

## Teachers' Perceptions of Successful Online Learning in Teaching English Classroom during Covid-19

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**Abstract.** The purpose of this study was to find out the teacher's perception of the success of online learning in English lessons. The results of the interviews with the two subject teachers are presented in the form of a description because the data collected is part of the teacher's experience and the data is obtained from interviews with the teacher being told. The results of research on teacher perceptions of online-based English learning or distance learning. Interview data were taken from two sources, namely the VII grade English teacher and the VIII grade English teacher of private junior high school in Probolinggo, East Java. Every teacher needs to prepare a lesson plan or organize class activities before class begins. The learning process consists of several processes, namely: planning, implementing, and evaluating learning. The main focus of this research is online learning in English subject.

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### **INTRODUCTION**

In practice learning at this time requires a teacher to provide more variety in teaching, such as variations in using learning strategies, because learning strategies are very influential in learning and can also improve student learning outcomes (Skinner, 2010). The concept of learning a foreign language is an acquisition process that aims to achieve communication skills. There are several methods of teaching English, including the grammar translation method, the direct method, and other methods that can be a solution for face-to-face English teaching. However, in a seafood market in Wuhan, the virus was

discovered at the end of 2019 and named Covid-19 (Huang et al., 2020). The impact of this virus is very dangerous because this virus attacks so that it can kill humans and its spread is also very fast. Therefore, several countries have chosen to close educational institutions from elementary schools to tertiary institutions (Lei & So, 2021). However, online learning that took place came as a surprise during the Covid-19 pandemic and shocked almost the entire international community (Greenhow et al., 2021).

The impact of closing the institution is very worrying for teachers and students because the lack of online learning experience experienced by teachers and students is an obstacle that must be resolved so that online learning can run optimally (Pandit & Agrawal, 2021). The implementation of this learning is very different from face-to-face learning where this learning utilizes the internet network. So, students and teachers gather in one network through the zoom application, Google meet, and Google classroom (Adedoyin & Soykan, 2020). Online learning is as long as it is how to use digital applications for learning in the classroom and also that students do not find it difficult with piled up assignments. Online learning must be able to help students to be more creative, collect many sources to compare, produce many works and also be broad-minded (Carrillo & Flores, 2020).

The principles that teachers refer to when using technology are the description of natural and scientific phenomena, the ability to present difficult or unusual facts in class, provide space for students to explore, provide individual service and interaction, and mutual collaboration of students and teacher (Mishra et al., 2020). However, very few teachers understand the above principles. Therefore this study discusses teacher perceptions of online learning during Covid-19. The goal is to identify factors that can make online learning successful during Covid-19. This also requires teachers to pay more attention to the development of learning technology and to innovate more to find learning breakthroughs in emergencies such as the current Covid-19.

The continuity of the learning process in which the situation is very impossible to learn face-to-face due to covid-19, it can be through online learning, mixed courses, or hybrids (Hodges, Moore, Lockee, 2020). For teachers, online learning methods exist to change conventional teaching styles which can later improve work professionalism. while for students, online learning is an alternative method of learning that does not require them to be present in class. In addition, this learning will form a spirit of independent learning, and also encourage interaction between students, especially for students who are usually not actively speaking, so they will be able to more freely express their opinions/questions via writing if online learning is carried out as it is today. The new model that is popular in the modern education are online learning (Sun et al., 2008). learning in distance education has undergone evolution which can be grouped into three generations of pedagogy/andragogy, namely generations: Cognitive-Behaviorism, Social-Constructivism and Connectivism (Anderson & Dron, 2011).

Given the experiences and developments in the world of online education, teachers must take the time to actively use technology so that online learning becomes optimal and effective (Lam & McNaught, 2006). Therefore, teachers must be able to design and plan easy and effective online learning by using online devices or media that are in accordance with the material being taught. Online learning offers wider opportunities to explore the

material being taught, but teachers can choose and limit the scope of material covered and ensure that its application is consistent with the materials and learning methods used (Kumi-Yeboah et al., 2020).

While the benefits of learning according to (Wagner, 1998) are increasing the level of learning interaction between students and teachers or instructors (enhance interactivity), enabling learning interactions from anywhere and anytime (time and place flexibility), reaching students in a broad scope (potential to reach a global audience), and simplify the refinement and storage of learning materials (easy updating of content as well as archivable capabilities). The something that makes teachers successful in implementing online learning on the context of the Covid-19 pandemic is their ability to innovate in designing materials, learning methods, and the suitability of applications that follow materials and methods (Youngblood et al., 2001).

The success of online learning during this Covid-19 period depends on the discipline of all involved (Youngblood et al., 2001). Therefore, institutions must establish a system to develop appropriate controls to regulate online learning. Therefore, online learning is an effective solution for learning at home to break the chain of the spread of Covid-19. Physical distancing (maintaining a safe distance) must also be considered when choosing this learning. Good collaboration between teachers, students, parents and schools/madrasahs is a key factor for more effective online learning (Zou et al., 2021).

Several previous studies have been conducted and pay more attention to the interaction between teachers and students or between students and student culture in online learning. (Yeboah al., (2020), investigated 50 teachers who have implemented online learning by analyzing teachers in creating effective online learning. The purpose of this study is to explore the instructional strategies that online instructors use to create a conducive online learning environment that respects cultural differences and students' educational experiences in online classes. The findings also reveal that instructors use a variety of instructional strategies such as collaborative online learning activities, global learning content, cultural awareness projects, and large and small group discussions to facilitate instructional delivery to meet the needs of students from culturally diverse in online classes.

## **METHODS**

In this study, researchers used qualitative research to understand phenomena in a natural social context that describe a person's social problems from a behavioral point of view. The researchers used a qualitative interview study as a design (Kvale, 2007). The participants in this study were teachers from the Private Junior high school in Probolinggo, East Java. There were 2 participants based on an agreement on their willingness to conduct interviews. They consist of 1 female teacher and 1 male teacher. The subjects in this study were selected purposively, the criteria used in determining the subjects of this study were as follows: subjects aged 27-32 years, the subject has been taught in online learning, subject has 1 year of experience. The participants were contacted and invited via online to participate in the study and were informed about the research topic. Furthermore,

participants were interviewed to find out about each teacher's perception of the success of online learning in English lessons.

The next step is to make observations related to online learning to find out the extent of the information provided by respondents. Data were collected through semi-structured individual interview. In writing this study, we used a semi-structured interview method, which is a combined interview method from structured and unstructured methods in which researchers have guidelines about what items will be asked (Creswell & Poth, 2018). Techniques data analysis was carried out with qualitative descriptive analysis of primary data obtained in the field and secondary data obtained from various written documents, after analyzing and interpreting the data.

## FINDINGS

The results of research on teacher perceptions of online-based English learning or distance learning. Interview data were taken from two sources, namely the VII grade English teacher and the VIII grade English teacher. Every teacher needs to prepare a lesson plan or organize class activities before class begins. The learning process consists of several processes, namely: planning, implementing, and evaluating learning. The main focus of this research is online learning in English subject. The results of teacher interviews on teacher perceptions of the success of online learning in English lessons:

*"In my opinion online learning in English lessons is very good because students may be used to face-to-face learning, therefore online learning can make students curious so that they can foster motivation in learning. teacher 1*

While the results of interviews from other teachers are as follows:

*In my opinion, online learning in English lessons is very flexible, so it can encourage students to learn independently and I also see students being more creative. 2*

Results of interviews with teachers about what are the factors that can drive student success in online learning:

*In my opinion there are several factors that can drive the success of online learning in English lessons, such as being active in discussion groups, frequently interacting with students and mastering technology. 1*

Another teacher said the same thing:

*In my opinion, the factors that support the success of online learning are the ability to master technology, be able to motivate yourself, often interact with students. 2*

The results of interviews with teachers regarding the obstacles encountered in online learning in English lessons are:

*During online learning, I was often disturbed by bad networks, maybe almost all teachers experienced this disturbance because our school is in a village, so there are still lots of bad networks, especially during the rainy season, the signal becomes more difficult. 1*

While another teacher said:

*Some of the obstacles that I faced were cellphone facilities that were less supportive and also lacked knowledge of technology. 2*

## DISCUSSION

The results of these interviews are consistent with the research results of Batdi and Talan (2021), that students who take online courses understand the course structure better, they have better communication with their teachers, and show higher engagement and satisfaction. With the Covid-19 pandemic, implementing learning using an online system can add insight into internet use. As time goes by, teachers will gradually use technology, especially regarding the internet and so on. It is likely that teachers will also be able to be more creative in designing learning with an online system.

The results of this interview are in accordance with the research of Sun, et al (2008), that the flexibility is seen as an important factor in online learning satisfaction. This online learning makes students study even more actively and also independently so that it can make students' mindsets in carrying out the assignments given by the teacher become a creativity that students get.

The results of the interview above are the same as the results of research (Work, n.d.) there are tips for success in online learning such as Goal-Oriented, Independent, Willingness to Work with Others, Active on the Online Forums. Meanwhile, according to (Barberà et al., 2016) the determining factors for the success of online learning include online self-efficacy, motivation, course expectations, prior knowledge and general self-efficacy. On the other hand, course design, interaction between students and instructors, interactions with peers, individual learning processes and course outcomes are important factors in the satisfaction students feel when learning online (Paechter et al., 2010).

## CONCLUSIONS

Based on research conducted on English lessons, which have found various data findings, the authors can conclude the following conclusions: Online learning is the best choice when the current conditions are covid-19, because then learning can continue even without face-to-face learning. Factors that can encourage the success of online learning include the emergence of self-motivation, interaction, being active in discussion groups.

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