



## EFL STUDENTS' PERCEPTION OF ONLINE-BASED TEACHING PRACTICE DURING COVID-19 PANDEMIC

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### Abstract

The effect of Covid-19 severely impacts numerous countries. Those in the educational industry are no exception; being compelled to shift away from face-to-face instruction in favor of online teaching has been a sea change. Consequently, online education has become a hot item at some educational institutions. An online learning method is a novel approach to education in which all teaching and learning activities are conducted online, including the student's teaching practicum program. This short quantitative research intends to ascertain the students' perceptions of the online-based teaching practice they encountered throughout their fifth semester. A questionnaire-based survey was sent to volunteer students in order to get their opinions on this subject. The study findings indicate that students voiced their dissatisfaction with introducing online-based teaching practices and emphasize that successful teaching practices demand more physical encounters. Based on these results, it is logical to argue that students require more engaging teaching practices, which online learning does not provide.

**Keywords:** Teaching Practice; Distance Learning; Online Learning; COVID-19

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### 1. Introduction

Covid-19 (Corona Virus Disease-19) outbreak was a significant event that affected a large part of the world's population. The virus spreads like wildfire and has claimed many victims (Sarte et al., 2021; Arwin et al., 2022). Due to this tragedy, many countries have started

restricting their citizens from leaving their homes or traveling freely. This negatively impacts many things, including teaching and learning processes, due to Schools and Universities beginning to place classes and courses online, and Antasari State of Islamic University is no exception to this rule. Starting from March 2020, all Antasari State of Islamic University courses were held online using various methods, approaches, and technologies. This includes the Tarbiyah Faculty's teaching practice program (PPL 1), also held online due to these circumstances. According to Mishra et al. (2020), online teaching-learning uses the internet for education, and in recent years this method of teaching has become very popular among many schools and universities due to the current world predicament. Online learning has its strengths, such as time and location flexibility and the broader availability of courses and contents; however, it also has many weaknesses, such as technical difficulties, distractions, and lack of personal/physical attention (Lewis-Kipkulei et al., 2021; Adam et al., 2022).

Scherer et al. (2021) stated that a competent teacher is needed because the teacher is one of the determinants of success in the teaching and learning process, and thus teaching practice program shift to online learning is such a significant change. Teaching practice program usually takes place in a face-to-face learning environment due to the practical nature of the courses (Khairunnisa et al., 2022; Maulida et al., 2022; Pernantah et al., 2022).

According to Cilliers et al. (2020), there are two common approaches to in-service teacher professional development: training at a centralized venue, or classroom visits by coaches who observe teaching, provide feedback and demonstrate correct teaching techniques. Antasari State of Islamic University's teaching practice program focuses on the second approach. Because of this, we are attempting the teaching practice program using the online approach proved to be quite challenging due to one of the weaknesses of online learning, which is "the lack of personal/physical attention" (Handrianto et al., 2021; Sicam et al., 2021; Rahman et al., 2022).

Fellow researchers regarding online teaching practices conduct several studies. Masic (2008) found that online teaching, learning, and assessment in medical education are still relatively new; however, it has the potential to become mainstream shortly. Another study was conducted by Tartavulea et al. (2020); their findings conclude that online teaching practice interaction and assessment methods indicate a relatively passive delivery and reduced interaction between students and teachers. Similarly, Kelum et al. (2020) found that many university promoters lament that the student experiences are made worthwhile by the presence of people on campuses, thus raising the questions of the importance of culture and environment in the learning experiences of students.

Based on the background, the researcher formulates the following problem: (1) How do EFL university students perceive using the online learning method in the Teaching practice program (PPL 1)? and (2) What are the differences between students who participate in online teaching practice and those who participate in offline teaching practice? This study aims to describe EFL students' perception and experience of the use of online learning and to analyze

how different the student's perceptions are based on how the teaching practice was held. The researchers hypothesize significant effects and differences between the two methods.

## **2. Literature Review**

### *2.1. Online Learning*

Some studies investigating online learning have shown that it is widely and specifically used in education, in general, and uncovered a significant role in English language learning. This importance comes from the advantages which influence educators and learners through working with their interactions, participation, collaborations, practicing, and acquiring knowledge (Handrianto, 2012; Nengsih et al., 2022). Tallent-Runnels (2006) explain that online class is learning that is fully delivered by using the internet. Hiltz and Turoff (2005) claim online learning is a social process and a total substitute for regular distance learning. Kapla and Haenlein (2016) determined that through using conventional online learning, the academic material must be planned and organized by the instructor of education to be delivered to students separated by distance. Online learning involves the Internet as a communication technology and research tool to partake in the class. Moreover, a supporting platform or software is needed to convey this learning.

#### *2.1.1 Perspective on Online Learning*

Nowadays, in the time that needs and can use online learning, several researchers conducted a similar study connected to online learning applications at a specific level of education. Sujarwo (2020) examined university students' perceptions of using online learning during the pandemic. According to the results, they were interested in operating online learning because it was accessible. As a result, their perspective on online learning had a positive. Sugianto and Prasetyo (2020) conducted similar studies, which backed their findings. It showed that students' participation in online learning was high during the pandemic.

Nugroho et al. (2020), On the alternative aspect, centered on studying students' perception of online learning. The outcomes confirmed that online learning was practical, although most students faced challenges such as internet credit and signal and lack of technological knowledge. He concluded that the online learning system turned into less successful in changing the classroom's learning process. Moreover, the same study conducted by Muslimin and Harintama (2020) confirmed that students confronted a few problems during the online course, like as example bad internet connectivity (50%), concurrent agendas (30%), limitations options on the platform (10%), and anxiety (10%). In order to overcome these problems, students used strategies such as make preparing the internet credit (30%), praying for the end of the pandemic (10%), studying hard (10%), looking for the most convenient spot to induce a stable signal (20%), setting the alarm (10%), making on-going motivation (20%).

Several researchers claim that online learning motivates students to study efficiently (Utami et al., 2021; Ibrahim et al., 2021). According to Zamari et al. (2012), despite no assessment of these activities, students were motivated to try online learning activities. However, they discovered that most students have challenges such as internet connection issues that hinder them from going and staying online to attend classes. According to Hos et al. (2016), most students have a reasonable opinion about online learning that relies on multimedia in the classroom because it provides various benefits for improving their language abilities, listening skills, and vocabulary. According to Rahmawati (2016), students' perceptions regarding using online learning in English language skills range from highly positive to a reluctance to use it. It was also discovered that online learning was flexible, gave a wealth of knowledge and tools, enhanced student cooperation, and encouraged them to be more active and learn more successfully. However, it revealed some disadvantages of online learning that should be considered, for example, decreased social interaction and communication, a lack of digital resources and technological skills, slow connections, a lack of instructor feedback, an increased risk of cheating, and a high cost of use. Furthermore, Erarslan and Topkaya (2017) discovered that EFL students had partially positive views toward online courses since they were aware of the course material and goals and the knowledge that they gained from using an online learning platform. However, online learning did not assist them in terms of overall English success in the preparatory class.

### *2.1.2. Platform in Online Learning*

Summers et al. (2005) stated that the delivery of education has generally consisted of a classroom environment with a teacher giving the required knowledge to the students in a traditional fashion throughout history. According to several of the researchers, students' perceptions of online learning were also influenced by the platform they utilized. A study of students' opinions of a web-based distance course by Gomez and Vargas (2012) discovered that integrating technology tools such as chats, forums, e-mails, and videos allow students to successfully connect, interact, and provide feedback regarding the course's content. Furthermore, Al-Zumor et al. (2013) explain that using technological equipment in the classroom effectively enriches English skills, increases students' confidence, and promotes language learning cooperation. According to Cakrawati (2017), most students thought online learning platforms were practical and suitable English teaching and learning instruments. The study also indicated that most students agreed that online learning platforms help develop English language abilities, acquire new vocabularies, and improve their class content knowledge.

According to one of the researchers, Agung et al. (2020), Google Classroom, WhatsApp, Zoom, and Edmodo are among the most popular platforms for online learning. He claimed that WhatsApp was the most user-friendly of the four online learning platforms because it is simple to install on low-end smartphones. This app also works on a shaky signal and assists students with little financial resources (Allo, 2020; Ramadhani et al., 2021). According to

Iftakhar (2016), Google Classroom eliminates the need to print materials and the risk of losing them. However, according to Agung et al. (2020), there are still issues with Zoom and Edmodo because they require the installation of specific gadgets and more internet connections to connect. However, Amin & Sundari (2020) suggest that free video conferencing platforms such as Zoom and Google Meet are required to replace direct contact between teachers and students during online learning.

## *2.2. Teaching Practice*

Teaching practice is an activity for providing experience and application of knowledge in teaching in educational institutions in a guided manner. Teaching practice is designed for the students to enable their knowledge in practical settings. (Mashile, 2008) stated that teaching practice serves some experiences in teaching and managing with students to gain practical skills. Applying teaching practice to improving teaching performance is helpful for students in gaining their experience. When performing teaching practice in the actual class, the role of teachers highly promotes a compelling learning ambiance, which would assist students to create an enjoyable learning experience (Prameswari & Budiyo, 2017). Therefore, teaching practice is vital in developing students' teaching abilities.

Teaching practice aims to develop the independent knowledge and skills of the students (Herlina et al., 2021). According to “Pedoman Standart Operasional prosedur Praktik Pengalaman Lapangan, Program S1 Pada Fakultas Tarbiyah dan Keguruan” the objectives of teaching practice in specifically are: (1) Able to master various primary teaching and administrative skills; (2) Able to apply various teaching and administrative skills in a complete and integrated manner in real situations; (3) Able to master teaching materials and governance in their respective fields; (4) Able to create and carry out teacher administration and education personnel in their fields; (5) Able to develop personal and social aspects of the madrasa and school environment; and (6) Able to reflect the educational value of knowledge and experience during the practicum.

## *2.3. The Advantages and Disadvantages of Online Teaching Practice*

Based on the theories above, we can conclude that online teaching practice is the process of providing students with practical knowledge and skills for teaching in natural institutional environments through the use of the internet. There are many online tools that teachers can utilize to their advantage in order to produce an effective and efficient learning experience. The strengths of this teaching method are: (1) Time flexibility; (2) Location flexibility; (3) Catering to wide audiences; (4) Enhance the communication skills of students who are nervous and afraid to speak in public; (5) The wide availability of courses & content; and (6) Immediate feedback. However, as convenient as this method is, there are still several drawbacks that teachers must be made aware of: (1) Technical difficulties; (2) Learner's capability & confidence level; (3) Time Management; (4) Distractions, frustrations, anxiety &

confusion; (5) Lack of personal/physical attention; (6) Quite a lot of internet data usage; and (7) Students easily commit plagiarism, cheating, and inappropriate use of copy and paste. There are still many shortcomings that can be conveyed. However, these factors depend on the conditions of each area and the condition of the school.

### **3. Method**

Quantitative research was used in this study, and survey research was designed to get the intended results. What is quantitative research? In the most basic terms, quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically. According to Goertzen (2017), one of the central goals of quantitative research is to build accurate and reliable measurements that allow for statistical analysis. Because quantitative research focuses on data that can be measured, it is very effective at answering the “what” or “how” of a given situation. Questions are direct and quantifiable. In addition, he also said that quantitative research allows researchers to learn more about the demographics of a population and examine attitudes and behaviors. Findings generated from quantitative research uncover behaviors and trends. However, it is essential to note that they do not explain why people think, feel, or act in specific ways. Furthermore, by using the survey method, the researcher is assisted in identifying and understanding the data. The essence of the survey method can be explained as questioning individuals on a topic or topics and then describing their responses.

The research participants were all the third-year students in the English Department of UIN Antasari Banjarmasin who were taking the Teaching practice one course (PPL 1) in the first semester. This comprised 120 students divided into four classes. The researcher chose the sample at random by sending them a link to the questionnaire. In order to collect the data, an online teaching practice questionnaire was designed concerning the questionnaire from Bączek et al. (2021) with specific changes to match the study's students' conditions. The questionnaire consisted of 4 parts. In the first part of the survey, students were asked to enter their demographic details (age, gender, year of study) and describe their IT skills. In the second part, participants were given six sets of options regarding the advantages and disadvantages of online teaching practice, from which they could choose as many as were true for them. In the third part, participants had to compare, using the Likert scale (1=definitely ineffective, 5=definitely effective), face-to-face learning with online teaching practice in terms of ability to deliver the learning objectives (knowledge, English skills, and social competences).

Participants were also asked to rate their activities during classes (1=extremely inactive, five=extremely active). In the last part, participants were asked to rate the level of acceptance of online classes using the Likert scale from 1 to 5 (1=extremely unenjoyable, five=extremely enjoyable). The students' closed-ended questionnaire data was statistically computed to determine the percentage of each statement and then descriptively evaluated. The

questionnaire data were used to describe students' perception of online teaching practice and the advantages and disadvantages felt by students of doing online teaching practice.

#### 4. Results

There were 34 participants involved in this study. They filled in the questionnaire given related to demographic factor and their perception of online teaching practice during Covid-19 pandemic. The data present in following graphics to show the result of the study.

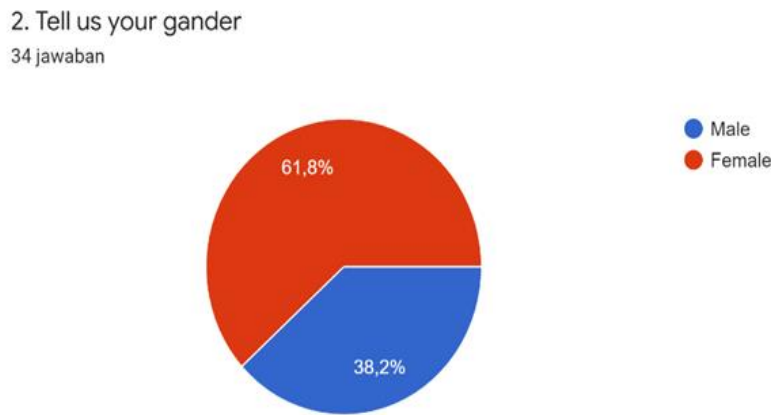


Figure 1. Gender of Participants

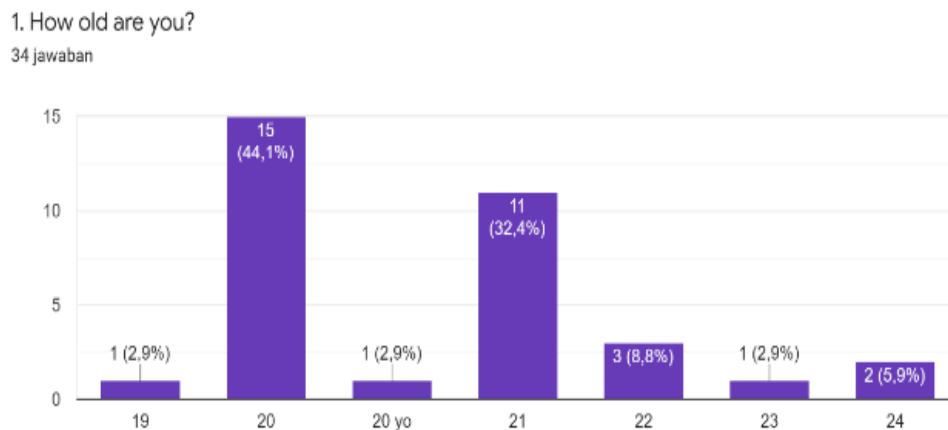


Figure 2. Ages of Participants

Figures 1 and 2 describe the characteristics of the participants; from figure 1, there were 38.2% males and 61,8% females among all of the EFL students in UIN Antasari Banjarmasin. Figure 2 describes the participants' ages ranging from 19 to 24 years. This indicates that all participants are considered mature and capable of giving a reasonable opinion. A total of participants 50% characterized their IT skills as good, 44.1% as moderate, and 5.8% as bad. This percentage indicates that half of the participants had an unpleasant experience in dealing with online-based teaching practice.

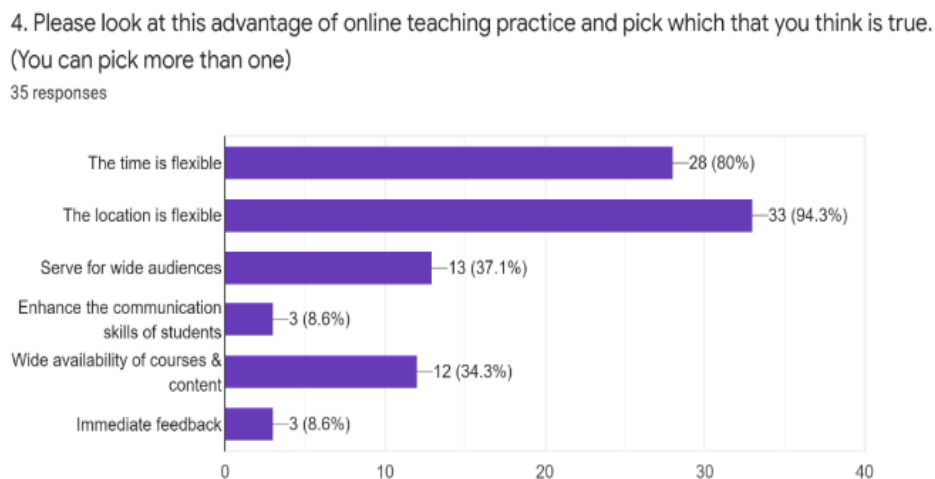


Figure 3. *Advantages of Online Teaching Practice*

Figure 3 shows how participants respond to the advantages of online teaching practice. More than 90% answered "the location is flexible," and 80% chose "The time is flexible". These two highest scores indicate that the benefits of online teaching practice felt by participants are flexibility in time and location. 37.1 % answered, "serve for wide audiences". This shows that participants feel a more significant opportunity to reach a wider audience due to online teaching practice. 34.3% answered "wide availability of courses & content", which means online teaching practice has more opportunities to get content for teaching. The last and the lowest is 8,6 % "enhance the communication skills of students" and "immediate feedback", which indicates teaching practice 1 helps participants practice communication skills and get direct feedback from supervisors.



5. Please look at this disadvantage of online teaching practice and pick which that you think is true.

(You can pick more than one)

35 responses

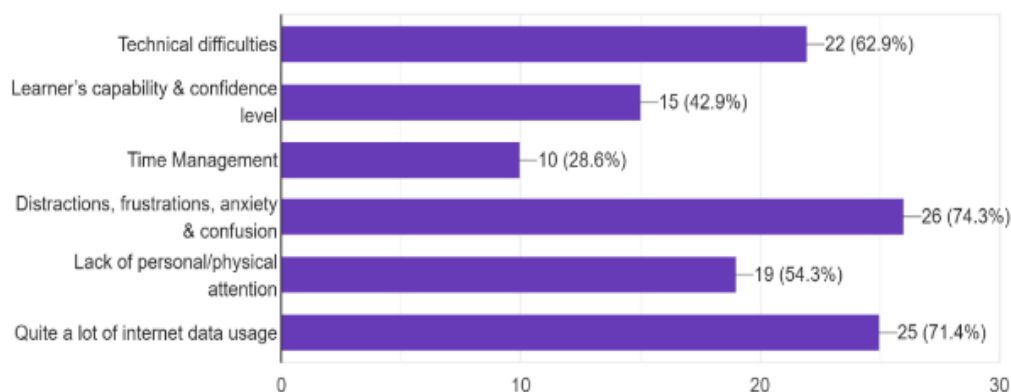


Figure 4. Disadvantages of Online Teaching Practice

Figure 4 describes the participants' perspectives on the shortcomings of online teaching practice. The highest score is 74.3 % "distraction, frustrations, anxiety, & confusion". The participants are students who have just had teaching practice, which indicates the participants still have less experience in teaching practice, which has an impact on their anxiety. 71.4 % and 62.9% answered related to technical difficulties such as "quite a lot of internet data usage". 42.9% answered "learner's capability & confidence level", which means the participants still do not have confidence in teaching practice. 54.3 % answered "lack of personal/physical attention", which indicates that the participants need direct or physical attention that can help participants to be more flexible in teaching or getting responses. The last score is 28.6 % "time management", which shows that online teaching practice has no better time management than offline.

Of the total 34 participants, only three people, or around 8.6%, answered that online learning was more effective in delivering the learning objectives. Moreover, the remaining 32 people, or 91.4%, answered that offline teaching practice is more effective in delivering the learning objectives with the opinion that there is more direct interaction so that material delivery is more accessible (Rahman & Ja'afar, 2018).

From the diagram above, it can be seen that in the first position, there are around 51.4% answered 'Natural', which indicates that most EFL students behave normally like offline classes, or you could say there is no significant difference in activity between offline classes and online classes. The second position is 'Inactive', with a score of 20%, which means that student interaction decreases during online classes compared to offline classes, with the most

opinion that they have other activities during class hours. The next position is 'Active' with a value of 17.1% from the voting results, which shows that students look very active in online classes compared to offline classes with the opinion that students are easier to express opinions and do not feel pressured. Furthermore, the next position is 'very inactive' with a value of about 6.5%, which shows that students who attend online classes do not interact with their teachers or classmates. Furthermore, the last position is a 5% score, which is "very active" here. The students play a very active role, even usually helping the teacher provide material.

8. Please rate your level of acceptance of online teaching practice!

35 jawaban

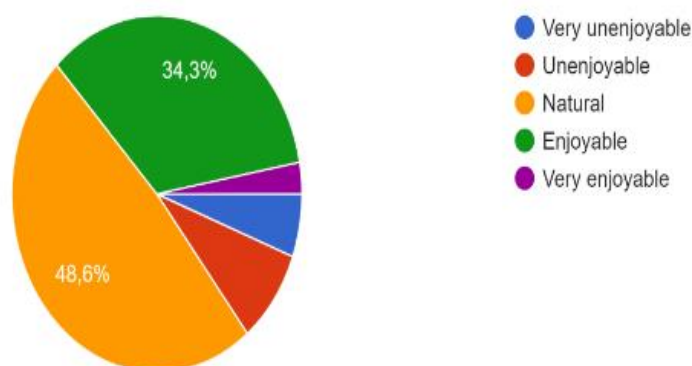


Figure 5. Level of Acceptance of Online Teaching Practice

From the diagram above, it can be seen that around 48,6% answered 'naturally', which indicates that most of the EFL students feel neutral or have no problem with using online teaching practice and still can accept online teaching practice. The second position is 'enjoyable', which scores 34,3%, which means more than ¼ of the total participants think they can accept online teaching practice well. The next position is 'unenjoyable' with a value of 8,6% of the voting results, which indicates that some participants are not satisfied because they are faced with some significant challenges when doing online teaching practice. Moreover, the next position is 'very unenjoyable' with a value of around 5,7%, and this indicates that few of the participants feel dissatisfied with online teaching practice and have difficulty or are even unable to accept it. Furthermore, the last place is 2,9% of participants who rated online teaching practice as 'very enjoyable'. This indicates that although online teaching practice is still acceptable to most participants, some people feel that online teaching practice is a method of teaching that is not worth replacing offline teaching practice.

In this study, we have taken data from EFL students regarding their perception of online-based teaching practice during the COVID-19 pandemic. Even though this study initially aimed to cover the entirety of EFL students' perception of online teaching practice at Antasari State Islamic University, this study was limited to a relatively small number of participants. Future studies featuring broader populations are necessary to complement these findings. Despite these drawbacks, this study has shed some light on the current situation and may reveal valuable data for future research.

## **5. Conclusions**

This study shows that, even with the convenience, advantages, and accessibility of online learning, the participants in our survey still think that online teaching practice was not a satisfying experience overall. The nature of teacher's training requires students to be physically interacting with the class environment to feel fulfilled. Online learning provides students with the flexibility of time and place. However, this comes with the cost of many distractions outside the classroom. The success of teaching practice heavily relies on the physical aspects of the lesson, and implementing online learning into teaching practice requires a well-thought-out strategy and a more active teaching approach.

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