PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF ONLINE ENGLISH LEARNING AT SECONDARY SCHOOLS

THESIS

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ABSTRACT

Isnainiyah, Luluk. 2021. *Pre-service English teachers' perceptions of online English learning at secondary school*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Fitriah, PhD and Rizka Safriyani, M.Pd.

Key Words: *Perception, Pre-service English Teacher, Online Learning*

In the digital era, the development of technology influences the way students learn and the teachers teach. The technology enables teachers to do online teaching and create flexible and innovative materials that allow students to collaborate and work in creative ways. This study aims to explore pre-service English teachers' perceptions on the use of online English learning at secondary schools. This research employed a descriptive qualitative design by interviewing 5 pre-service teachers who had completed teaching practice II at secondary schools. The result of the study showed that Pre-service training English teachers have four perceptions on the use of online English learning: ease of accessing resources from many sources, exploring something different from the Internet, increasing knowledge, and flexibility in teaching. The results also identified some challenges in applying online teaching, such as students' lack of discipline and low responses and less interactive learning. The use of online learning for English teachers can assist teachers in increasing their technological knowledge. However, teachers must be more creative in their use of online learning to increase their students' participation in the learning process.

ABSTRAK

Isnainiyah, Luluk. 2021. *Pre-service English teachers' perceptions of online English learning at secondary school*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya Dosen Pembimbing: Fitriah, PhD dan Rizka Safriyani, M.Pd.

Kata Kunci: *Persepsi, Guru PPL, Pembelajaran Online*

Di era digital, perkembangan teknologi mempengaruhi cara belajar siswa dan guru mengajar. Teknologi ini memungkinkan guru melakukan pengajaran online dan membuat materi yang fleksibel dan inovatif yang memungkinkan siswa untuk berkolaborasi dan bekerja dengan cara yang kreatif. Studi ini bertujuan untuk mengeksplorasi persepsi guru bahasa Inggris pra-jabatan tentang penggunaan pembelajaran bahasa Inggris online di sekolah menengah. Penelitian ini menggunakan desain kualitatif deskriptif dengan mewawancarai 5 guru pra-jabatan yang telah menyelesaikan praktik mengajar II di sekolah menengah. Hasil penelitian menunjukkan bahwa pra-jabatan guru bahasa Inggris memiliki empat persepsi tentang penggunaan pembelajaran bahasa Inggris online: kemudahan mengakses sumber belajar dari berbagai sumber, menjelajahi sesuatu yang berbeda dari Internet, menambah pengetahuan, dan fleksibilitas dalam mengajar. Hasil penelitian juga mengidentifikasi beberapa tantangan dalam menerapkan pengajaran online, seperti kurangnya disiplin siswa dan respon yang rendah serta pembelajaran yang kurang interaktif. Penggunaan pembelajaran online bagi guru bahasa Inggris dapat membantu guru dalam meningkatkan pengetahuan teknologinya. Namun, guru harus lebih kreatif dalam menggunakan pembelajaran online untuk meningkatkan partisipasi siswanya dalam proses pembelajaran.

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LIST OF ABBREVIATION

LMS   Learning Management System

EFL   English as Foreign Language

ESL   English as Second Language

UNITAR University Tun Abdul Razak

COI   Community of Inquiry

OLLS   Online Language Learning Strategies

OLES   Online Learning Environment Survey

MI   Madrasah Ibtidaiyah

MTs   Madrasah Tsanawiyah

MA   Madrasah Aliyah

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CHAPTER 1

INTRODUCTION

The aim of this study is to describe pre-service English teachers' perceptions of English teachers in secondary schools who use online English learning. This section presented the background of study, the research question, the objective of study, the significant of the study, the scope and limitations, and the definition of key terms.

A. **Background of the Study**

Nowadays, the invention of technology changes people's life. This reality can be seen from many people use mobile phones as their technology media to communicate with others, including adults, teenagers, older people, and children[1]. They are using mobile phone almost all the time, when they are watching television, having a party, and finding some information on the internet. From it all, people become much closer with others so they can keep in touch through video, text message, phone calls, as well as the media to study any courses. In this case, technology can influence many areas such as business, education, politic, and social life. This section will discuss the influence of technology in education as this is the focus of the study: the use of online English learning as media for teaching at secondary school.

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[1] Sammar Al-Saqqa, R.A.-S. How Technology Affects Our Life: The Case of Mobile Free Minutes in Jordan. *Life Science Journal*, 2014, 417-423.

1

In the field of education, technology serves various functions: first, as a component of the curriculum, second, as an educational delivery system, third, as an instructional tool, and fourth, as a tool to enhance the learning process[2]. In fact, education has changed from passive and reactive to interactive and aggressive because of technology. As technology develops, it affects the way students learn and teachers taught. The model and design of the material have also changed. It allows the teachers to design flexible and innovative material to collaborate and work together in a new way. When students are helped by technology through the internet, they can feel involved and full of exciting fields.

In this era, teacher and students can do online learning outside the classroom by using available applications on the internet. Learning Management System (LMS) is an e-learning platform that includes tools for developing and managing online courses[3]. LMS is a wide word that refers to a variety of systems that control and enable students and teachers with access to online learning services[4]. In this case, the LMS allows students to communicate and engage with their teachers in order to complete the learning process together in a fun way. This will have an influence on

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[2] R. Raja*, P. C . Impact of Modern Technology in Education. *Journal of Applied and Advanced Research*, 2018, S33-S35.

[3] Lopes, A. P. Learning Management Systems In Higher Education. *EDULEARN14 Conference,* 2014.

[4] Paulsen, M. F. Online Education and Learning Management Systems. Bekkestua, Norway: NKI Forlaget, 2003.

educational institutions since the internet will become a strong media in the teaching and learning process.

There are many examples of LMS that can be used as an application to do online learning. Some examples of LMS are Schoology, Moodle, TelEduc, BlackBoard, WebCT, Edmodo. These LMS can be incorporated with the online courses. Besides using LMS, teachers can also use social media as their media for learning. As stated by Kaplan and Haenlein, Social media consists of web-based apps that use the political and technological basis of Web 2.0 to enable the creation and sharing of user-generated content[5]. In addition, social media work as a forum on which social interaction takes place[6]. In general, people use social media to interact with one another. They use social media to chat, call, share stories, and etc. Not only that, but social media is also utilized for education. Social media that are commonly used as a media for teaching and learning are WhatsApp, Telegram, Instagram, Facebook, YouTube, Soundcloud, etc.

However, successfully translating what is taught in a face-to-face classroom to the online environment remains a challenge[7]. The problem that is often encountered is internet connection. It is impossible to avoid using the internet and supporting apps in the teaching and learning process.

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[5] Kaplan, A. M., & Haenlein, M. Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 2010, vol. 53, 59–68

[6] Paul Leonardi, M.H. Enterprise Social Media: Definition, History, and Prospects for the Study of Social Technologies in Organizations. *Journal of Computer-Mediated Communication*, 2013, vo.19(1) 1-19.

[7] Rochyani Lestiyanawati, A.W. Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak. *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching)*, 2020, vol. 2 (1) 71-82.

Unfortunately, while adopting an online learning program, several challenges and limits arise. As a result, media platforms are important. Teacher innovation and careful instructional considerations are required when using media, particularly in online classrooms. Therefore, the teacher can choose the right media to be used as a learning media in distance learning.

Some researchers have conducted studies on the use of online English learning which is similar with this research. The first similar study was done by Shiao Chuan, et al. in their journal entitled *"students' perceptions of English learning through ESL/EFL websites"*[8]. This study looks into the role of ESL/EFL websites as a support to in-class education. It examined into a program in which 49 students were introduced to five websites and informed they may use them for homework and self-study. The findings revealed that students were enthusiastic about utilizing the teacher's recommended websites to study English. The students found it interesting to learn English through ESL / EFL websites.

The second study was done by Pramela Krish and Bee Eng Wong in their study entitled *"Malaysian learners and their perceptions towards online English language courses"*[9]. This study summarizes the findings of a research conducted at UNITAR (University Tun Abdul Razak), a Malaysian virtual university, on the teaching and learning aspects of online

[8] Shiao-Chuan Kung, T-W. C. Students' Perceptions of English Learning through ESL/EFL Websites, 2002, 6(1)

[9] Pamela Krish, B. E. Malaysian learners and their perceptions towards online English language courses. *Turkish Online Journal of Distance Education-TOJDE*, 2009, 10(2)

English language courses as well as technological variables. Data was collected using both quantitative and qualitative approaches, including questionnaire surveys and in-depth interviews. In-depth interviews with students gave additional insight into the factors that lead to the English courses being delivered online. As a consequence, the results on the perceptions of learners have given way to further new insights that could be integrated in the online language learning program.

The third study was done by Wen-Chi Vivian Wu, et al in their study entitled *"Creating an Online Learning Community in a Flipped Classroom to Enhance EFL Learners' Oral Proficiency"*[10]. The impact of a flipped classroom online learning community, particularly via mobile platforms, on EFL learners' oral abilities was investigated in this study. To evaluate multiple sources of data, a mixed method approach was used in this study. The results shows that online learning environment not only encouraged productive and constructive communication but also significantly improved participants' oral skills.

The fourth study was done by Atef Odeh Abu Sa'aleek entitled *"Students' perceptions' of English language learning in the Facebook context"*[11]. This study aims to provide a comprehensive overview of the research on the use of Facebook as an online English-language learning

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[10] Wu, W.-C. V., Chen Hsieh, J. S., & Yang J. C. Creating an Online Learning Community in a Flipped Classroom to Enhance EFL Learners' Oral Proficiency. *Educational Technology & Society,* 2017, 20 (2), 142–157.

[11] Abu Sa'aleek, A.O. Students' perceptions of English language learning in the Facebook context. *The Journal of Teaching English with Technology,* 15(4), 60-75

system, as well as to determine whether this model of learning can help students learn English more effectively. It also aims to examine students' perceptions of learning English on Facebook in the sense of four therapies, language development, confident, motivation and attitudes. The findings shows that EFL students believe Facebook is an online learning environment that promotes learning English through social media. Furthermore, students' motivation and confidence in learning English through Facebook has improved.

The fifth study was done by Settha Kuama, et al. in their study entitled *"Is Online Learning Suitable for All English Language Students?"*[12] examines several aspects, namely the successful and unsuccessful of using online language learning strategies (OLLS) and student affection in online learning, relationship between the use of OLLS, affection in online learning, and online English learning outcomes. The participants were divided into two groups based on their grade outcomes at the end of the course: successful online language students (SLs, n=262) and unsuccessful online language students (ULs, n=84). The findings revealed that, as compared to ULs, SLs utilized OLLS more frequently.

The sixth study was done by Fatemeh Mollaei, et al. in their study entitled "*Teachers' Perceptions of Using Technology in Teaching EFL*"[13]. The purpose of this study was to examine at EFL teachers' perceptions on

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[12] Settha Kuama, U.I. Is Online Learning Suitable for All English Language Students?, 2016, 52
[13] Fatemeh Mollaei, M.J. Teachers' Perceptions of Using Technology in Teaching EFL. *International Journal of Applied Linguistics & English Literature*, 2013, 2(1), 13-22.

the use of technology in their classrooms, as well as the variables that influence technology implementation in Iranian Language Institutes. Teachers, according to the study's findings, have a positive perception about the use of technology, particularly computers.

The seventh study was done by Anita Lie, et al in their study *"Secondary school language teachers' online learning engagement during the COVID-19 pandemic in Indonesia"*[14]. The goal of this study was to find out how language teachers in Indonesia used the internet during the Covid-19 pandemic. The interplay of five related factors of online learning processes against five levels of engagement was discovered in this study. Learners, teachers' prior exposure to online learning, technological knowledge, pedagogical knowledge, and the support system are the five factors.

The eighth study was done by A Abidah, et al in their study *"The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar""*[15]. A position paper's goal is to persuade the reader that our point of view is valid and defensible. In terms of our position as researchers, our point of view is divided into four parts: The philosophy of "Merdeka Belajar"; physical, social, and self-quarantine; digital learning in Indonesia to face Covid-19; "Merdeka Belajar," digital

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[14] Anita Lie, S.M. Secondary school language teachers' online learning engagement during the COVID-19 pandemic in Indonesia. *Journal of Information Technology Education Research,* 2020
[15] A Abidah, H.N. The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar". *Studies in Philosophy of Science and Education (SiPoSE),* 1 (1), 38-49, 2020

learning, Covid-19, and authors views. The findings indicate that Covid-19 has a significant impact on the world of education, including the Indonesian educational system. Distance learning replaces traditional and routine learning that emphasizes interaction between teachers and students in and out of the classroom.

This research will identify pre-service English teachers' perceptions and challenges when they use online English learning that is usually used by them at secondary school. The subjects of this research are pre-service English teachers of English Language Education Department at state Islamic University of Sunan Ampel Surabaya who are already doing teaching practice II at secondary school. At the end of this research, the researcher expected to provide significant information about the challenges and how they use online learning to facilitate students in distance learning.

B. Research Question

Based on the background above, this goal of the research is to discover the problem of "What are pre-service English teachers' perceptions about online English learning at secondary schools?"

C. Objective of Study

This research is intended to explore pre-service English teachers' perceptions on the use of online English learning at secondary schools.

D. Significant of Study

This research it will be useful for:

1. For the teachers/lecturers

The results of this study provide information to lecturers at the English Language Education Department of UIN Sunan Ampel Surabaya about pre-service teachers' perceptions of online English learning at secondary schools. Hopefully, at the conclusion of this study, lecturers will be able to provide information on how to choose suitable online English learning when doing online learning.

2. For the future researcher

The research of this study beneficial to other researchers conducting research on pre-service English teachers' perception on the use of online English learning at secondary schools, particularly those using the same method with this study.

3. For students

The findings of this study inform students about the challenges in implementing online learning.

E. Scope and Limitation of the Study

The scope of this study is about pre-service English teachers' perception of using online English learning at secondary school. This study mainly focuses at the perceptions of pre-service English teachers, not students. The data comes from pre-service teachers of English Language Education Department at UINSA who have already completed teaching practice II at schools. Nevertheless, the scope of this research will be limited to pre-service English teachers' perceptions of online English learning at secondary schools that used social media and learning management systems

as learning tools. The limitation of perceptions were classified into five categories: the use of online learning, type of application used, examples of implementation, students' responses, challenges in doing online learning.

F. Definition of Key Terms

1. Perception

     According to Montague perceptions is a human feeling about something[16]. In this study, perception relates to how pre-service English teachers describe their perceptions on the use of online learning, the type of application used, examples of implementation, student responses, and challenges in doing online learning.

2. Pre-service English teachers

     A pre-service teacher is a student who has been taught how to handle successful teaching and competent teacher based on their experience[17]. Pre-service English teachers were described in this study as students who practice teaching II at school that used online learning. In addition, pre-service English teachers were asked to describe their perceptions on online-based learning that they had practiced at school.

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[16] Marjorie, Montague. Student Perception, Mathematical Problem Solving, and Learning Disabilities. Pennsylvania State Univ. Vol. 8 No. 1, 1997.

[17] Sirotnik, K.A. *Renewing School and Teacher Education: An Odyssey in Educational Change.* *(Washington DC: AACTE, 2001).*

3. Online learning

Online learning is a learning that refers to an educational environment powered by internet [18]. In addition, online learning refers to a variety of programs that use the internet to provide access to educational materials and methods of interaction between teachers and students both inside and outside the classroom. In this study, online learning refers to the use of online English learning by pre-service English teachers using several applications provided on the internet for teaching.

[18] U.S. Department of Education, Office of Educational Technology, *Understanding the Implications of Online Learning for Educational Productivity*, Washington, D.C., 2012.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section explores into some of the issues and theories that surround pre-service English teachers' experience in online English learning. This chapter is divided into two sections: some theories for approaching the research question discussed in this study and a review of previous research on the topic.

A. Theoretical Framework

1. Pre-service English teachers' perceptions

Humans in this world are created different, certainly with different thoughts and feelings. Humans one with another cannot be forced to have the same thought towards something. All happens through the individual's way of responding to an object with their own feeling. As Montague says perception is a human feeling towards something[19]. The researcher will discover more about pre-service English teachers' perceptions in this study. Schacter stated that perception is the process of organizing, identifying, and interpreting sensations in order to represent them in the mind[20].

As discussed above, the researcher argues that mental representation refers to the feeling come from the sensation of person by their experience towards something. In this context,

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[19] Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities". Pennsylvania State Univ. Vol. 8 No. 1, 1997.

[20] Daniel L. Schacter, Daniel T. Gilbert, and Daniel M. Wegner, Psychology, 1st ed. (41 Madison Avenue New York, NY 10010: Worth Publisher, 2009).

experience is the most significant factor to consider while learning about a person's perception, because perception is the sum of a person's sensory reactions. For example, there are two people for the first time they boarded with the plane. They have different sensation during boarding. Person A has a feeling dizzy and nauseous because she felt tensed to sit on the plane in a few hours. Otherwise, person B, has a feeling enjoy and happy during boarding on the plane because she can see the view in the sky directly.

From the sensations of the two people above, can be concluded that perception comes out when people get the sensation to do something even though it's good or bad. The example was corresponding with Chudler statement that perception is awareness of what we feeling something[21]. This research defines the pre-service English teachers' perception is on strategies and challenges that may face at secondary schools.

2. Technology as learning media

Today, technology is used to enhance and promote learning can be seen everywhere. Technology integration, according to Dockstader, is the use of technology to improve the learning environment. It improves classroom instruction by stimulating students to perform activities on a computer rather than with pencil

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[21] May and Chudler, Sensation and Perception.

and paper[22]. Students may learn meaningfully when technology is employed, and they can learn by using a computer and the internet. Students are encouraged to strengthen their higher-level cognitive capabilities when they learn with technology. It may be concluded that the combination of multimedia and teaching approach is quite successful in drawing students' interest in learning.

Nowadays, the development of technology helps learning media become easier to use. Likewise, Brinton explains that the use of media helps engage and involve learners[23]. Teachers and students are facilitated in achieving the learning objectives by the use of media. Therefore, the teachers should apply the media in teaching and learning activities in effective way. However, media can limit students' interactions, inappropriate or ineffective media use can hinder learning process. Hence, selecting the appropriate media is keys to successful of teaching and learning process. In this case, the teacher may design media but they must consider the students' patterns and media use preferences.

Previous study has shown media-richness as a key determinant of people's media preferences. According to this theory, people select specific media based on the level of information

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[22] Dockstader, J. *Teachers of the 21st century know the what, why, and how of technology integration*. Retrieved from http://the-tech.mit.edu/Chemicool/

[23] Brinton, D. *The use of media in language teaching. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (3rd Ed.)* (pp. 459-464). Boston: Heinle, Cengage Learning. 2001

equality[24]. There are two types of media: rich and lean media. Rich media collects information through multiple channels, including audio and video, and it may be appropriate for discussing sensitive or personal subjects. Caspi, on the other hand, claimed that lean media, such as text only and provides limited information[25]. As a result, lean media is appropriate for informal discussion and information exchange.

Under this theory, richer media are often synchronous and can provide direct feedback, verbal and nonverbal communication, a sense of personal conversation, and natural language. From that, the teacher has flexibility in using media either online or offline. There are a lot of option that teacher can use in teaching. They can use LMS platform as their online media such as Schoology, Moodle, Blackboard, Edmodo, and others. Besides LMS platforms, we can also use social media as technology such as WhatsApp, Telegram, Instagram, Facebook, YouTube, Soundcloud, etc.

The use of technology in this study is LMS and social media platforms which are the online English media for learning process when doing online learning.

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[24] Daft, R. L. 1987. *Message equivocality, media selection, and manager performance: Implications for information support systems. MIS Quarterly, 11*, 355-366.
[25] Caspi, A. *Instructional media choice: Factors affecting the preferences of distance education coordinators. 14*(2), 169. 2005

3. The use of Online Learning in EFL classrooms

The use of online learning definitely has an influence on teachers who teach as well as on students. Here, will explain the use of online learning for teacher in English teaching. The use of online learning is an abundant teaching resource[26]. The Internet offers a wide variety of educational tools. On practically every topic, we can easily find text information, photos, and audio data. Google, Baidu, and other sophisticated search engines will discover a massive quantity of information on any topic. It is really helpful, since this majority of this information is available for free. A number of the material has been digitalized courseware. Learning becomes even more fun and easy.

Furthermore, the use of online learning provides easy access to information[27]. People couldn't even get their hands on textbooks until bookshops began selling them. Nevertheless, teachers can easily and effectively obtain the teaching materials may need through the Internet. When teachers learn of an individual or a case, teachers will look up the relevant facts on the Internet. Using suitable pedagogical techniques, teachers will use the knowledge as instructional materials. Furthermore, the utilization of online learning allows for the reduction of educational costs as well as more

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[26] Cai, H. International Conference on Future Computer Supported Education E-learning and English Teaching. *IERI Procedia 2*. 2012, 841 – 846
[27] *Ibid*

flexibility for both students and teachers. Online learning is an easy way to include remote teachers in a course. Teachers will enter a classroom from any location and answer students' questions in real time. Yet, the use of E-learning enables the teacher to minimize compliance costs that would otherwise require a substantial amount of time during each class, such as the receiving of tasks and the registration of limits and proper exams[28].

The use of online learning can increase students' and teachers' knowledge and understanding of English. This ensures that both students and teachers can look for English opportunities to help them learn more. They might go to a website they are already acquainted with, such as Google, YouTube, or WhatsApp. According to Rosell, the smartphone and tablet industries have grown rapidly and worldwide, and an increasing number of language learners and teachers are turning to online platforms and mobile applications to assist them in developing their English skills and knowledge[29]. However, the teacher must be proficient in the use of the application. This is line with Ni Luh et al; teachers must have a good base of technical abilities, such as knowing how to operate

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[28] Ishlaiwa, F. Factors influencing faculty participation in e-learning: The case of Jordan (Doctoral Dissertation), University of Washington, 2016.

[29] Rosell-Aguilar, F. State of the app: A taxonomy and framework for evaluating language learning mobile applications. *CALICO Journal,* 2017, 243-258

computers and interact with the internet, as well as understanding of how to use a variety of instructional tools for online learning.[30].

4. Type of Online Learning in EFL classrooms

Online learning makes use of a number of resources, such as the internet, email, chat, new groups and messaging, and audio and video conferencing on computer networks for instructional objectives[31]. This helps students learn at their own pace, at their own convenience. In this sense, the teacher acts as a facilitator rather than a conveyor of content knowledge. Research shows that online learning promises fast-paced, significant development for students. Allen and Seaman found that between 2009 and 2010, online classes rose by 21 per cent[32]. This marked a rise of more than a million students in just one year.

There are numerous information and product technologies that may be employed to help online classrooms in the adoption of online learning in EFL classes. It can be in social media and Learning Management Systems platforms.

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[30] Ni Luh Sakinah, S.Q. Distance Learning Strategy in COVID-19 Pandemic for primary schools. *International Webinar Series – Educational Revolution in Post Covid Era "Teaching and Evaluation for Children in Covid Era"* 2020.

[31] Prof. Indira Dhull, M.S. Online Learning. *International Education & Research Journal [IERJ],* 2017, 3(8)

[32] Allen, I.E., & Seaman, J. Going the distance. Online education in the United States. *Babson Research Survey Group and Quahog Research Group, LL*C, 2011.

a. Social media

Social media offers a platform for people to communicate, co-create, collaborate, share, socialize, buy, and sell. Likewise in the world of education, social media can be used as a medium for learning for teachers and students. Social media tools, in particular, are used to simulate resources. However, because there is a limited variety of created content on social media, teachers and students prefer to use shared resources rather than modify or create new material[33]. This, however, has no impact on the status of social media in education; it has been demonstrated that social media improves teaching and learning. There are numerous examples of social media that can be used as teaching media in online learning. The first application supported for online learning is WhatsApp. This is example of social media platform for teaching and learning process and mostly used by many people because this application is free to use.

WhatsApp is effective in enhancing learning achievement and developing good student opinions toward the use of WhatsApp in courses[34]. YouTube is another social media tool that may be used in the teaching and learning process. The utilization of YouTube in the classroom is important for assisting students in understanding

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[33] Phu Vu, S.F. Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education, 2017
[34] Cetinkaya, L. The Impact of Whatsapp Use in Success of Education Process. *International Review of Research in Open and Distance Learning*. 2017, 18(7).

lessons, has a big influence on student understanding, and also provides good teaching materials[35]. The implementation of the YouTube video in the classroom shows a great contribution to the flexibility of the instruction. As stated by Boer et al, YouTube has changed the way people watch videos online by making it more engaging, personal, and flexible. This platform encourages users to be more creative. YouTube allows video usage private, interactive, and extremely personalized by requiring it.

b. Learning Management Systems

Another platform that teachers can use is LMS (Learning Management Systems). An LMS is a web-based platform that includes a wide variety of pedagogical and course administration resources[36]. There are a lot of kinds of LMS application that teachers can used as media to do online learning. Google Classroom is a support application for online learning which is an example of an LMS platform. It is also an online application for students and teachers to conduct online learning. Azhar & Iqbal stated that teachers can handle the classroom using Google Classroom effectively & efficiently[37]. However, there are certain

[35] Almurashi, W.A. (2016). The Effective Use of Youtube Videos for Teaching English Language in Classroom as Supplementary Materials at Taibah University in Alula. *International Journal of English Language and Linguistics Research*. Vol. 4 (3), 32-47.

[36] Yakubu, M. N. The effect of quality antecedents on the acceptance of learning management systems: A case of two private universities in Nigeria. *International Journal of Education and Development using Information and Communication Technology*, 2019, 15(4), 101–115.

[37] Azhar, K.&. Effectiveness of Google Classroom: Teachers Perception. *Prizren Social Science Journal.* 2018, 2(2), 1-16.

limits to utilizing Google Classroom that must be noted, such as the requirement to support smartphones and the availability of cellular connectivity while using this program[38].

Another application that can be used is Madrasah E-Learning. This is a newest media created by government to accommodate madrasa schools to do online learning.

5. The use of Online English Learning for students

Online learning also has an effect on students who have used it. There were various kinds of student responses; some were negative and also positive. Since online learning requires students to connect through gadget intermediaries, the connection between one person and another loses the sense of nonverbal contact. Students get bored as a result of the lack of these experiences, along with limitations on physical meetings[39]. Online learning that is carried out for a long time will indeed bore students. Therefore, the role of the teacher here is important to reduce student boredom by making learning more interactive and also using different applications.

Online applications have improved the teaching and learning experience, and the use of video conferencing technology will provide students additional options for electronic cooperative

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[38] Alim et.all. The Effectiveness of Google Classroom as Instructional Media: a Case of Islamic Institute of Kendari, Indonesia. Journal of Humanities and Social Science. 2019, 7(2), 240-246.
[39] Andi Wahyu Irawan, D.M. Psychological Impacts of Students on Online Learning During the Pandemic COVID-19, 2020

knowledge acquisition, both directly and indirectly[40]. Barker and Gossman reported on an online survey of simulated worlds utilized by 248 students in a research on virtual learning classrooms in which Moodle creation was used to motivate students to learn English as a foreign language[41]. They also discovered how immersive worlds can improve student satisfaction, learning experience, and language proficiency.

Many things would have an effect on students' online learning experiences. Song et al. examined the perspectives of 76 graduate students on the helpful and problematic aspects of online learning; difficulties in their online learning experiences included a lack of community, difficulty interpreting instructional objectives, and technical issues[42]. Other researchers have identified learner characteristics as a factor. A study of students' perceptions of distance learning in Internet-based courses revealed that students with constructivist learning characteristics had the most positive perceptions of online learning[43]. The most positive students were more self-sufficient, constructive, and responsive for their learning. Students who had more negative evaluations of their online learning

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[40] Smyth, R. Enhancing learner-learner interaction using video communications in higher education: Implications from theorising about a new model. *British Journal of Educational Technology*, 2011, 42, 113-127

[41] Barker, J. The learning impact of a virtual learning environment: Students' views. *Teacher Education Advancement Network Journal*, 2014, 5, 19-38.

[42] Song, L.S. Improving online learning: student perceptions of useful and challenging characteristics [Electronic version]. *The Internet and Higher Education*, 2002, 7, 59-70.

[43] *Ibid*

environment, on the other hand, had the same structure and knowledge criteria as those who had more positive perceptions of their in-class setting. Students who had negative views said that they needed more feedback from the teacher as well as more structure.

In addition, there are also problem in communication between students and teachers. Moore's study found that many students had trouble getting clarification on tasks, etc., resulting in a lack of interaction between student and teacher[44]. The overall opinion of student interaction was also negative. Moreover, Petride's research on students' web-based learning experiences found that some students experienced a lack of immediacy in online replies when compared to what may ordinarily occur in a formal face-to-face class interaction[45].

6. Challenges of online learning for teachers

There are several views on the utility of online learning for everyone. Some people believe that internet learning makes it easier for them to get learning material. On the other hand, people also have their own challenges while using online learning. Online learning is still in its early stages of development[46]. Learning management systems and other technologies used in the learning

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[44] *Ibid*

[45] Petrides, L. Web-based technologies for distributed (or distance) learning: Creating learner-centered educational experiences in the higher education classroom. *International Journal of Instructional Media,* 2002, 29(1), 69-77.

[46] Rose Liang, D. Online Learning: Trends, Potential and Challenges. National Institute of Education, Nanyang Technological University, Singapore City, Singapore, 2012, 3(8) 1332-1335

process are continually changing. Therefore, as users of online learning, we must keep up to date on the development of online-based learning. Copyright is another key challenge for online learning[47]. The Internet's culture, which demands that information be shared, is virtually directly opposed to a copyright and intellectual property concept. Hence, the teacher must be selective when giving assignments to students through online learning because they may just copy and paste the results on the internet.

The teacher may not be able to provide feedback due to the obvious nature of online learning[48]. In fact, it has the potential to improve the learning environment for students. It necessitates that the student become more engaged in the learning process. This forces them to rely on one another, which leads to more collaboration and, as a result, increased learning. A student-centered atmosphere should be encouraged and supported in online learning. However, not all students are able to do that. As a result, even in online learning, the teacher's role in providing feedback remains important.

A further issue is that some parents and students do not have access to a computer or a cell phone[49]. Such situations make it

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[47] *Ibid*

[48] Jacobs, P. The challenges of online courses for the instructor. *Research in Higher Education Journal*

[49] Wahab, S. Teacher's Performance to Maintain Students' Learning Enthusiasm in the Online Learning Condition. *JELITA,* 2020, 1(2), 34-44

impossible for teachers to carry out online learning effectively. In addition, another issue is that teachers are unprepared for online learning. Because the Covid-19 pandemic was not preceded by adequate preparation, the transition from traditional learning systems to online learning systems came as a shock. Since they lack ICT skills, many teachers are unable to adapt to the transition, particularly in terms of technology and information-based learning[50].

B. Research on Online Learning

Regarding the use of Online English learning in teaching, there are number of research conducted by several researchers. There were several studies identified the use of Online English learning whether is using LMS, social media, and generally of Online Learning. These are some examples of online learning using LMS and social media. The first study by Ismail entitled *"The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners"* Examine the effectiveness of social media, especially Telegram, in teaching EFL students in Iran English language pronunciation. The participants in this study are 30 Iranian EFL students. They were split into two groups (experimental (N=14) and control (N=16), with each group receiving a different treatment for four weeks. It is possible to

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[50] Efriana, L. Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA: Journal of English Language Teaching and Literature*, 2021, 2(1), 38-47

conclude that using social media networks to teach EFL students can be quite successful[51].

The second study by Miftah Zaini entitled *"Utilization of Edmodo as an Online Tool in EFL Writing Class to Increase Students' Writing Ability"* Edmodo was used as an online tool in an EFL writing lesson to help students enhance their abilities to produce an argumentative essay[52]. The data obtained into quantitative and qualitative. According to the results of this study, utilizing Edmodo in an EFL writing class might significantly increase students' capacity to produce an argumentative essay in cycle 2.

The third study by Emelia entitled *"Students Attitude toward the use of WhatsApp in EFL Class"* examine feeling the students about the use of WhatsApp as a learning tool during the teaching-learning process. To achieve the study's objective, descriptive research combining both qualitative and quantitative instruments. After examining the data, the researcher discovered that the students had a positive influence on the use of WhatsApp in the classroom[53]. The fourth study by Febry, et al. entitled *"The Use of Instagram in Teaching Writing Descriptive Text"* investigated the implementing of Instagram in teaching descriptive text. The participants of this study were 30 students of X Tata Niaga learning

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[51] Xodabande, I. The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent Education*. 2017

[52] Miftah, M. Z. Utilization of Edmodo as an Online Tool in EFL Writing Class to Increase Students' Writing Ability. 2018, 37-58

[53] Damanik, E.S. Student Attitude Toward the use of WhatsApp in EFL Class. *Jurnal Vision*. 2019, 15(2), 13-22

group. The data was collected using an objective test and analyzed using the t-test and the effect size formula. The null hypothesis (Ho) was rejected, whereas the alternative hypothesis (Ha) was accepted[54]. It implies that teaching descriptive text writing using Instagram is significant and beneficial.

The fifth study about generally online learning by Shiun Yee entitled *"Perceptions of Online Learning in Australian University: Malaysian students' perspective"*[55]. This study aims to find out the kinds of difficulties that international students face and how they really cope with online learning. The researcher used a mixed technique to collect qualitative and quantitative data using a modified Online Learning Environment Survey (OLES). The results showed that online learning was most efficient when incorporated into a blended learning environment. The students clearly showed that studying in a blended environment, it was imperative that suitable features be mixed in and adapted to suit particular needs of international students.

All previous studies investigated the effect of using Online English learning on EFL students but still different with this study. The first study from Ismail focuses on the efficiency of social media, specifically Telegram, in teaching English language pronunciation to EFL students in Iran. The second from Miftah focuses on the use of

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[54] Siti Febry Wahyuni, Z.A. The Use of Instagram in Teaching Writing Descriptive Text. 2019
[55] Chew, S.Y. Perceptions of Online Learning in Australian University: Malaysian students' perspective, 2011

Edmodo as an online tool for improving students' ability to write an argumentative essay in EFL writing classes. The third study from Emelia focuses on the students experience the use of WhatsApp as a learning media in the teaching learning process. The third study from Febry, et al. focuses on the implementing of Instagram in teaching descriptive text. The fifth study from Shiun Yee focus on the kinds of difficulties that international student's face and how they really cope with online learning.

In contrast to previous research, the purpose of this study is to investigate pre-service English teachers' perceptions, challenges and how they use Online English learning at Secondary School, with a focus on the use of LMS and Social Media. The target subjects in this study are students who use one LMS and one Social Media as a media in learning process. For the subject was involve pre-service English teachers of English Language Education Department at State Islamic University of Sunan Ampel Surabaya in academic year 2017-2018 who have done teaching practice II.

CHAPTER III

RESEARCH METHOD

This chapter explains how to carry out the research. It is made up of the following elements: research design, research subject, data and data sources, data collection technique, research instrument, and data analysis technique.

A. Research Design

Qualitative research design for this study was carried out by interviewing 5 pre-service English Teachers from the English Language Education Department. Qualitative research is a type of study that occurs when a researcher gains knowledge through a good experience[56]. This research is qualitative as it describes pre-service English teachers' opinion about the use of online learning, the challenges, and the examples of online learning implementation. Ahmadi stated that qualitative technique is used when the goal of the research is to describe phenomena, and the data used include opinion or interview, behavior, and documents that are not examined using statistical pattern[57]. This research employed the qualitative descriptive technique because it was appropriate for investigating pre-service English teachers' perceptions on the use of online learning, as well as the challenges and examples of online learning implementation.

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[56] Creswell, JW. *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: Pearson)

[57] Ahmadi, R. 2014. Metodologi Penelitin Kualitatif. 4.

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B. Subject of the Research

The participants in this study were pre-service English teachers from the English Language Education Department in academic year 2017-2018 who practice teaching II at secondary schools. The researcher already has the characteristics to choose participants. In this study the researcher chose 5 pre-service English teachers who have experience with online English learning and have utilized at least one online learning from LMS and social media when carrying out teaching practice II at a secondary school in a distance learning.

C. Data and Source of Data

The data in this study were gained from pre-service English teachers' perceptions about the use of online learning, as well as the challenges and examples of online learning implementation. The data was gained from the perceptions of pre-service English teachers. This research had five participants. The subjects were chosen who have used one of the LMS and one of the social media platforms as a teaching tool.

D. Data Collection Techniques

Interviews were used to collect data in this study. This was accomplished through an online interview conducted via the WhatsApp application. This is for answering the research question about perceptions of pre-service English teachers' perceptions in using online English learning at secondary schools. The interviews were divided into three types:

structured interviews, open interviews, and semi-structured interviews[58].
Semi-structured interviews were used in this study to gained information
regarding the use of online English learning in secondary schools.

E. Instrument of the Research

This study's instrument was an interview guide that was adapted from
other studies. The interview guide was used to gather information about pre-
service English teachers' perceptions about online English learning in
secondary schools. The interview guide contains a number of questions. The
topic of the interview was pre-service English teachers' perceptions of
online learning, including the positive effects, challenges, and examples of
online learning implementation. Furthermore, it was followed by a series of
questions related to the resource's responses.

F. Data Analysis Technique

After gathering all of the necessary data, the next step is to apply data
analysis techniques. In qualitative data, there were several types of data
analysis, such as interview transcripts, document analysis, field notes, and
visual data, such as videos, pictures, or internet occurrence observation. The
data for this study came from interviews. The techniques for data analysis
are described below:

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[58] Heigham and Robert, *Qualitative Research in Applied Research: A Practical Introduction.*
(London: Palgrave Macmillan, 2009), 184

1. Transcribing Data

   Copying the interview audio recording into written form via voice note (WhatsApp). It made data classification easier for researchers.

2. Coding the Data

   Following the transcription of the data, the data was coded and classified based on the responses of the students during the interviewing process. It used initial names, such as Teacher 1, Teacher 2, Teacher 3, Teacher 4, and Teacher 5.

3. Analyzing Data

   After conducting an interview, the next step was to analyze the data. Several categories were used to analyze audio recording data that had been transcribed in written form in order to classify the data required from the results of interviews.

4. Interpreting the Findings

   The final step is to interpret the results. In this step, the findings about pre-service English teachers' perceptions of online learning have been reported.

G. Trustworthiness of the Research

To fulfill research trustworthiness, the researcher involved 5 pre-service English teachers at ELED UINSA that has been practice teaching II at secondary schools. The validity of this study must be verified in order for it to be more accurate. Auditing, triangulation, and member checking are the three validation techniques[59]. To validate the data in this study, member checking was used. The term member

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[59] Pruzan, *P. Research Methodology (The Aims, Practice, and Ethics of Science)* (Switzerland: Springer Nature, 2016)

checking refers to the process of correlating evidence from this study's participants. The report's accuracy would be confirmed by presenting the results to participants and asking certain questions in a brief interview. The researcher asked the question to the participants about various aspects of the research, such as whether the description is complete and realistic, whether the themes of this research are accurate, and whether the interpretations and representation are fair[60]. In this study, the researcher provided information in the form of an interview transcript. The data and transcript were linked to the information analyzed in this study.

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[60] S.Glencwick, A.J. *Handbook of Methodological Approach (Qualitative, Quantitative, and Mixed)*

CHAPTER IV

FINDING AND DISCUSSION

The findings of the research are presented in this chapter. The perceptions of pre-service English teachers about online English learning in secondary schools. This chapter is split into two sections: research findings and discussion of findings.

A. Findings

This section presents the research findings of pre-service English teachers' perceptions of online English learning at secondary schools. The information was gathered by interviewing five pre-service teachers who completed teaching practice II in 2020. The perceptions about online English learning covers; the use of online learning, type of application used, examples of application for online learning, students' responses of the online learning, and the challenges of doing online learning. Further description of each topic follows:

1. Perceptions of the use of online English learning

Teaching and learning are done online during the pandemic, and there is no opportunity for students to face-to-face learning. For this reason, the school is required to provide several applications or web to do online learning. Dealing with the use of online learning, the results of interview analysis indicated that teachers used online learning for four reasons, namely: ease in finding materials from several sources, learning something new from the Internet, increasing knowledge, and flexibility in doing the teaching (see Table 4.1).

The use of online English learning
1. Easy to find the materials from other sources
2. Learn something new through the internet

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3. Increase knowledge and insight
4. Online learning is flexible

Table 4. 1 The use of online English learning

One teacher believed that the use of online learning gave teachers' easiness to access the materials from different resources. Also, it could make it easier for teachers to prepare the material because on the internet a lot of material is available. This statement corresponded with Teacher 1:

'There were various kinds of material from several sources' (Teacher 1).

As there are abundant materials available on the Internet, teachers should select the intended material suitable for their students. They cannot just use any materials they find on the internet without considering the needs of the students. Therefore, the role of the teacher is very important in choosing a suitable material for the students.

Another reason for using online learning was that teachers could learn something new from what they obtained. The internet was a source of information and provided various types of information. Teachers could exchange information from one computer to another without being limited by distance, and it was done relatively fast. As stated by Teacher 1 that online learning could motivate to learn something new through the internet. The

internet could also help teachers make the teaching more creative and innovative using existing applications. For example, the teachers could make a video through a video maker and uploaded it on YouTube. This indicates that teacher can develop their knowledge in the use of technology. When the teacher can take advantage of technological sophistication, they can present the materials more interesting, and students will also respond better.

The third use of online learning identified was online-based learning could increase knowledge and insight for both students and teachers. Two teachers believed that online learning could add insight both students and teachers as described in the following quotations.

'Online learning adds to students' insight and teachers also' (Teacher 3).

'Online learning could add insight for students who may just know such as YouTube, Google, was not just for searching games' (Teacher 5).

This implies that both students and teachers may search for sources of English. They could take advantage of the platform they are typically used, such as Google, YouTube, WhatsApp, etc. Teacher 5 also said that with online learning, students finally knew that the functions of social media such as YouTube, WhatsApp, and others could be a means to increase their insights. Initially, the students knew that WhatsApp was only for exchanging messages; finally, the students knew that WhatsApp could be used for English

learning. On the other hand, the teacher must master online learning using several applications and how the teacher responds to the media so that students wanted to follow the learning process properly. Teacher 5 stated that even though the teacher has mastered it, there were also obstacles from students who did not understand how to operate those applications.

The last reason for online learning use was online learning was flexible. Teachers had flexibility in managing their teaching time and jobs. In this situation, the teacher could manage their teaching time without necessarily going to school. Both teachers and students did not need to go to school and can do the learning from their home, as described in the following quotations.

'I could flexibly arrange the time for teaching and also work at home. Moreover, it made easy to insert and add material too' (Teacher 3).

'Online learning made it easy for me to work at home without going to school, but there were still obstacles with the network' (Teacher 2).

Because of its flexibility, online learning removes barriers space and time, both teachers and students have benefited from the use of online learning because they did not spend money to go to school, they spend more time at home. Thus, school and home work could be carried out properly. In addition, by using online learning, teachers could easily update the material that has been given. The teacher could add or select what was not suitable. So, the teacher could freely add material, provide a stimulus to what happened at that time and then send it to the media used such as WhatsApp

application. In this way, students can connect with the material to be delivered by the teacher.

2. **Type of application used in online learning**

Before starting to do online learning, every teacher chooses the right media for teaching and learning. There are a lot of media available for online learning, such as social media or Learning Management System (LMS). Social media platforms such as Facebook, WhatsApp, Instagram, and YouTube provide free access to online communication and data. Students may use these platforms on their mobile phones, tablets, and computers to exchange questions, make phone calls, and make video calls.

Dealing with the type of application used in online learning, the results of interview revealed that teachers used different applications for teaching online learning namely: WhatsApp, YouTube, Google Classroom, Madrasah E-learning, and personal website (see table 4.2). All respondents had two social media platforms, and the majority of them used WhatsApp, as described in the following quotations:

> *'I usually use WhatsApp to communicate in class groups with students' (Teacher 4).*
> *'I often use the WhatsApp application, because this application was more efficient than other applications' (Teacher 1).*

The teachers used WhatsApp to communicate with class groups. The application made the coordination easier since all students were in the group and the teacher could share materials and assignments via

WhatsApp. In addition, the teacher used WhatsApp because it was accessible and efficient application for the students. Teachers believed that WhatsApp provides familiar features that make it easy to communicate, such as chatting, sending photos, and video calling.

Besides, YouTube was also used as a learning support medium in distance learning. According to data from 5 teachers, most of them were used YouTube by adding a YouTube link to other applications such as WhatsApp, Google Classroom, Madrasah E-learning and personal websites. As described in the following quotations:

> *'For YouTube, I used it to add material as another reference by sharing the YouTube link to the class group' (Teacher 4).*
> *'I took advantage of YouTube by sharing the material link as another reference' (Teacher 5).*

YouTube had a big impact on students' English comprehension. On YouTube, there were many examples of material that will be taught to students. YouTube videos were also used to stimulate cultural lessons and expand the vocabulary for learning development. Therefore, YouTube was also to add learning references so that the learning material source was not only one. From that way, students got insight from several references.

Besides used social media, teachers also used LMS-based media. Nowadays, a teacher can take advantage of technology to carry out learning activities using Learning Management System technology. This system can help teachers plan and create a syllabus,

manage learning materials, manage student learning activities, manage grades, recapitulate student attendance, etc. There are many types of LMS that can be used as online learning media such as; Edmodo, Schoology, E-learning from the government, Google Classroom, web blog, etc. Based on the data gained, Google classroom was one of LMS' platforms that teachers usually use. This statement is supported by Teacher 3, Teacher 5, Teacher 2 who have used this media platform as online learning media. As described in the following quotations:

> *'I usually use google classroom to provide the materials' (Teacher 3).*
> *'I usually use google classroom to collect student assignments and provide the materials' (Teacher 5).*

Most of the teachers were used Google Classroom to manage the material and assignment. Teacher 2 stated that usually used Google Classroom only to send the materials to be taught. Most of them used this application to distribute material and a place to collect student assignments for free. Google Classroom improves the productivity and meaning of teaching and learning processes by efficiently managing assignments, increasing collaboration, and improving communication. Google Classroom is also equipped with various features that allow teachers to manage classes more effectively so that online learning is more organized.

Moreover, the teacher also used E-learning from the government. Teacher 1 and Teacher 4 used E-learning madrasah as

media for teaching and learning process. The Indonesian Ministry of Religion created Madrasah E-learning, an online learning program. This application is developed to make learning more structured, interesting, and interactive at madrasah schools such as Madrasah Ibtidai'yah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA). This app is similar to Google Classroom. Its features and uses were almost the same as Google classroom, which is to manage online classes. As stated by Teacher 4 and Teacher 1:

> *'Madrasah E- learning function was to check student attendance and for assignments and also uploaded the materials' (Teacher 4).*
> *'I use an application that has been provided from the school itself, namely the e-learning madrasah' (Teacher 1).*

Based on the data, Teacher 4 used this application to send the materials. In addition, this application was used to check student attendance. Madrasah E-learning provided a menu for teachers to share teaching materials that teacher delivered to students. The teacher could make as many classes as the teacher could teach, be it subject teachers, classroom teachers or counseling guidance teachers. Teachers could even create online classes that provide electronic books that students could access anytime and anywhere. So, students could still carry out literacy activities well.

Another media used by pre-service English teacher was the personal website. A personal website is a form of web that is controlled by a single person. The current personal website benefited from online learning to support social distancing during the Covid-

19 pandemic. Personal websites are useful for displaying information on the internet such as interactive text, images, sound, and video. Besides, it can link one document to another that can be accessed through a browser. As stated by Teacher 1: *'On my personal website I had provided a complete range of reading material which is taken from several sources' (Teacher 1).*

By requiring students to visit personal websites in accessing subject matter, the teacher indirectly teaches students to be responsive to developments in information technology. Students must know how to visit the website and understand the instructions given via the website. On the other hand, creativity in presented interest learning material was needed because students who would visit the teacher's personal website must understand the material to make online learning more fun.

3. **Examples of application for Online English Learning**

The results revealed that teachers could use different applications for online learning, such as social media and Learning Management Systems (LMS). The application identified were: WhatsApp, YouTube, madrasah E-learning, Google Classroom, Personal Website. WhatsApp was used by almost all teachers in the online learning process because it was an application that was easy to reach by teachers and students.

a. Teacher 1

Pre-service English Teacher 1 as a teacher in MTs Gresik. He explained how to apply the online media used when teaching practice II. Several applications were used for online learning, such as WhatsApp, E-Learning Madrasah, and Personal Web. At the beginning of the lesson, it was started by using WhatsApp first to pray together, then continued using Madrasah E-learning to check student attendance. In the Madrasah E-learning application itself, there was a limit on hours for making absences. If a student were absent beyond the specified limit, and then he/she was considered not attending the lesson on that day. From that, this application has the advantage of having a time setting feature for absences and others. It would make it easier for teachers to checked absences automatically so they could do other work. Thus, if there were students who were late for absences, they would be caught.

Afterward, Teacher 1 started the process of teaching and learning by asking what they had discussed. Then, the teacher also showed a picture, Mind Mapp, about the material learned that day via WhatsApp. In the learning process, students may ask what they did not know. This application provided a chatting feature to write something down, so students could ask questions through texting. Furthermore, there was a feature that

students could deliver their voice, namely voice notes. So, the students could ask a question through voice notes. Then, the teacher may answer a question in a written or spoken way.

Further, Teacher 1 started to open the learning process used personal web, namely *realmuham.blogspot.com*. As stated by Teacher 1:

> '*I asked the students to read material that I have made on my personal website, there was material and also examples' (Teacher 1).*

On a personal website, some features may use for teaching and learning process. In general, personal website is used for business, carrier, personal diary, and etc. On the other hand, personal website can be a media for teacher to deliver the material. As stated by Teacher 1 that there was a material that could be shared in general, links the material that could still relate to the material that has been shared, such as taking it on YouTube, people's website, etc. Students who have more quotas might see the link from YouTube that has been shared by the teacher and they could learn it as another learning resource.

b. Teacher 2

Pre-service English Teacher 2 during practice teaching II were used several applications such as; WhatsApp, Google Classroom, and YouTube. WhatsApp as a main media for PET 2 to do teaching and learning process. According to Teacher 2:

'I used WhatsApp application to explain the material, fill in the attendance list and then question and answer session' (Teacher 2).

In this application, teacher delivered the material, and then explain it in written or spoken. The teacher explained in writing by typing and the students understand it, another way was for the teacher to explain by speaking through voice notes then the students would listen to the explanation. After the explanation session was over, the teacher may open question and answer session for the material that has been explained, if the student did not understand at that time the student may asked the teacher in a written or orally.

In addition, Teacher 2 used Google Classroom to deliver the material only. Hence, the function of this application for Teacher 2 was to fill in the material that will be taught to students. Then, the explanation session would explain in the WhatsApp. Google Classroom was used to send the material to be taught, so before the teaching and learning process was started, PET 2 sent the material to Google Classroom, the students have read the material then continued to the WhatsApp group for questions and answer session and so on. From that, students may check the material in it then read and also understand it. In Google Classroom, the teacher provided a YouTube link as well. Teacher 2 also used YouTube. However,

many students did not agree with that because it would spend a

lot of quotas.

4. Students' responses of Online English Learning

The result of interview found that students pointed out different responses of online learning, namely feeling bored with the learning, unfamiliar with the use of application, requiring a lot of internet data, and having unsupported devices (see Table 4.2).

Table 4. 2 Students' responses of online English learning

Students' responses
1. Feeling bored
2. Being confused with the application
3. Spending a lot of quota & Internet connection
4. Unsupported devices

Online learning continuously leads to boredom effect to the

students as said by Teacher 1

> *'Maybe the students have felt bored because they studied online for too long, some respond quickly, and some take a long time to respond' (Teacher 1).*

Boredom in online learning was one of the problems often experienced

by students, which results in decreased levels of learning motivation,

laziness, and decreased student achievement levels. Due to the effects

of this pandemic, many students were late when online learning began;

the effect was that the teacher sacrifices time to wait for it. Besides that,

the teacher also contacted the students who were late to immediately

join the lesson. So that online learning was deemed ineffective by teachers

In addition, some of the students did not understand how to operate the application. As stated by Teacher 1 that there were some students who were still confused about how to apply madrasah E-learning. Consequently, the teacher explained it privately to students who ask through personal chatting. This online learning requires students to be able to operate the application for the learning process, but some students still find it difficult to run it. This was also a challenge for the teacher. However, the teacher must provide an explanation of how to operate the application. In this way, students could understand how to operate this application so that online learning could run effectively without any obstacles for students who did not understand how to use the madrasah e-learning application or other applications that teachers used at that time.

Furthermore, during online learning there was a student complain about the slow internet network. Not only because of network problem, but also because of limited funds to buy internet quota packages, especially for families with middle and lower economies. Certainly, online learning requires a large internet quota and this was very burdensome for students. Each student has a different family background and different areas too. Some are able to buy a lot of quotas and there was no problem with the network and some who did not have

much quota and also the area did not support a good network. As stated

by Teacher 4 and 2:

> *'The first problem was the network, because there were some students whose areas have difficulty getting signals' (Teacher 4).*

> *'The students gave complaint about internet quota problems when there was material that I asked to view on YouTube' (Teacher 2).*

Finally, they asked the teacher not to use applications that require a lot

of quotas. This network and quota issue affects students, causing them

to fall behind in material and assignments from the teachers. To solve

this problem, pre-service teachers did consultation to the tutor, and if it

was burdensome for the students, it would change to another

application, so they still got the same learning.

Additionally, the device also affects online learning, if the device

does not support an application, it cannot be run. Teacher 4 stated:

> *'The most common problem for students was the internet network and unsupported devices to open Madrasah E-learning' (Teacher 4).*

Teacher 4 found some students whose tools did not support madrasah

E-learning. As a result, they complained to the teacher. To solve the

problem of students who did not have unsupported devices to open

madrasah E-learning, the teacher asked to look the material and

assignments through the WhatsApp group. On the other hand, some of

the students respond well, they are familiar with the applications they

use. As stated by PET 5 stated that as for the application, there were no

complaints from students. Because the application itself has been

implemented from the school. Some of the schools have been using

application to do online learning. Thus, the students did not face any difficulties because they were already used to using it.

5. The challenges in Online Learning

Table 4. 3 the challenges in online learning

The challenges in online learning
1.   Undisciplined and slow responses students
2.   Less interactive learning

Online learning is the main choice and the way for teachers to carry out distance learning during a pandemic. The Covid-19 pandemic makes learning to be done at home which is certainly a challenge for teachers. Teachers have to adapt to conditions like this so that the material presented still be well received by students. Dealing with the results of data, some of Pre-service English teacher has challenges during teaching practice, there was: undisciplined and slow responses students, less interactive learning (see Table 4.4)

Student discipline in participating in learning is one of the means and keys to achieving success both online and offline. It is necessary to raise awareness from students about the need for self-discipline in everything that must be done. According to the data, most pre-service English teachers have the challenge of dealing with undisciplined students and late when submitting assignments. As described in the following quotations:

'The challenge was facing students whose responses were slow, waiting for a long time to wait for answers from the students' (Teacher 1).

'As for the challenge, sometimes some student was late when submitting tasks beyond the deadline' (Teacher 2).

'It was difficult to discipline students to submit assignments' (Teacher 3).

Students still lacked discipline in participating in online learning from the data obtained; including some who were still late in attended the class, late in submitted assignments. To overcome a situation like this, teachers should find a solution. Dealing with this problem, according to teachers 3 stated that teacher could motivate their students by rewarding students who collect assignments at the earliest. Besides that, the teacher could write down their names and announce them into the class group. The teachers may also call them to know the reasons. However, when there were reasons that did not make sense, the teacher has the right to give punishment.

In online learning, teachers must bring an enjoyable online learning atmosphere so that students do not get bored. Based on the data analysis, one teacher had difficulty making online learning more interactive. As experienced by Teacher 4:

'The challenge was difficult to make interactive learning' (Teacher 4).

When students and teachers were separated by distance, creating a connection between the two becomes even more important, and also to make learning more interactive, it would be more difficult. To overcome this problem, teachers were advised to get closer to students first, for example, asking how they are doing before learning begins. The

connections built in the beginning make students feel more comfortable using online media to ask questions and comment during class. Moreover, the teacher could use a different application than usual, so that students don't get bored. To overcome this situation, Teacher 4 tried to find a solution that he usually often used different applications to reduce student boredom. Indeed, in this condition, teachers work more than face-to-face learning to reduce students' boredom in the learning process.

B. Discussion

This section discusses the main findings regarding pre-service English teachers' perceptions of online English learning in secondary schools. Perception is the sensory perceptions in online learning that pre-service English teachers got during practice teaching II at secondary schools. The section will discuss the main finding of the perceptions of pre-service English teachers in using online learning that divided into five categories, namely: the use of online English learning, supported application for online English learning, examples application for online learning, students' responses of online English learning, and the challenges in applying online learning.

1. **The use of online learning**

> According to Montague perceptions is a human feeling about something[61]. Furthermore, Schacter concluded that perception is the organization, recognition, and comprehension of sensation toward mental representation[62]. In this research, perception refers to how pre-service English teachers feel about their experiences with online English learning while they practice teaching II. In terms of the use of online learning, the results of the interview analysis revealed that teachers used it for four reasons: ease in finding materials from various sources, learning something new from the Internet, increasing knowledge, and flexibility in doing the teaching.

> Based on the data gained, one teacher claimed that the use of online learning made it easier for teachers to access materials from various resources. Because there was so much available on the internet, it may also make it easier for teachers to prepare material. As stated by Ishlaiwa online learning has made it much easier to reach and access for the teacher as soon as possible[63]. In addition, through the ease of access to a vast amount of information, online learning improves the efficacy of knowledge and qualifications[64]. This includes the fact that

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[61] Marjorie, Montague. Student Perception, Mathematical Problem Solving, and Learning Disabilities. Pennsylvania State Univ. Vol. 8 No. 1, 1997.

[62] Daniel L. Schacter, Daniel T. Gilbert, and Daniel M. Wegner, Psychology, 1st ed (41 Madison Avenue New York, NY 10010: Worth Publisher, 2009).

[63] Ishlaiwa, F. Factors influencing faculty participation in e-learning: The case of Jordan (Doctoral Dissertation), University of Washington, 2016.

[64] Marc, J. R. Book review: e-learning strategies for delivering knowledge in the digital age. Internet and Higher Education, 2002, 5, 185-188.

the use of online learning makes it easier for a teacher to find some resources of material that will be used in the online class in order to extend learning references for students.

The second reason for using online learning is that online learning allows teachers to learn new skills through internet. The internet is the source of knowledge that offers a lot of information. Teachers could exchange files from one device to another without being limited by distance. According to Sun L, et al stated that there is a need for taking care to develop and improve the method of online teaching and learning, such as upgrading teachers' skills and designing preparation plans to assist teachers in remodeling and adapting their teaching style and how they communicate with students to the online environment[65]. In this case, the teacher can develop and expand online teaching methods, such as improving teachers' skills in mastering technology to support their teaching management through internet.

The third reason of the use of online learning is that it could increase knowledge and insight about English for both students and teachers. This means that both students and teachers may search for English resources to increase their insight. They could use a website that they are already familiar with, such as Google, YouTube, WhatsApp, and so on. Rosell stated that the smartphone and tablet markets have grown rapidly and widely, and an increasing amount of language

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[65] Sun, L.; Tang, Y.; Zuo, W. Coronavirus pushes education online. Nat. Mater. 2020, 19, 687.

learners and teachers have to turn to online resources and mobile apps to help them improve their English knowledge and skills[66].

However, the teacher must master the use of the application used. According to Ni Luh et al, in their research state that teachers must have a base of technological skills, such as how to use computers and understanding of how to have a variety of instructional resources for online learning[67]. Here it can be concluded that the use of online learning can add insight for teachers to be more creative in their class by looking for insights on the internet, but the role of the teacher here must have mastered the use of the application first.

In addition, using online English learning is to ease teachers organize time for teaching and doing other work. Teachers could manage their time in the classroom without having to go to school. So, it could be said that online learning was flexible for teachers. As stated by Bakia et al, E-learning has increased in popularity as an alternative to face-to-face learning because of its flexibility in terms of providing education and accessing resources and information[68]. Other studies emphasize the benefits of online learning, such as how it is faster and

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[66] Rosell-Aguilar, F. State of the app: A taxonomy and framework for evaluating language learning mobile applications. *CALICO Journal,* 2017, 243-258

[67] Ni Luh Sakinah, S.Q. Distance Learning Strategy in COVID-19 Pandemic for primary schools. *International Webinar Series – Educational Revolution in Post Covid Era "Teaching and Evaluation for Children in Covid Era"* 2020.

[68] Bakia, M.; Shear, L.; Toyama, Y.; Lasseter, A. Understanding the Implications of Online Learning for Educational Productivity; Office of Educational Technology US Department of Education: Washington, DC, USA, 2012.

save time and money because it does not require travel[69]. In addition, these results in line with Hjeltnes et al, in their study stated that online learning can cost reduction and efficiency, long-term education and ease of learning. Moreover, it has time saving for teachers and students[70]. Herewith, it can be concluded that the use of online learning for teachers can make it easier for them to save a time and money to go to the schools.

2. Type of application used in online learning

Before doing online learning, every teacher should select the appropriate media for teaching and learning. There are many media used for online learning, such as social media and Learning Management System (LMS). According to Jinyoung Kim as a means of distance education, the term "online learning" refers to a teaching method that takes place over the internet. [71]. Online English learning can be accessed through a variety of social media applications. The use of social media platforms opened up a new way to improve education. Social media resources are helpful for enriching the learning and teaching process with email, animations, and audio content, as well as supporting

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[69] Cantoni, V.; Cellario, M.; Porta, M. Perspectives and challenges in e-learning: Towards natural interaction paradigms. J. Vis. Lang. Comput. 2004, 15, 333–345.

[70] Hjeltnes,T.A. & Hansson , B.Cost efficiency and cost effectiveness in e –learning. Quis- Quality, Interopferability and Standards in e-learning. Trondheim, Norway: TISIP Research Foundation, 2004.

[71] Kim, J. Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood

Education Practicum. *International Journal of Early Childhood*, 2020, 52, 145-158

students' learning and teachers' assessment processes[72]. Aside from social media, the teacher may also use Learning management systems (LMS) to support online learning especially in English subject. Learning Management Systems (LMSs), according to Abu Shawar, are internet-based software that allows teachers to manage materials delivery, tasks, correspondence, and other aspects of course guidance in the instructional sense[73]. The results of the interviews revealed that teachers used a variety of applications to teach online learning, including WhatsApp, YouTube, Google Classroom, Madrasah E-learning, and personal websites.

3. **Examples of application for Online English Learning**

Two teachers who have been interviewed by the researcher use the same application when doing online learning, namely WhatsApp. The description of applying those applications as follows: Teacher 1 and Teacher 2 started learning by using WhatsApp application. According to Cohavi, WhatsApp has been on the market since 2010; the developers' stated aim was to replace the current SMS network with a free-of-charge, ad-free system. WhatsApp provides a tool for communicate in

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[72] M. A. Urista, Q. Dong, and K. D. Day. "Explaining why young adults use myspace and Facebook through the uses and gratifications theory", Human Communication, Vol.12, No.2, pp. 2009, 215-229.

[73] Abu Shawar, B. Learning Management System and its Relationship with Knowledge Management. In: Faculty of Computer & Information science, Ain Sham University, *4th International Conference on Intelligent Computing and Information Systems*. Cairo, Egypt, 2009, 19-22

individuals or groups such as text messages, sending a photo, audio files, video files, and connections to web pages[74].

Teacher 1 used it for an opening like greeting and also praying together through text messages. Besides, Teacher 2 used this application to deliver the material and then explained it either in writing or orally. The teacher explained in writing by texting, and the students heard it; instead, the teacher could explain through speaking by voice notes, and the students could listen to the answer. It can assume that the teacher can use WhatsApp as media for online learning; it can deliver the material and then explain it written or oral.

Furthermore, Teacher 1 used LMS applications namely madrasah E-learning which is a type of LMS applications. As stated by Tajudin, et al in their study Madrasah e-learning is a platform for online madrasah learning. This method includes more than just material and assignments; it also includes a number of features that assist students and teachers in their teaching and learning activities[75]. In this case, students can check their attendance list, while the teacher only monitors who is participating and who is not. The attendance feature also has a time specification, because if students are late for class, it will be noticeable immediately.

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[74] Cohavi, A. (2013). How did Whatsapp became the strongest social network? Calcalist. Retrieved from http://www.calcalist.co.il/local/articles/0,7340,L3593840,00.html
[75] M. Tajudin Zuhri, B. A. Effectiveness Of The Use Of Madras E-Learning Applications During The
Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung). vol 15, no 1, 2020, 138-155.

Besides, Teacher 2 used LMS application namely Google Classroom, Teacher 2 only used Google Classroom to deliver the material. Thus, the intent of this application was to fill in the material that would be taught to students and there would be an explanation session in WhatsApp. According to Martinez, et al Google Classroom is an e-learning system developed by Google that is available through the internet[76]. This service was developed to let teachers design and deliver assignments to students without the use of paper. This service demands that members have a Google account.

Furthermore, Google Classroom is only accessible to schools who use Google Applications for Schooling. In the virtual world, Google Classroom promoted communication between teachers and students[77]. The teacher also has option of saving the teaching materials. Students could check the material in it, interpret it, and understand it. A YouTube reference could also be provided by the teacher in Google Classroom. In line with Willy, et al Google Classroom can be integrated with YouTube to provide as the primary source of e-learning content[78]. Here, the benefit of the google classroom application is only for sending material or it can also be for sending assignments.

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[76] Martínez-Monés, A., R. Learning Analytics with Google Classroom: Exploring the possibilities. In Proceedings of the 5th International Conference on Technological Ecosystems for Enhancing Multiculturality, 47, 2017

[77] Liu, H. C. Integrating Google Classroom to Teach Writing in Taiwan. Minnesota eLearning Summit, 2016

[78] Willy Prastiyo, A.D. Development of youtube integrated Google Classroom based E-learning media for the light-weight vehicle engineering vocational high school. *Jurnal Pendidikan Vokasi*, 2018, 8, 53-66

Furthermore, Teacher 1 used personal website to open the learning process namely, *realmuham.blogspot.com.* In accordance with Amalia et al, a personal website, regardless of content, is one that has been developed by or for a researcher. It often includes personal information, a Curriculum Vitae (CV), a listing of papers, speeches, and/or class materials, and a listing of class materials[79]. Hence, teachers can use personal website to support online learning to deliver the material. As explained by Teacher 1, there was a general material that could be posted, related the material that could also refer to the material that has been shared, such as taking it on YouTube, people's websites, and so on. Students with more quotas could see the reference from YouTube shared by the teacher and learn it as another learning resource.

4. **Students' responses of Online English Learning**

In the use of online learning, students respond with a variety of responses. Some students reacted positively, while others did not. On the other hand, there were still having difficulties. According to the findings of the interviews, students expressed various responses to online learning, including being bored with the learning, confused with the use of the application, requiring a lot of internet data and network problems, and getting unsupported devices.

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[79] Amelia mas bleda, I. F. Can a personal website be useful as an information source to assess individual scientists? The case of European highly cited researchers, 2013

Based on the data gained, perhaps the students were bored because they studied online for too long. Some students respond quickly, while others take a long time. Because there was still a pandemic, education around the world, including in Indonesia, requires continuous use of online learning. As a result, some students felt bored. As stated by Nuhasanah et al, studying at home has many disadvantages, including boredom, decreased job motivation, and increased energy costs or online quotas[80]. It can be concluded that online learning can trigger student boredom because they only learn through their own cellphone screens, which can reduce their learning motivation during online learning.

Furthermore, some of the students were confused how to use the application. As a result, the teacher explains it to students privately through personal chats. According to Cakrawati, it is recommended that teachers show their students how to use the online platforms step by step to ensure that their students will be able to use the online platforms outside of the classroom[81]. In this case, teachers are advised to explain the use of the application before using it because not all the students understand how to use the application.

In addition, students could not use applications that require a large amount of quota because they complain about the lack of networks and internet quota. Each student comes from different family background and

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[80] Nurhasanah, S, & Sobandi, A. Minat Belajar sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2016, 1(1), 128–135.
[81] Cakrawati, L. M. Students' perceptions on the use of online learning platforms in EFL classroom. *English Language Teaching and Technology Journal*, 2017, 1 (1), 22-30

comes from a different region. Some of them were able to purchase a large number of quotas and have no problems with the network, while others did not have a large number of quotas and lives in regions that did not support a strong network. This confirmed by Paxon said that online learning necessitates a large internet connection, which not all students have access to due to financial constraints (lack of Wi-Fi or credit), geographical constraints (living in areas with limited internet access), or both[82]. According to the data, to address this issue, pre-service teachers consulted with the tutor, if the application became too burdensome for the students, it was changed to another application, ensuring that they received the same learning. This suggests to teacher to choose an application that appropriate to the students' social background as well.

Additionally, the internet network and unsupported devices were the most common issues for students. This statement is supported by research Rifka et al in their studies find out the obstacles represent difficulty to understand materials, unstable signals, unsupported devices, and psychological issues[83]. Claudiu et al. found that students face technical difficulties such as low internet connection, bad signal, and a lack of appropriate digital devices, especially if they live in rural regions or come

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[82] Paxon, C. "College Campuses Must Reopen in the Fall. Here's How We Do It". The New York Times, 2020

[83] RIfka Annisa, S.M. E-learning as an Adaptation Strategy in Facing Covid- 19 Pandemic: A Case study on the 2018 and 2019- generation students of Post Graduate Sociology Department, University of Indonesia.

from low-income family[84]. It can be concluded that students are still constrained by devices that lack support during online learning so that they cannot access the application. From the data obtained, some students cannot access madrasah e-learning on their devices. To address the issue of students who did not have unsupported devices to access madrasah E-learning, the teacher requested that the material and assignments be accessed through the WhatsApp group.

5. **The challenges in Online Learning**

Online learning is the preferred option of distance learning for students during a pandemic. The Covid-19 pandemic forces students to learn at home, posing a challenge for teachers. In this case, the teachers have to adapt this condition. Some pre-service English teachers face difficulties during teaching practice. The majority of them face the challenge of dealing with undisciplined students such as late of submit their assignments; students were not active in the group. According to Cholis Setyawan in his study, Students are commonly slow to adapt to the online learning process. Furthermore, teachers are unable to directly measure the students' abilities[85]. To address the issue, teachers contact students who did not submit assignments and who were commonly not participated in the teaching and learning process.

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[84] Claudiu Coman, L.L. Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective, 2020

[85] Setyawan, C. Challenges on teaching online English subject in SMK Negeri 1 Nawangan, 2020

In addition, teachers could motivate their students by rewarding students who complete assignments as soon as possible. Aside from that, students who did not submit assignments could have their names written down and announced to the class group. In line with Ryan and Deci's study, students who are motivated are easy to engage in difficult activities, to engage deeply, to appreciate and adopt an immersive approach to learning, and to demonstrate increased ability, tenacity, and creativity[86]. It can be concluded that to deal with students who are late in submitting assignments during online learning, teachers can motivate and provide rewards for those who collect assignments first.

Other than because of the student's indiscipline there was a challenge for teacher to do online learning. Teachers who teach online must be able to create an engaging online learning environment for their students so that they do not feel bored. Based on the data, there was teacher could still have difficulty making online learning more interactive. This is line with Levin in his study pointed that the majority of online learning is done through text. It may be difficult to fully interactive in the learning process[87]. To address this issue, teachers should first get to interact with their students, for example, by building a good communication before begin the teaching and learning process.

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[86] Ryan, R. M. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 2000, 55(1), 68-78

[87] Levin, D. Institutional concerns: Supporting the use of Internet discussion groups. Paper presented at the annual meeting of the Conference on College Composition and Communication, Phoenix, AZ, 1997

Students were more comfortable using online media to ask questions and make comments during class to build connections between students and teachers. According to Chrysi Rapanta et al, Active teacher presence and ongoing communication in online learning offer students with a sense of interaction and relationship[88]. Therefore, teachers are advised to build communication with students outside of class hours so that students and teachers get a good relationship to start online learning. Moreover, the teacher can use another application to reduce students' boredom.

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[88] Chrysi Rapanta, L. B. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, 2020, 2, 923-945

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains a brief study on pre-service teachers' perceptions on online English learning in secondary schools. The chapter also provides recommendations for secondary school teachers and future researchers on how to employ online learning.

A. Conclusion

Based on the information presented above, it concludes that there are five important information about pre-service teachers' perceptions of online English learning, namely: the use of online learning, type of application used, examples of application, students' responses, and the challenges of doing online learning. Pre-service English teachers has four opinions in the use of online English learning; ease in finding materials from several sources, learning something new from the Internet, increasing knowledge, and flexibility in doing the teaching online learning. The types of pre-service English used in online learning are social media and Learning Management Systems (LMS). Applications for online learning include social media, namely; WhatsApp, YouTube. Besides, Applications that include Learning Management Systems (LMS), namely; Google Classroom, Madrasah E-learning, Personal websites.

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The examples of the application in the use of online learning from two teachers who have been interviewed by the researcher; Teacher 1 and Teacher 2 use the same applications, namely WhatsApp. Besides used social media platforms, two teachers use LMS as well. Teacher 1 used Madrasah E-learning to check attendance of students, and give a material through his personal websites. Teacher 2 used Google Classroom to deliver the material only. Further, regarding the students' responses, the result of interview indicated that students felt bored with the learning, required a lot of internet data, had internet network problems and unsupported devices as well as were unfamiliar with the use of application. Moreover, pre-service teacher's challenges of online learning were: undisciplined and low responses of the students, and less interactive learning.

B. Suggestion

1. For the teacher/lecturer

   Based on the findings, it is recommended for English teacher to select appropriate media to do online learning to reduce the students' boredom. Furthermore, the teacher should make the learning environment more interactive by employing current media because, according to research, teachers continue to struggle with making interactive learning. Additionally, the teacher should guide the students how to use the applications that teachers used because to

make sure the students can use those application during online learning process.

2. For future researcher

The data instrument of this study only used interview data. It will be preferable to have additional instruments in order to make it more valid. Furthermore, because this study focuses on the perceptions of pre-service English teachers, future researchers are recommended to provide a subject from student perceptions. As a result, the researcher can compare their perceptions.

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