

Self-efficacy is essential because it helps us to be prepared for new experiences. It is also important because when we have high self-efficacy beliefs, we are willing to seek new opportunities as well as gaining more knowledge from it. Even if we are faced with new challenges, high self-efficacy beliefs will help us to not give up easily and will motivate us to try again. As teachers, it is important to note that having high self-efficacy beliefs will be very beneficial especially in terms of professional development. Teachers' self-efficacy beliefs refer to teachers' confidence about their own ability to complete tasks assigned

to them (Gomez et al., 2021). In this case, teachers' task is to continue teaching despite the challenges they have to face. The challenge in this context is to continue the teaching-learning process in offline classrooms after experiencing the shift from online classroom due to the COVID-19 pandemic to offline classroom after the pandemic happened.

There are some aspects that affect teachers' self-efficacy beliefs, including students' achievement, technology utilization, and students' engagement. A study conducted by Ryan and Hendry (2022) stated that one of the aspects that affect teachers' self-efficacy beliefs in teaching reading is students' achievement. In this regard, teachers believe that the success of the students in reading acts as the result of their teaching, which then shows that the method of their teaching is working. This reason then can make teachers feel confident about their own ability in teaching (reading) which indicates that they have high self-efficacy beliefs. Another aspect that contributes to teachers' self-efficacy beliefs is the use of technology. The use of technology has become essential for teachers in order to continue the teaching-learning process even during specific circumstances such as during the emergency remote teaching due to COVID-19 pandemic. Some teachers claimed that their self-efficacy beliefs are decreasing due to the shift from offline to online classrooms that requires technology utilization (Wahyuni et al., 2021).

Previous study done by Gomez et al., (2021) have shown that teachers' professional development training sessions dealing with techno-pedagogical considerations are generally rare and inadequate especially in urban schools due to the restricted resources. This eventually can negatively affect teachers' self-efficacy beliefs in terms of the use of technology as well as their technology integration (Rabaglietti et al., 2021). Another aspect that also contributes to teachers' self-efficacy beliefs is the students' engagement. However, during online classrooms, the number of students that used to be actively engaged before has decreased. There is even a new term used to address this matter where the majority of the students have the tendency to stay silent during online classes which is called The Silence Phenomenon (Waloyo & Nurrohmah, 2021). This case then contributes to lessening teachers' self-efficacy beliefs because they feel like they are unable to give direct feedback since there is a lack of response from the students. From the statements above we can conclude that students' achievement, the use of technology as well as students' engagement can affect teachers' self-efficacy beliefs in teaching reading during online classroom.

Unfortunately, little has been done on exploring specifically about English teachers' self-efficacy beliefs in teaching reading using technology during the post-pandemic era. Previous studies done before by Usman (2020); Hashim and Aziz (2020); Pečenković and Kodrić (2021); and Yang and Stansfield (2022) are focused on the implementation of technology as a tool for teachers to continue teaching reading during COVID-19 pandemic and the benefits of it in assisting teachers in teaching reading along with teachers' struggles in implementing the said technology that later on affect their self-efficacy beliefs during the pandemic. It is crucial to address this issue to fill the void while also expecting teachers to evaluate themselves on their self-efficacy beliefs. The findings of this study can be a consideration for the teachers to choose learning media, learning materials or learning methods that they are not very self-efficacious with, then, teachers can select both learning media or method that they believe works best for them and the students. It is important for teachers to have faith in their own ability in teaching in order to apply successful instruction practices that later on will commit to students' learning, motivation, as well as other positive social and academic outcomes (Koca, 2018).

Furthermore, the objective of this study is to explore English teachers believe on their self-efficacy in teaching reading using technology post-pandemic era with some contributions:

1. The findings can provide additional information for other researchers especially those who wish to conduct research relating to the topic.
2. The findings of this research can be a consideration for English teachers to improve themselves after exploring their self-efficacy beliefs in teaching reading using technology. For instance, later on, English teachers can pick suitable learning media, learning materials or learning methods that they think will work to teach English specifically in reading.

Moreover, this present study is aimed to address multiple research questions:

1. How do the English teachers believe their self-efficacy in teaching reading using technology during post pandemic era?
2. What are the possible challenges to their self-efficacy beliefs?

Method

The design of this study is narrative inquiry. According to Heigham and Croker (2009), narrative inquiry allows us to acknowledge others through the stories that have been told. This design was selected in order to obtain information regarding the perception of English teachers on their self-efficacy in teaching reading using technology post-pandemic era through interviews where it is used in aims to have better understanding of teachers' views on their self-efficacy. This research was conducted in one of the High Schools in Mojokerto. The participants were 2 English teachers who experienced the shift from both offline to online classroom as well as online to offline classroom.

Narrative interview was used to obtain the data. According to Jovchelovitch and Bauer (2000), there are several steps in conducting a narrative interview:

1. Preparation
In this step, researchers have to familiarize themselves with the topic of their study. Moreover, researchers can initiate a small talk.
2. Initiation
This step requires the researchers to ask participants' consent to record the interview. Researchers can also begin to introduce the topic of the interview.
3. Main Narration
In this step, researchers started to ask interview questions relating to the research topic and the participants can tell their stories in detail without interruption.
4. Questioning Phase
In this step, researchers can ask some questions that are not answered clearly.
5. Concluding Talk
This step requires researchers to re-discuss the result of the interview with the participants regarding the interpretation from the interview.

The data obtained was analyzed using thematic analysis by Braun and Clarke (2006) which consists of 6 steps:

1. Data familiarization
2. Initial code generation
3. Combining similar codes into themes
4. Reviewing themes

5. Defining and labeling themes
6. Drafting a report to the findings

Findings

In this section, I conducted an interview with 2 English teachers in one of the Senior High Schools located in Mojokerto who were anonymized and assigned pseudonyms: Mr. Adi and Mrs. Susi. The interview was conducted for approximately 20 minutes to 40 minutes each. The total interview for Mr. Adi was 34:51 minutes while the total interview for Mrs. Susi was 19:30 minutes. I conducted two interviews, which happened on 2 November 2023 for Mr. Adi and 16 November 2023 for Mrs. Susi. Several information regarding teachers' self-efficacy beliefs in teaching reading were discovered by inductive coding as a result of thematic data analysis, which include teachers' self-efficacy beliefs in their technological abilities and their self-efficacy beliefs in teaching reading during the post-pandemic era.

There are a variety of themes and sub-themes that show the self-efficacy beliefs of two English teachers in teaching reading using technology post-pandemic era. There are three themes and a variety of sub-themes. The first theme talks about the two English teachers' technological abilities which includes looking for reading sources as well as determining platforms to be implemented during reading classes. The second theme talks about teachers' self-efficacy beliefs in teaching reading using technology after the pandemic era has ended as well as teachers' preparation in teaching reading which includes choosing the right methods along with the materials. It also covers teachers' ways to improve their technological abilities. The last theme talks about the challenge teachers encountered after the pandemic that affect their self-efficacy beliefs. The following section will provide a detailed explanation with important points about themes and sub-themes regarding teachers' self-efficacy beliefs in teaching reading using technology post-pandemic era.

1. Technological Abilities

As professionals, it is expected for teachers to master a lot of abilities to support them in teaching. One of the abilities that a teacher has to master is technological ability. Especially after experiencing online classes where teachers have to heavily rely on applications and websites that allow them to do remote teaching. Utilizing technology in teaching reading consists of looking for reading sources to provide the students as well as selecting the suitable platform.

“For reading sources, I got it from the syllabus, whether it is from the internet or the ones available from the school textbooks. Other than that, I asked the students to look for reading materials on their own for them to read later so that they contribute and not be monopolized by the teacher. I have been doing this ever since before the pandemic, during the pandemic and after the pandemic.” (Mr. Adi, narrative interview 1, 2 November 2023)

The statement above displayed how Mr. Adi has an adequate ability in utilizing technology in the form of the internet. He is able to access the internet and has been using it even before the pandemic. He also included the students in the process of looking for a reading source. Moreover, he used both sources in order to provide for the students.

“I still use the applications that I used before during the pandemic. For example, I use YouTube to provide the students videos relating to the lesson on that day, Quizizz for tests, and Padlet for reflection, like, how was learning today? I use Google Classroom too. I still use them because I want to follow the development of technology.” (Mr. Adi, narrative interview 1, 2 November 2023)

As for the platforms chosen, the statement above revealed that Mr. Adi still utilized the platforms he used previously during the pandemic. The reason why he still uses those applications is because he wants to follow the development of technology. This showed how Mr. Adi is well-aware of the importance of technology even after the pandemic.

“I used technology when it was necessary. The kind of technology that I used are Bluetooth speakers to check the students’ pronunciation on the text that they read, and PPT slides. Oftentimes I just use textbooks for the students’ worksheets.” (Mrs. Susi, narrative interview 1, 16 November 2023)

Although similar, the statement above showed a little contrast on technology-based platforms being used during teaching reading after pandemic. Mrs. Susi used technology in the form of media to facilitate the students in learning reading, while Mr. Adi used the technology-based platforms for the different sections during learning reading.

2. Teaching Reading Using Technology Post-Pandemic Era

After the pandemic is over, teachers have to determine what kind of teaching methods as well as the materials that they need to implement. Having experienced the COVID-19 pandemic, teachers have one more option which is technology. Technology can be a great teaching tool to consider especially after teachers have to exclusively use it during the pandemic.

*“After the pandemic ended, I experienced a struggle. Students’ motivation that has already been low since the beginning, has become even lower after the pandemic. It happened because they were getting comfortable by the situation where they study at home without having to strictly follow the school’s rules, for example, wearing a uniform. So, after the pandemic, the habits that they are so used to have to change all of a sudden. So, what I did is I encouraged their spirit in learning by singing ‘yel-yel’ together. **Other than that, I also start with simple reading materials for them rather than the complex ones. I also asked them to work in groups. I also combined the textbooks as well as the applications that I used during the pandemic so they can have varieties in learning.**” (Mr. Adi, narrative interview 1, 2 November 2023)*

From the statement above, it can be seen that teachers are facing struggles after the pandemic is over which is students’ motivation. It appeared that Mr. Adi’s way to increase students’ motivation is by applying varieties in teaching reading. He also took a consideration about the materials that the students will get, where he started with the simpler ones.

“In combining the materials, I switch from using paper to paperless from time to time. For example, if the reading source is in textbooks, then the students will do a practice test in Quizizz, or, they can create a recount text based from their experience using Canva.” (Mr. Adi, narrative interview 1, 2 November 2023)

The statement above added more into how Mr. Adi implemented utilizing the combination method. By applying several methods in teaching reading, the students’ motivation gradually increased, and will also contribute in increasing their achievement as well.

“After applying this method, students’ abilities are increasing. For example, the basic skill, being confident. After being trained to be actively involved in class, the students become braver in partaking in class. They can also improve their pronunciation skill while reading the text

they found on the internet.” (Mr. Adi, narrative interview 1, 2 November 2023)

The statement above acts as proof that the combination method that Mr. Adi implemented is indeed working. While it doesn't look very significant, it is still important for students to master their basic skill which is often being overlooked, just as stated above, being confident.

“The challenge I got after the pandemic is in students' achievement. I don't know exactly what happened during the pandemic since I was unable to directly monitor them, which I worried about a lot, but the scores that they obtained that time compared to after the pandemic significantly changed. The students' scores dropped, it also showed from their skills.” (Mrs. Susi, narrative interview 1, 16 November 2023)

The statement above showed another small difference dealing with teachers' struggles in teaching reading after the pandemic. While Mr. Adi struggled with students' motivation, Mrs. Susi, on the other hand, struggled with students' achievement. The statement above is evidence of the decreasing of students' achievement in reading after the pandemic.

“My main priority is to help my students to improve their skills. As I mentioned previously, what I did was use a Bluetooth speaker to show the students the correct pronunciation of the text they are reading. I don't really use other applications and websites used during the pandemic because I think they do not help significantly at least during pandemic. So, I focused more on what is possible for me to help them in improving their reading skills, hence, I'm using the “traditional” method, I have to sharpen the basics first.” (Mrs. Susi, narrative interview 1, 16 November 2023)

The statement above unveiled the other side of the implementation of technology in teaching reading after the pandemic era. While technology seemed to be a promising teaching tool, the guarantee of it working might be different in some cases. Even in a situation where both teachers and students are familiar with technology, there are other factors that affect it as well.

What is important to note in this case is that as professionals, it is teachers' job to look for a solution that is suitable for the problem that they faced. Teachers should be able to choose both methods and materials that are working

for them to help increase both students' motivation and achievement in learning reading.

“Although it is not frequent for me to facilitate the students with other technological platforms in teaching reading, I believe other methods work too. For example, group work. I usually give them different reading texts from several textbooks or the internet, then I ask them to answer simple questions dealing with the text, then, they can present their work. Other than solving the problems my students faced during the lesson, I also created a bond where we will talk about stuff bothering them that affects their motivation in learning reading together, then, I will come up with a solution as well.” (Mrs. Susi, narrative interview 1, 16 November 2023)

It can be seen that although Mrs. Susi does not utilize technology-based platforms often, other solutions work too. For example, group work. This is similar to Mr. Adi's methods to implement in the previous statements. This is also in line with self-efficacy which refers to one's ability to be able to come up with the right solution in solving problems dealing with their job.

Although technology might not be the only tool that works to assist teachers in facilitating students to overcome the problems they faced, both teachers still show the same enthusiastic attitude in improving their technological ability. The statements below will explain teachers' efforts in improving their technological abilities during and after pandemic.

“I've been joining webinars since 2020. I can join 3-4 webinars in a day. I joined webinars because I need to improve my skills in mastering technology. For example, webinar about utilizing interactive tools as learning medias to help motivate the students, webinar about how to adapt to certain situations in order to be able to learn well, and they talk about long-life learners where even as teachers we still need to study, and we also learn alongside students, not just the students learning, or about education policies like Kurikulum Merdeka.” (Mr. Adi, narrative interview 1, 2 November 2023)

The statement above showed Mr. Adi's effort in improving his technological abilities by joining some webinars. Through those webinars, Mr. Adi stated that he figured out some websites and applications that he can utilize to teach in his classes. By exploring some websites and applications, not only he is able to improve his skills, but he also can determine which website or application that is most suitable to assist him in teaching reading.

“During the pandemic, I struggled a lot, especially in utilizing technology to continue teaching. I was not familiar at all with the applications and websites that the school provided. I also struggled with the uncertainty of how my students learn because I don’t know exactly what they were doing during online classes since I can’t see them at all.” (Mrs. Susi, narrative interview 1, 16 November 2023)

It is stated from the statements above that Mrs. Susi struggled a lot during the pandemic. That happened due to her being unfamiliar with both applications and websites that she has to use to continue teaching. Other than that, the source of her stress was her being unable to make sure that the students are doing what they are supposed to be doing. In order to overcome her struggle, the statement below showed some of the ways she came up with.

“I like to read books to improve my ability. I sometimes also joined workshops and webinars. And if I have free time, I like to listen to English audio.” (Mrs. Susi, narrative interview 1, 16 November 2023)

Other than joining webinars, Mrs. Susi also joined workshops, read books and listened to English audios in order to improve her skills in general. It is important to note for teachers that there are several ways they can help them to expand their knowledge so that their skills are improved.

3. The Challenge Affecting Teachers’ Self-Efficacy Beliefs

In teaching, teachers faced some struggles. Based on the data obtained, the challenges teachers encountered several struggles while teaching before pandemic, during and after. It is explained in the previous sub-theme that during the pandemic teachers’ main struggle was in utilizing technology while being unfamiliar with it. After the pandemic, teachers’ struggle is in students’ motivation that seemed to get even lower after the pandemic. This happened due to the students getting used to the situation where they study at home comfortably without having to strictly obey the school’s rules. However, the challenge that affected teachers’ self-efficacy beliefs after the pandemic is in students’ achievement. This result proved the result of the previous study done by Ryan and Hendry in 2022 which stated that one of the aspects that affect teachers’ self-efficacy beliefs in teaching reading is students’ achievement where the success in students’ reading acts as the result of whether teachers’ method in teaching works.

“The challenge I got after the pandemic is in students’ achievement. I don’t know exactly what happened during pandemic since I was unable to directly monitored them, which I was worried about a lot, but the scores that they obtained compared to after the pandemic significantly changed. The students’ scores dropped, it also showed from their skills.” (Mrs. Susi, narrative interview 1, 16 November 2023)

From the statement above, Mrs. Susi stated that students’ achievement in form of score has decreased compared to the pandemic. She then decided to change the teaching method where she decided that she will help her students to master the basics first.

Discussion

This study was conducted in order to analyze English teachers’ self-efficacy beliefs while teaching reading using technology during the post-pandemic era along with how teachers improve their self-efficacy beliefs, as well as the challenge affecting their self-efficacy. Based on the findings explained, it can be concluded that teachers need to execute the most suitable teaching methods as well as the materials in order to bring out the best results for them and the students, as students’ achievements is one of the factors that affected teachers’ self-efficacy beliefs (Jerrim et al., 2023; Mok & More, 2019). In order to execute the most suitable solutions, it is important to know the problems that teachers face in teaching reading. The problems are the struggle in utilizing technology and students’ low motivation and achievement. Therefore, teachers’ solution is to improve their technological ability and to apply varieties of teaching methods and materials that are suitable in teaching reading. The varieties of teaching methods and materials being the combination method which either combines non-technology based and technology-based platforms and implementing group works.

A. Teachers’ Self-Efficacy Beliefs in Their Technological Ability

Based on the findings in the previous analysis, teachers struggled in the beginning and during the pandemic era in terms of having to depend on technology as the main tool for them to continue teaching. This happened because of them being unfamiliar with using applications and websites they never used before. Especially applications for online meetings, such as Zoom and Google Classroom. They mostly used textbooks and very rarely used technology. While the COVID-19 pandemic happens and the quarantine policy is implemented, they have no choice but to use them even with their inadequate

knowledge about it. This matter affected their self-efficacy beliefs, as most of them feel that they are not as efficacious compared to teaching in face-to-face meetings. They have to multitask by continuing the teaching learning process and familiarizing themselves with technology.

However, there are several things that teachers can do to overcome this challenge. As mentioned in previous statements, teachers joined technology-related webinars and workshops in order to widen their knowledge as well as sharpen their technology skills. After that, they are able to operate not only websites and applications provided by the school, but also the ones they found by themselves. Therefore, they are able to make the teaching-learning process happen even during challenging situations. By overcoming the problems they faced, their self-efficacy improved.

Moreover, when the pandemic is over where teachers and students can meet face-to-face, it does not mean that they can completely get rid of technology they used before. According to findings mentioned in previous points, the reason why teachers chose to continue utilizing technology even after the pandemic has ended is because the technology helped the teacher to increase students' motivation. Utilizing technology combined with available sources and implementing working IT groups brings a good result. It can be seen from the increasing level of confidence that the students have. This result aligns with a study conducted by Haleem, Javaid, Qadri and Suman (2022) about the role of digital technologies in education where they stated that technologies can be an effective tool because it is able to enhance education in a number of ways, including by facilitating the creation of instructional materials by teachers which are able to offer fresh approaches for the students to learn and collaborate. The findings showed how the teacher's method enabled the students to be able to experience an innovative learning process in reading, where the teachers applied several technology-based platforms and combined them with available sources and changed it from time to time.

While technology can be a promising tool in teaching reading due to the benefits it offers, it does not always apply in any situations. From the findings, it can be seen that using technology does not always guarantee the success in teaching reading. This happened because even with the technology used during pandemic and after pandemic, students' achievement got decreased. Therefore, the teacher decided that they need to go back to the basics and sharpen it first rather than applying the methods they implemented during the pandemic.

From the findings, it is noticeable that traditional methods work as good as the modern ones.

B. Teachers' Self-Efficacy Beliefs in Implementing Combination Method

Based on the findings, teachers' way to increase students' motivation and achievement in learning reading during the post-pandemic era is by applying several kinds of teaching methods and materials. As mentioned in the results, the teachers changed the method and materials from time to time. For example, combining applications used during pandemic with the textbooks, or switching from paper to paperless.

Other than that, the teachers also asked the students to contribute during the teaching-learning process by asking them to find their own reading sources either from the internet or books. The teacher stated that they implemented this so that the students are not being monopolized and also giving them the control of what they choose to learn. Through this, students can engage more as they have to move on their own.

Both teachers also implemented group work. Working in groups can be an effective method in increasing students' motivation due to the benefit it offers. Working in groups enables students to do collaborative learning, where the students with more knowledge can help their friend with inadequate knowledge, hence, it is able to expand students' satisfaction and their motivation (Vogel & Wood, 2023).

Applying varieties of teaching methods and materials in teaching reading has been proven able to increase students' motivation which then help them to improve their achievements. Numerous academic articles and research studies show the positive impacts in combining teaching methods that encourage students' motivation. A study conducted by Forman and College (2019) showed that activity-based teaching increases students' motivation more compared to lecture-based teaching. Similarly, another study conducted by Kong (2021) revealed that experiential learning acts as an effective teaching method in order to uplift students' motivation along with their engagement. Moreover, a study conducted by Han (2021) displayed that collaborative teaching strategies improved students' motivation, self-confidence and overall engagement. Based on the studies above, it can be concluded that applying numerous teaching techniques is able to retain students' motivation which then leads to improved academic achievements.

It is important to note for teachers to be able to assist students in improving not only their motivation in learning but also their achievement, as students' achievement has an impact on teachers' self-efficacy beliefs. Students' achievement acts as the outcome of teachers' effectiveness in teaching. This statement aligns with a study that proved Bandura's prediction regarding mastery experience can reinforce one's self-efficacy where the findings indicated that witnessing students' success in reading was the most naturalistic and authentic source of improvement in teachers' self-efficacy in teaching reading (Ryan & Hendry, 2022).

Additionally, to complete the statements above, teachers can do several things for them to improve their self-efficacy beliefs. As stated in the previous statements, teachers can join webinars and workshops regarding the stuff that concern them and to help students to improve both their motivation and achievement by applying combination methods in teaching. The efforts that teachers did are the implication of self-efficacy, where teachers are expected to choose the proper solution to overcome challenges dealing with their job as professionals.

Therefore, in this study, it can be concluded that in teaching reading after the pandemic, there are several ways in which teachers can do to assist them in teaching reading, which consists of: 1) applying variety of techniques and methods, 2) look for ways to motivate students to engage more during lesson, 3) implementing group work and 4) improving their skills by joining webinars or workshops. While the result is similar to previous study done by Ryan and Hendry (2022) about one of the aspects that affect teachers' self-efficacy beliefs is students' achievements, this study offers new findings regarding students' motivation that seemed to decrease even more after the pandemic, and the use of technology is not always able to help even if the teachers believe that it works.

This study is not without limitations. First, with the context of this study where it mainly focuses on teachers' self-efficacy beliefs in teaching reading using technology, future research should cover other English skills such as speaking, listening, writing, and teaching grammar.

Conclusion

To conclude this study, teachers have done several ways to improve their self-efficacy beliefs. It can be seen from their effort in analyzing the problems dealing with utilizing technology in teaching reading especially after the

pandemic has ended. Although they struggled during the pandemic, they did not stop and keep improving their technological skills by joining webinars in order for them to be able to continue the teaching learning process. They also considered the use of technology even when they are able to meet face-to-face with their students where technology is not required anymore as they realized that technology has an important role in teaching since it is able to help them to increase students' motivation.

However, despite the benefits technology offers in improving students' motivation, based on the result it does not always work to solve the other challenge teachers faced after the pandemic which is students' achievement. It can be seen from the decreasing scores of the students after the pandemic ended, resulting the teachers to think of other ways to implement during classes to assist them to solve this challenge. The findings showed that teachers decided to go back to sharpen the students' basics, where they mainly used the available sources that the school provided, for instance, books. Other than that, implementing group work is also helpful to help teachers to improve students' achievement. Therefore, it can be seen that teachers need to be able to choose teaching methods as well as the materials as long as it is able to help the students in improving their motivation and achievement, as it affects teachers' self-efficacy beliefs.

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