

**LECTURERS' PERCEPTION REGARDING THE EFFECTIVENESS OF  
ONLINE EFL TEACHING AT ENGLISH DEPARTMENT IAIN LANGSA**

**SKRIPSI**

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TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA**

**2022 M / 1443**

**STATEMENT OF APPROVAL**  
**LECTURERS' PERCEPTION REGARDING THE EFFECTIVENESS OF**  
**ONLINE EFL TEACHING AT ENGLISH DEPARTMENT IAIN LANGSA**

Submitted to the Tarbiyah and Teachers Training  
State Institute for Islamic Studies Langsa as Fulfillment of the  
Requirements  
For the degree of Sarjana Pendidikan (S.Pd) of English Education

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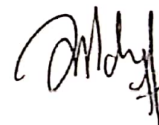
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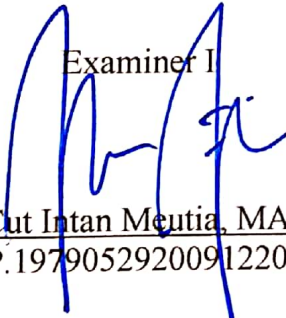
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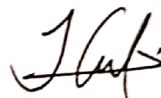
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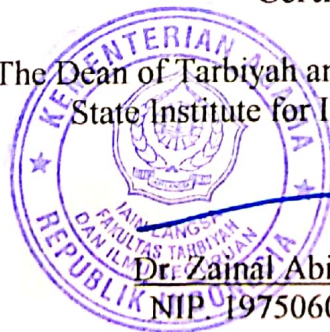


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## ABSTRACT

Mayang S. Leni. (2022). *Lecturers' Perception Regarding the Effectiveness of Online EFL Teaching at English department IAIN Langsa*. English Education Study Program, the Faculty of Teacher and Training, IAIN Langsa.

The COVID-19 global pandemic has affected several billions of students worldwide as many schools and universities suggested to turn the offline classes into online ones for longer period of time. This quite sudden decision results in various reactions from both lecturers and students. For example, in IAIN Langsa, the English language learning practices have been shifting from face-to-face classes to digital or online classes for years and continued. The English lecturers' perception toward learning from home policy is valuable to diagnose the students' learning needs easier which ultimately lead to various alternative choices of learning strategy solutions that can be selected for more effective learning to all pupils, so the quality of learning process can be maintained. The aimed of the research were to find out the lectures' perception regarding the effectiveness of online EFL teaching and to find out the challenges faced by the lecturers during EFL online teaching and learning at English department IAIN Langsa. This study used a descriptive qualitative research. The data collection technique used are questionnaire and interview as the instruments in collecting the data. As research procedure had been carried out, it was found that most of lecturers' tend to had negative perception toward the effectiveness of online EFL learning. The negative perceptions refer to the challenges that they had to face during online teaching. Online learning still encountering many problems. Not only cultural conditions of the students that have not been able to follow online learning system, but also the technical problems such as the availability of learning facilities. Apart from being limited internet access, the lecturers also feel that online learning is not as effective as conventional learning practice. However, Due to the obstacles during online learning, the lecturers perceive that online learning offers both of positive and negative sides. The effectiveness of distance learning has more to do with who teaches, who is learning, and how the learning interactions are carried out and the support of learning technology. Distance learning will be effective if it is well prepared.

**Keywords:** Covid-19, EFLteaching, effectiveness, online learning, lecturers' perceptions

## ACKNOWLEDGEMENTS



Assalamu'alaikum Wr.Wb

In the name of Allah S.W.T., the most Almighty, the most Gracious and the most Merciful. Praise to be Allah, firstly, the researcher would like to thanks to Allah for giving her strenght, patience, and healthy in finishing and completing this study. Secondly, bless and peace be upon the Prophet Muhammad SAW who has brought human beings from the darkness into the brightness as we behold today. Thirdly, researcher would like to express her big thanks for her dearest parents **Mr. Junaidi Syam** and **Mrs. Sunarti**, who had given prayer, strenght, motivation, and their loves as long as time during her academic process.

This skripsi written to fulfill of the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. It was not easy for the researcher in finishing this study, there were so many difficulties and problems faced by her, physically and mentally. Without supported and helping by the following people, it might be impossible for her to finish it. Therefore, the researcher would like to express her gratitude and appreciation to:

1. Dr., M.AP., the Rector of IAIN Langsa who have been leading in campus and for his valuable guidance.
2. Dr. Zainal Abidin, MA. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Langsa who has given the researcher a guideline in Finishing this skripsi.
3. Nina Afrida, M.Pd. as the chairman of English Program for the fabulous serving to the studens. she is like a researcher's parent who always giving motivation, support, and help.
4. Zahratul Idami, M.Pd. as the second consultant who has guided the researcher and who has given her motivation, suggestion and extra help for the researher kindly and patiently. She is the best supervisor .
5. Wahidah, M.Ed. as the first consultant whos has given her much motivation, guidance, support, and suggestion that very helpful to complete this skripsi. Thanks for your help and support.

6. Dr. Zulfitri, MA. As an academic advisor who has given much helps, advices, and support to the researcher
7. All lecturers of English Program who kindly help me in conducting this research.
8. Special thanks addressed to my beloved sister Lena Juanita Chandra S. Kep. And my brother-in-law Aprilia arifudin S.Kep, Ns. Thanks for being the reasercher's motivator and money support system.
9. Big thanks to the my dearest brother Leo Alfisyah Adha, SP. Who always support, motivate and help me in the difficult time.
10. My little brother, M. Lesmana who always make me happy when I was in the bad mood
11. My lovely roommate, Novira, Tiara, and Fira Mutiara, thanks for stand on me in passing a hard time in my life.
12. thanks to all my friends who participate in finishing my skripsi. Shyndi, Nanda, Nurul, Dira, Gita, Sekar, Mutia, With their support and help the researcher can complete this skripsi.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

The global disruption to education caused by the COVID-19 pandemic is without parallel and the effects on learning are severe. One of the challenges in education points out by Daniel Burgos in Lecture Notes in *Educational Technology : Radical Solution for Education in a Crisis Context*. Burgos states:

One of the important challenges in education is sustainability especially during severe crisis, such as global pandemics (e.g. SARS, Ebola and COVID-19) and natural disasters (e.g. Tsunami and Haiti earthquake). Crisis as such could seriously affect human life and disrupt several daily crucial activities including working and learning.<sup>1</sup>

The current COVID-19 global pandemic has affected several billions of students worldwide as many schools are closing down for months. Suddenly, teachers are forced to prepare online learning materials and transfer their face-to-face teaching activities to online learning platforms. This has posed lots of pressures and challenges to them. Students are also facing many obstacles as many of them are not used to online learning mode. Educational institutions and governments are struggling to provide online platforms with

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<sup>1</sup>Nian S. Cheng, *Radical Solutions for Education in a Crisis Context: COVID-19 as an Opportunity for Global Learning*, (Singapore: Springer Nature Singapore Pte Ltd., 2021), p. 5 <<http://www.springer.com/series/11777%0Ahttp://link.springer.com/10.1007/978-981-15-7869-4>>.

enough capacity and bandwidth to accommodate massive online learners simultaneously. Teachers' professional training and support for mastering online teaching and learning competence is urgently needed. Hodges defined emergency teaching as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully online teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses."<sup>2</sup> However, this instant shift has caused several challenges and obstacles for many teachers and students. Many countries have launched policy and support to enhance online teaching from primary to university education. A variety of online platforms have provided appropriate functions and tools to help teachers to conduct online teaching such as Zoom, Google Classroom, Google meet, EdLink, etc.

The COVID-19 crisis has rapidly accelerated the digital transformation of education globally, as colleges and universities have had to make numerous changes to their teaching styles, research processes, and collaborative relationships. The most dramatic change is the shifting modes of instruction from once fully residential-only learning to fully online, remote, or hybrid learning environments. The International Association of Universities report (2020) has identified three main challenges to online and distance education: (1) technical infrastructure and accessibility, (2) distance learning competencies and pedagogies, and (3) the field of study. The report concludes

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<sup>2</sup>Charles Hodges and others, eds. *The Difference Between Emergency Remote Teaching and Online Learning*, (USA: Education Review, 2020) p. 2-5.

that the growing digital divide and socioeconomic inequalities with large groups of students, the disparities in online learning, and the lack of teaching preparation by the faculty area few notable challenges and topics in the field of higher education and international education.<sup>3</sup>

Online education has become the only substitute for many universities in this special circumstance. In response to the pandemic COVID-19 in the beginning of 2020, Indonesia is one of many countries which tries out the implementation of EFL online classes. The application of online classes was decided to apply a rule to change the offline class into online classes in mid-March, 2020. This decision was taken following the COVID-19 outbreak. This pandemic forced the education ministry to propose online classes for schools and universities. Afterwards, all schools and universities suggested to turn the offline classes into online ones for longer period of time. Some universities even decided to do the online classes for the rest semester. This quite sudden decision results in various reactions from both lecturers' and students. For example, in IAIN Langsa, the English language learning practices have been shifting from face-to-face classes to digital or online classes for years and continues. Due to the social distancing periods during the pandemic, many of the EFL students were afraid that they will be unable to learn and master English. It was because they believed that English should be practiced face to face with the lectures in order to master the language. In this case, the English lecturers' in EFL countries were urged to create online

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<sup>3</sup>Ryan M.Allen, Roy Y.Chan, and Chrisna Bista, *Online Teaching and Learning in Higher Education During COVID-19: International Perspectives and experiences*, (New York: Routledge, 2022), p.5-6.

teaching and learning resources and began to consider the most suitable technologies to teach their EFL students. Many learning opportunities have also emerged in this difficult time. A community of committed lecturers' has to learn how to record videos and upload them, how to deal with learning platforms, how to conduct collaborative learning, how to facilitate forums and facilitate forums and respond to students' posts effectively and how to manage their time and meet learners' expectation. While huge pressure was put on the lecturers' in higher education, still they were left with no choice whether to accept or resist this situation. The English lecturers' perception toward learning from home policy is valuable to diagnose the students' learning needs easier which ultimately lead to various alternative choices of learning strategy solutions that can be selected for more effective learning to all pupils, so the quality of learning process can be maintained. As a result of the matter, there is a need to find out the lectures' perception regarding the effectiveness of online EFL teaching at english department IAIN Langsa. According to Wu Et al.,” Teachers' satisfaction toward online teaching can influence their personal self-efficacy belief (which is regarded as an important index of online teaching quality), making it especially essential to explore university teachers' experience and their comments on teaching effects during COVID-19.”<sup>4</sup> Additionally, EFL lecturers' perceptions regarding the effectiveness of online language teaching appers to be lacking. By knowing the lectures' experience in EFL online teaching, it can be

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<sup>4</sup>Wu Yao and others,eds., ”A Study on The Difference of College Teachers' Online Teaching Satisfaction Between Regions and Universities.”Open Education Research 26, no. 3 (2021): 71-79

evaluation of the effectiveness of online EFL teaching in the future to improve english teaching and learning activities. Lecturers' may adapt methods found from this study to achieve higher teaching effectiveness in online EFL teaching environments in the specific time or normal teaching period. Therefore, this paper intend to explore lectures'perception regarding the effectiveness of online teaching in EFL setting at english department IAIN Langsa.

## **B. Research Questions**

The formulation of the problem of this research were focused as follows;

1. How is the efectiveness of online teaching from EFL lecturers' Perception during the COVID-19 pandemic?
2. What are the challenges faced by lecturers' in EFL online teaching and learning during the COVID-19 pandemic?

## **C. Purposes of Study**

Based on the formulation of the problem described above, this research has the objectives as follows;

1. To describe lecturers' perception regarding the effectiveness of EFL oniline teaching during the COVID-19 Pandemic
2. To find out the lecturers' challenges in EFL online teaching and learning during the COVID-19 pandemic

#### **D. Significance of Study**

There are theoretically and practical benefits from this research as follows;

1. Theoretically

This research can be useful as a source of reference for relevant research on online English learning and this research can be useful as input for increasing knowledge about online English learning in the COVID-19 pandemic at university

2. Practically

- a. The researchers, can increase the knowledge and information about online English learning in the COVID-19 pandemic

- b. The English lecturers' can be implement an appropriate online learning media, strategy and methods for teaching that can make it efficient the learning process. The result of the study expected to improve EFL lecturers' competence in managing online learning activities.

- c. The students, can add knowledge about online-based learning in the COVID-19

#### **E. The Scope of Study**

Based on the background of study, the researcher focuses on investigating the effectiveness of online EFL teaching from the point of view lecturers' and challenges faced by them in teaching EFL context at English department IAIN Langsa.

## CHAPTER II

### LITERATURE REVIEW

This chapter deals with the previous related studies, pertinent ideas, and conceptual framework.

#### A. Theoretical Framework

The theoretical framework pointed toward giving concepts applied in this research. These concepts led to a better analysis of the given theories since they help as far as the extent of the issue. This chapter discusses some literature related to the study

##### 1. Perception

###### a. Definition of Perception

Perception is broadly interpreted as a form of thinking about something that forms a certain pattern of attitudes. According to Robbins and Judge, "Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment."<sup>5</sup> Moreover, Slameto as cited in Sri Haryati states that perception as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment.<sup>6</sup> Furthermore, according to Longman;

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<sup>5</sup>Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior* (New Jersey: Pearson Education, 2008), p.166.

<sup>6</sup>Sri Hariyati, Thesis: '*An Analysis of Online English Learning In The COVID-19 Pandemic At Senior High School*' (Medan : UMSU, 2020), p.8.

perception is the recognition and understanding of events, objects, and stimuli through the use of sense (sight, hearing, touch, etc.).<sup>7</sup>

Perception defines variously by different scholars as chee state that perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. The perception of an individual eventually give rise to an individual attitudes.<sup>8</sup> Perception can be basically defined as a belief or opinion that held by people based on how thing seems. It means that there is a possibility of having different perception about the same thing among people, based on how they look that particular thing. Perception is considered as an exchange in which nature, observer and perception are reliant.

Referring to the explanation above, start from the active process to the relationship of experience in the current circumstance. This issue happens because the person is digesting information from the environment successfully adapts the attitudes, thoughts, or behaviors to the information based on the experience they have.

By having some definitions of perception above, it can be concluded that the act of arranging, recognizing, and interpreting sensory information to give a review and comprehension of the

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<sup>7</sup>Richards and others, eds., *Longman Dictionary of Language Teaching and Applied Linguistics* (Cambridge : Cambridge Univ. Press, 1992), p. 391.

<sup>8</sup>Chee Choy and Phaik K. Cheah, "Teacher perceptions of Critical Thinking Among Students and its Influence on Higher Education." *International Journal of Teaching and Learning* 20 (2009): 179-207



environment. perception is process of interpreting information received from human receptor organs or instruction about object and event in order to create meaning to the environment. Boore argues that after getting events (or what is previously said stimuli) from the world, people, in turn give those events meaning by interpreting and acting upon them.<sup>9</sup> Referring to the study which will be conducted, effectiveness of EFL online teaching is regarded as something that crucial to explore. Thus, the perception here (indeed what each lecturer has) plays a role as a standard of measuring the effectiveness of EFL online teaching during COVID-19 pandemic. In other words, we can say that lecturers' perception are needed to know EFL online teaching effective or ineffective.

#### **b. Factors that Influence Perception**

According to Robbins and Judge<sup>10</sup>, there are three factors that influence perception as bellow :

##### **1) Perceiver**

When a person is looking at the target and trying to interpret what he, or she sees, the interpretations is strongly influenced by the characteristics of the person which involve the attitude, personality, motives, inerests, past experience, and expectations.

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<sup>9</sup>Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior* (New Jersey: pearson Education, 2008), p. 168- 169

<sup>10</sup>Boore, ‘*Perception and Interaction,*’ in Thesis Hyasintha Lusía Soko: Teachers’ Perception of English Language Teaching Media (Yogyakarta: Sanatha Darma university, 2019), p.17

## 2) Target

The characteristics of target also affect what is perceived. Loud people are more likely to be noticed in a group than quiet ones. The targets are not looked in isolation, but the relationship between the target and background also influences the perception.

## 3) Situation

The context in which we see object or events is also important. The time at which an object or event is seen can influence attention, as can location, light, or any number of situational factors. So, it can be concluded that perception is influenced by several factors. These factors can emerge from the outside or within the individual itself. Thus, every person has a different perception about particular object. Then, the powerful and interesting stimulus are the most things that are observed.

### c. Types of Perception

According to Irwanto there are two types of perception which is the result of interactions between person and object.<sup>11</sup> They are negative and positive perception, both are explained in the following description;

#### 1) Positive Perception

Positive perception is perception that describes all of information, knowledge (known or unknown) positively. In addition, positive perception is positive interpretations that involve human evaluating

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<sup>11</sup> Irwanto and others, eds., *Buku Panduan Mahasiswa: Psikologi Umum* (Jakarta: Perhalindo, 2000), p.71.

something around them. In this case, if someone has positive perception, he will accept and support the object that is perceived.

## **2) Negative Perception**

Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object that is perceived. In other words, negative perception is negative interpretations that involve human evaluating something around them. In this case, if someone has negative perception, he will reject and defy every effort that is perceived. Thus, positive or negative perception will always affect person to do an action. Moreover, positive perception or the negative perception depends on how person describe any knowledge of an object that is perceived.

### **d. The Process of Perception**

According to Sobur, in the perception process there are three main components, those are :

- 1) Selection is the process of filtering the senses against external stimuli, the intensity and type of which can be many or a little
- 2) Interpretation, that is the process of organizing information so that it has meaning for someone. Interpretation is influenced by various factors such as past experience, adopted value systems, motivation, personality, and intelligence. Interpretation also depends on a person's ability to categorize the information it receives, the process of reducing complex information to a simple one.

3) Interpretation and perception are then translated into behavior as reactions. So the process of perception is to select, interpret, and round up the information that arrives<sup>12</sup>

From the description above, the researcher conclude that the perceptual process consists of a physical / selection process, a physiological process/ interpretation, and ends with reaction/ responses that can be positive or negative

## **2. EFL Online Learning**

### **a. The Description of Online Learning**

Online learning implies a learning process that uses electronics as a learning medium. According to Dabbagh “online learning is an open and distributed learning environment that uses pedagogical tools, enable by internet and web based technologies, to facilitate learning and knowledge building though meaningful action and interaction.”<sup>13</sup> Carliner states that online learning as educational material presented on a computer.<sup>14</sup> The material presented may be stated in the form of web or internet, or the easiest is installed on the CD-ROM or computer hard drive. Online learning provides learning materials that invite students or user can directly read using computer equipment. In general, online learning is an

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<sup>12</sup>Alex Sobur, *psikologi umum* (Bandung: Pustaka Setia, 2003), p.447.

<sup>13</sup>Nada Dabbagh and Brenda Bannan, *Online Learning Concepts, Strategies, and Application* (New Jersey : Pearson education, 2015), p.15.

<sup>14</sup>Saul Carliner, “*Overview online learning*”, Ed Hasnidar (Makassar: In The Human Resource Development Press, 2020), p.8.

activity to access material resources learning is concerned with the subject matter being studied.

In online learning technology, all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is one place, while students follow the lesson from computers in different places. Course material can be obtained free or charge in the form of files that can be downloaded, while interactive teachers and students in the form assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

Online teaching and learning have been found beneficial to learner's EFL learning. Online EFL courses with synchronous communication in video conference context have found popularity in

recent years and can enhance learners' foreign language learning when they chat via video.<sup>15</sup>

### **b. Advantage and Disadvantage of Online Learning**

Advantage and disadvantage of online learning point out by Vlasenko and Nathalia Bozhok in their study.<sup>16</sup>

#### **1) Advantages of Online Learning**

##### a) Flexibility to Choose

One of the primary advantages of distance education is the flexibility it provides to students. Distance education provides opportunities for people who may have trouble attending a traditional institution such as stay-at-home mothers, people working full time or members of the military. Many online educational programs allow you to work at your own place, so you can fit your education into your schedule. Flexibility in distance learning program gives chance to study without interfering in your personal life.

##### b) Study from anywhere, Anytime

Choosing education of your choice and numerous choices for schools. The most significant advantage of distance learning is that one can pursue his choice of education during any time of

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<sup>15</sup>Bin Zhou And Thomas M., "Recent Developments in Technology Enhanced and Computer-Assisted Language Learning ." *IGI Global: international Journal of Information Communication Technologies and Human Development* (2020): 236-256

<sup>16</sup>Ludmila Vlasenko and Nathalia Bozhok , " *Advantage and disadvantages of distance learning* ". Electronic National University of Food Technologies Institutional Repository (Molodova : 2014), p.20-25

his life. There is no control about city, college, etc. One can live and study from anywhere while choosing for distance learning programs. What is necessary is the most convenience to a computer and a good speed Internet connection. You may find online schools that specialize in your particular field or one that can provide a great general education. Either way, your options for education will be greatly expanded.

c) Saving Significant Money

Money saving as no commuting. This program did not require regular classes, it saves time in commuting. It also saves money.

d) Learn While Working

As distance learning can usually be completed on your own schedule, it is much easier to complete distance learning courses while working than more traditional educational programs. Keeping your job gives you more income, experience and stability while completing your degree giving you less to worry about and more time to focus on your studies.

e) Attend Classes at Your Suitability.

In distance learning, one need not to attend class exact time and place, so students can finished their classes at their own time and suitability.

- f) Get more Knowledge.

One more advantage is that more knowledge of computer and Internet skills that one gain in the process of distance learning experience can also be moved to other sides of life.

## 2) Disadvantages of Online Learning

- a) No Social Interaction

the loss of interaction with other students in the classroom. In distance learning, study in a group is difficult, one just have to do by himself which becomes publicly one-off as there is no communication with other classmates. No chance for communicating with classmates and teachers orally. Though, a chat, e-mails, conferencing and bulletinboards, this problem is lessening gradually. The interactions help to develop critical thinking and problem-solving skills.

- b) Difficult Technology and Accessibility

It is true that distance education provides good chances to learn new things and technologies but it is complicated. It comes as challenge for people who are frightened of technology. A computer with continuous Internet facility is required for distance learning. Also, it needs careful planning and big costs to set up for tools and facilities like live video communications which is a must in this form of education.

- c) No Feedback Immediately



No feedback immediately. Distance learning is not like a regular classroom. One does not get the feedback immediately, instead they have to wait for their teacher's reviewing the task and send them for comments.

d) Format is not Ideal for all learners.

Not everyone is an ideal candidate for online learning. If you know you have problems with motivation, procrastination and need lots of individual attention from a teacher you may want to think long and hard before enrolling in an online learning program.

e) Some Employers do not Accept Online Degrees.

While a majority of employers will, there are some who still see a stigma attached to distance learning. Realize that your online degree may not be the ideal tool for some job fields or for future learning.

f) Requires Adaptability to New Technologies.

If you've never been one to like working with technology you will probably get less out of an online course than your more tech-savvy counterparts. Make sure you feel comfortable working with computers and with online programs before you sign up for a class.

### **c. Challenges in Online Learning**

Despite the advantages and disadvantages of online learning, there are a number of challenges that have never been faced by teachers and students in their traditional teaching and learning environment. The difficulties encountered in an online learning system could negatively impact students' educational preference, etc. These difficulties classified by Davis and Grafis into four major areas of challenges.<sup>17</sup> They are as follows:

#### **1) Cognitive Challenges**

In the area of cognitive challenges, learners need higher cognitive ability to deal with the more multi-dimensional learning tasks and complex content. Normally, online courses are equipped with dynamic functions, such as online exercises, text downloads and video. Students learning online have to know how to click, drilldown, open new windows, and save files.

#### **2) Metacognitive Challenges**

With regard to metacognitive challenges, online learners have great freedom of learning as there are no specific class schedules, and classroom attendance is not required. Learners then need to monitor and self-regulate their learning by setting up a learning schedule to ensure they can complete all the lessons.

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<sup>17</sup>Joe Davis and Martin G. Graff, "Performance in e-Learning": *Online Participation and Students Grades.* '' British Journal of Educational Technology 36 (2005), p.657-663

### 3) Computer and Internet Anxiety

According to Aydin, computer anxiety has a significantly negative impact on learners' achievement. When a computer system or network system is down, students feel frustrated because they might not be able to follow the lessons. This causes anxiety among lower internet skilled students.<sup>18</sup>

### 4) Learning Styles and Preferences

In new learning environment students need time to adapt some of the new challenges they will face. For some learners, these challenges might arise from the need to deploy a different learning style. For learners who are less skilled in the use of technology, this lack of skills may be problematic. Most of the young and teenage learners prefer and are more familiar with studying with peers. Without teachers and peers, when students need their immediate assistance to clarify the problem that may arise, they might get frustrated and experiences a level of anxiety.

However, Kuama study suggests that the use of effective and efficient tools, and suitable online learning strategies would lead to better educational achievements<sup>19</sup>. Wan states that an online learning system is a bit thorny to adopt in the countries where it is new or not practised, however, little effort in understanding this system can provide countless

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<sup>18</sup>Selami Aydin, "Internet Anxiety among Foreign Language Learners." *TechTrends* 55 (2011), p.46-54

<sup>19</sup>Settha Kuama and Usa Intharaksa, "Is Online Learning Suitable for All English Language Student?," *Journal of Language and Learning in Thailand* 52 (2016), 53-82, <https://eric.ed.gov/?id=EJ1134684> (accessed on March 20, 2022).

benefits as compared to the conventional system. The only need is to train both the teachers and students at school, college, and university levels to get used employing the latest technological tools to develop an effective online teaching learning system.<sup>20</sup>

#### **d. Teaching English as Foreign Language**

By the end of the twentieth century, English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language. This rapid expansion of the use of English as an international language led its position including in Indonesia. In Indonesia, English might be categorized as a foreign language. It denotes that the learners of the language are the foreigners who study it for various purposes. Supporting the above statement, Brown states that English increasingly used as a tool for interaction among non-native speakers. He adds that most of English language teacher across the globe are non-native English speaker. It means that their language is not monolinguals, but bilingualism.<sup>21</sup> Instead, English as a second language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, scientific researcher in the world including in Indonesia. In addition, Brown states that English as a foreign language always refers specifically to English taught in countries where English is not a major

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<sup>20</sup>Ya Shin Wan, "Education During COVID-19", *International Journal of Language Literary Studies* (2020), p.126, <http://ijlls.org/index.php/ijlls> (accessed on March 19, 2022).

<sup>21</sup>Brown and Douglas H, *Principle of language Learning and Teaching 5<sup>th</sup> edition*. Pearson Education (New York, 2000), p.118.

language of commerce and education. They may be obtainable through language clubs, special media, opportunity books, or on occasional tourist, but efforts must be made to create such opportunities. Concerning the way in English teaching, Harmer states that a foreign language does not have an immediate social and communication function within the community where it is learned. It is mostly to communicate elsewhere.<sup>22</sup> Furthermore, foreign languages are those in which the students do not have a readiness for communication beyond their classroom, they may be obtainable through language clubs, special media, or books. Based on those statements above, it is clear that teaching English in Indonesia is regarded as teaching English as a foreign language. English is spoken by Indonesian people neither informal nor in daily communication. In the daily life, English is learned in a very limited environment such as at school as one of the compulsory subjects.

### **3. Effectiveness of online teaching**

#### **a. Definition of Teaching Effectiveness**

Teaching effectiveness may be defined as how an instructor can best direct, facilitate, and support students toward certain academic ends, such as achievement and satisfaction. There are plenty of definitions found on effective teaching but generally they come with an outcome of students' learning. Ryans explained the effectiveness of the teaching depends upon the acts the teacher as they constructive for the development of basic skills, understanding, work-habits, desirable attitudes, value judgments

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<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching 3rd ed.*, Pearson Education (New York, 2001), p.4.

and adequate personal adjustments of the pupils.<sup>23</sup> Kyriacou defined effective teaching as teaching that successfully achieves the learning by pupils intended by the teacher.<sup>24</sup> While Westwood summarized the researchers on effective teaching in a way that they agreed on the proposition that excellent teaching is that which produces learning and understanding of the students.<sup>25</sup>

Effective teachers are those who achieve the goals which they set for themselves or by others (e.g. ministries of education, legislators and other government officials, school administrators). The effective or good teacher should have the required skill and knowledge that are desirable for the achievement of the goals and tasks but at the same time should be able to utilize that skill and knowledge accurately. As Medley termed the possession of the knowledge and skills as teacher competence and use of them as teacher performance. In terms of cognitions teaching is defined as to maximize the possibilities for students to conduct the cognitive activities that are essential for the building of knowledge and development of reasoning capacity in a certain kind of created learning environment.

From the above discussion, we can conclude the definition of effective teaching in a way that the teaching that successfully achieves the

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<sup>23</sup>Greg Ryan, "Student Perceptions about Self-directed Learning in a Professional Course Implementing Problem Based Learning". *Studies in Higher Education* 18 (2006), p.53-63.

<sup>24</sup>Cypriot Kyriacou, "*Theory and Practice 3rd ed: Effective Teaching in Schools*" (Cheltenham: Nelson Thornes Ltd. United Kingdom, 2009), p.7-20.

<sup>25</sup>Paul Westwood, "Effective Teaching". *Australian Journal of Teacher Education*, Vol.21 No.1 (1996), p.5

learning of students as intended by teacher. There are several theories explaining teaching effectiveness but the perspective of Bolhuis on teaching effectiveness seems to be relevant for the current research. He made distinctions between five interrelated components: goal setting, goal orienting, executing learning activities, evaluating, and regulating/monitoring/deciding. Goal setting and goal orientation is defined as the classroom activities that shape the aims or goals and direct or orient student towards learning for the attainment of the goals. Students' internal (like information-processing) and external (like hands-on) learning is affected by the classroom learning activities. The students and teachers progress according the learning goals is judged by the evaluation activities that had been conducted in the classroom activities.<sup>26</sup>

#### **b. Principles of effective Online Teaching**

There are some principles of effective online teaching.<sup>27</sup> Regan states in that there are ten principle of effective online teaching. They are as follows:

- a) Show Up and Teach
- b) Practice Proactive Course Management Strategies
- c) Establish Patterns Course Activities
- d) Plan for the Unplanned
- e) Response Requested and Expected

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<sup>26</sup>Sanneke Bolhuis, "A multidimensional perspective : Toward process-oriented teaching for self-directed lifelong learning.", *Learning and instruction*, Vol.13, no.3 (2003): 327-347.

<sup>27</sup>Ragan C. Lawrence, "10 Principles of Effective Online Teaching," in *A Magma publication*, ed. Christopher Hill ( USA: Distance Education Report, 2008), p. 5-23

- f) Think Before Write
- g) Help Maintain Forward Progress
- h) Safe and Secure
- i) Quality Counts
- j) (Double) Click a Mileon My Connection

One of the most widely cited sources for teacher effectiveness in traditional classroom is Chikering and gamson.<sup>28</sup> They suggested seven principles for good practice in undergraduate education. Given their simplicity and eloquence, no further commantary is added. A good teacher does the following :

### **1) Good Practice Encourages Student-Faculty Contact**

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

### **2) Good Practice Encourages Cooperation among Students**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deep understanding.

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<sup>28</sup>Arthur W.Chickering and Zelda F.Gamson, 'Appendix A: Seven Principles for Good Practice in Undergraduate Education', *New Directions for Teaching and Learning* 47 (1991): 63-69, <https://doi.org/10.1002/tl.37219914708>. (accessed on 19 March, 2022)



### **3) Good Practice Encourages Active Learning**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

### **4) Good Practice Gives Prompt Feedback**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

### **5) Good Practice Emphasizes Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

## **6) Good Practice Communicates High Expectations**

Expect more and you will get it. High Expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

## **7) Good Practice Respects Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

The authors added this statement: These principles are intended as guidelines for faculty members, students, and administrators...to improve teaching and learning. They rest on 50 years of research on the way teachers teach and students learn, how students work...with one another, and how students and faculty talk to each other.

Given their importance for guiding teaching in traditional classroom, these principles have since been adapted to web-based and virtual classroom that rely on diverse instructional technologies. A decade after the principles were published, Chickering and Ehrman wrote the following:

Since the seven principles of good practice were created in 1987, new communication and information technologies have become major resources for teaching and learning in higher education. If the power of the new technologies is to be fully realized, they should be employed in ways consistent with the seven principles.<sup>29</sup>

## **B. Previous Study**

Many researchers have been done study related to the topic. However a further study on the effectiveness of e-learning carried out during a pandemic is very rarely found, especially in English as Foreign Language (EFL) context in Indonesia; there is no enough information confirming lecturers' perception towards the effectiveness of EFL online teaching during COVID 19 pandemic. To get brighter insight about this issue, several studies was done by expert to answer the question about e-learning and EFL classes.

The first previous studies related to EFL online teaching during pandemic in Indonesian setting was done by Retno Puji Rahayu and Yanti Wirza. This study investigated EFL teachers' perception of online English language learning. Their perceptions were analyzed in three aspects: perceived usefulness, perceived ease of use, and their attitude toward online English language learning. This study employed a descriptive design with a qualitative learning approach. A survey

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<sup>29</sup>Arthur W. Chickering and Stephen C. Ehrman, "Implementing The Seven Principles : Technology as Lever", *American Association For Higher Education Bulletin* Vol.49, no. 2 (1996), p.3-6.

questionnaire and interview were used to elicit the responses of 102 Junior High School English teachers in Bandung. This study findings revealed that the participants showed a positive perception of the the usefulness and ease of online learning systems during pandemic COVID-19. Still, more than half of teachers did not agree on its effectiveness. Even though the teachers face many online teaching process problems, they could show the right attitude toward using technology to teach online.<sup>30</sup>

The second research, Bin Zou Et al. Conducted a study about evaluation of the effectiveness of EFL online teaching during COVID-19 pandemic. The study investigated university teachers and students' perception of effective EFL online teaching and learning based on several evaluation modes in using technology in education. Data were collected using questionnaire and interviews from teachers and students in a variety of provinces in Mainland China. The results showed that various methods were used to deliver online EFL courses and these approaches are found to correlate with each other. Teachers and students provided positive comments on online teaching and were satisfied with their online teaching and were indicated that when teachers have more training, more skills, and more confidence, they could deliver more effective online teaching and learning.<sup>31</sup>

The third research related to English perception toward the switch from offline to online teaching in the Midst COVID-19 outbreak done by Muhammad

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<sup>30</sup>Retno Puji Rahayu and Yanty Wirza, 'Teachers' Perception of Online Learning during Pandemic Covid-19', *Jurnal Penelitian Pendidikan*, Vol. 20, no. 3 (2020): 392–406.

<sup>31</sup>Bin Zou and others, 'Evaluation of the Effectiveness of EFL Online Teaching during the COVID-19 Pandemic', *SAGE Open*, Vol. 11, no. 4 (2021): 1-17.

Nashir and Nurul Laili. The subject of the study was 50 English teachers of Senior High School in Banyuwangi. The method was case study with qualitative research approach. The data needed collected by distributing Google form questionnaire and interview. The results of the research indicated that most platforms used in teaching English were Whatsapp and zoom meeting. 68% teachers felt that their workload was heavier if compared to face-to-face learning because they need additional time to package interesting learning in order to be able to increase.<sup>32</sup>

Despite the perception, study about challenges of online teaching during COVID-19 pandemic entitled teachers' perceptions of the challenges in the online EFL teaching conducted by Muthi'ah Et al. The study aims to review some previous studies The result of the study shows that challenges occurred during the implementation of online EFL teaching and learning. In other countries such as Korea, Thailand, Iran, China, and Saudi Arabia, the challenges are mostly related to the students' learning process including the time and class management. On the other hand, in Indonesia, the challenges are complex. Lack of experience with the online teaching methods and the limitations regarding the adequate internet facilities become the challenges that are most complained by the teachers.<sup>33</sup>

Furthermore, Risa Anggraini conducted a research about The portrait of EFL teacher in online learning during pandemic, The participant in this research is

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<sup>32</sup> Muhammad Nashir and Roudlotun Nurul Laili, 'English Teachers' Perception toward the Switch from Offline to Online Teaching during Lockdown in the Midst of Covid-19 Outbreak', *Edukatif: Jurnal Ilmu Pendidikan*, Vol. 3, no. 2 (2021): 250- 260.

<sup>33</sup> Muthi'ah, Muhammad Syahrudin Nawir, and Annisa Shofa Tsuraya, 'Teachers' Perceptions of the Challenges in the Online Efl Teaching: A Review of Previous Studies', *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 24.2 (2021), 215

an English teacher and the site of the research is in State Senior High School Number 8 Jambi. The researcher uses case study qualitative research method design. Researcher collects the data through in-depth interview and uses interview protocol to guide the interview. The form of the questions is semi-structured interview which meant that researcher can prolong the interview question during its process of doing the interview with the participant findings of the research are explained through some primary themes, they are 1) Teacher's burnout in online learning , 2) Teachers' challenges and difficulties in online learning and 3) Teachers' solution to overcome the problems appeared in online learning. Also, there are both positive and negative portrait of online learning in terms of the systems, students' motivations, and students' learning objectives.<sup>34</sup>

The similarity between these researches and mine is that they all have the topic of perception on online learning. While the differences are that the participants in these study were mostly teacher and students, while in my study the participant are lecturers and more further explore perception regarding the effectiveness of EFL online learning, its opportunities, and the challenges faced by lecturers in teaching online EFL.

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<sup>34</sup>Risa Anggraini, "The Portrait of EFL Teacher in Online Learning During Pandemic Covid-19", *MELT Journal*, Vol. 6. no. 1 (2021): 94–106.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study use a descriptive qualitative research aiming at revealing the effectiveness of e-learning for English class in IAIN Langsa as an EFL education institution in Indonesia from the point of view lecturers'. According to John W. Creswell, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of of research involves emerging questions and procedures. Data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interperations of the meaning of the data.<sup>35</sup> Descriptive qualitative study design used in this present research was intended to seek a deep understanding of one group or single individuals to obtain data of certain phenomenon. The researcher selects descriptive qualititative technique because qualitative data used to collect data about conditions or phenomena that exist at this time. It is intended to find out how is lecturers' perception of online English learning in the COVID-19 pandemic and challenges that faced by lecturers' at IAIN langsa.

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<sup>35</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, SAGE Publications Ltd. (USA: 2013), p.273

## **B. Research Setting**

In this research, the study will conduct in IAIN Langsa, particularly in teaching of English as foreign language of English Department IAIN langsa. IAIN Langsa is chosen considering that One of the higher education institutions affected by the Covid-19 pandemic. IAIN Langsa is one of the campuses that supports government policies related to distance learning using information technology. Then, IAIN Langsa takes English teaching and learning activities as important issue, especially the issue about the effectiveness of e-learning in English instructions during the pandemic. IAIN Langsa itself is one of public college offering its students to fully master English for all students in all of study programs. In this institution, English becomes one of core competencies, which has to be mastered by the students. In its curriculum, English is placed as a vital subject for its students in order to make them being ready to be a professional in each of their fields.

The time use by researcher will carry out in a period of 2 months, from mei to june. One month for data collection and one month for data processing which includes presentation in the form of a thesis report and guidance process



### C. Research Participants

The participants of this research are EFL Lecturers' of English department IAIN Langsa that teaching some language skill courses (e.g. speaking, writing, reading, and listening). EFL lecturers' are purposively selected as participants based on a single and primary criteria that was amid the pandemic, they had experienced online learning by a range of digital devices. The subject of the research are five lecturers' that teaching english in EFL class context.

### D. The Procedure of Data Collection

The data collection technique explains how the researcher collects data related to the research focus. The data collection technique will use questionnaire and interview as the instruments in collecting the data.

#### 1. Questionnaire

Arikunto defines that questionnaire is a number of written questions which are used to gain information from respondents about themselves or their knowledge, belief etc.<sup>36</sup> The questionnaire method use to gain more valid and reliable data about the respons of lecturers' perception regarding the effectiveness of online EFL teaching. The researcher choose close-ended questionnaire. Closed-ended questionnaire provides some answer and the respondents only choose one of the answers. The researchers provided several statements and the

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<sup>36</sup>Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, 140.

lecturers' must fill the checklist of the questionnaire in Google from. The questionnaire consists of 15 statements regarding the principles of effectiveness of online teaching. In each statement has four alternative answer options which are categorized into four items: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). On this questionnaire, the writer omitted the 'neutral' option to make the answer more clear. The questionnaire was distributed to EFL lecturers' at English Department IAIN Langsa, as the subject of the research.

## 2. Interview

Interview to support the data gained from the questionnaire, the researcher also conducted an interview used as another instrument. As stated by Arikunto, the interview aims to cross check the data from the questionnaire and describe the data that is not answered yet by the questionnaire.<sup>37</sup>

The interview conducted tried to find out the effectiveness of online EFL learning from the point of view lecturers' and challenges faced by them in EFL teaching and learning during the pandemic COVID-19. The Researcher used semi-structured interview. In this study, Researcher prolonged the interview to get the information to meet the research question, and until it saturated. Saturation was also the sign for researcher to end the interview. Two English lecturers' were chosen from the participants of questionnaire as the sample of this

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<sup>37</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2013), p.166

research. The selection of participants was conducted based the consideration that these participants in the process of answering the questionnaire gave the answers which caused the researcher need to investigate the information further related to the study.

### **E. The Procedure of Data Analysis**

In analyzing data from the questionnaire, each statements connected to question form or attitude support statement that expressed in words. After the data is collected, then an analysis is carried out which refers to the perception. in analyzing the data, researcher adopted a theory from Irwanto who discuss the perception results can be divided into two types, there are positive perception and negative perception. The researcher also explained the meaning of the results in charts.

In analyzing the data from intererview, researcher used the theory of Miles and Hubarman, suggesting that the activity in data analysis consists of four procedures.<sup>38</sup> Below the details of the theory are shown in the chart as follows;

#### **1. Data Collection**

Data collection is an integral part of data analysis activities. Data obtained from interviews. It was a natural record of what is witnessed, heard, seen, and happend by respondents without any interperatation and opinion of researchers on the phenomenon that happened.

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<sup>38</sup>Miles and Michael Huberman, *An Expanded Sourcebook: Qualitative Data Analysis* (New Delhi: Sage Publication,1994), p.26

## 2. Data Reduction

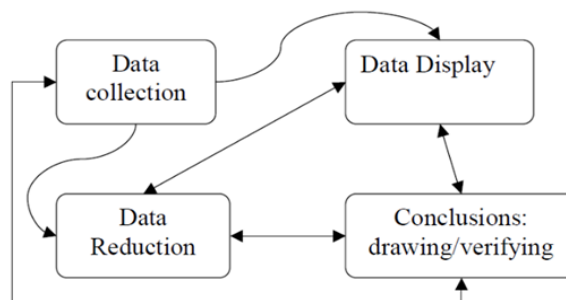
Data reduction is the process of selecting, focusing, simplifying, searching for themes and patterns and neglecting needed. In this step, the researcher focused on the lecturers' perception regarding the effectiveness of EFL online learning in the Covid-19 pandemic at English Department IAIN Langsa.

## 3. Data Display

The data display phase is done in the form of a short description using original text, which can be also in the form of graphs, matrices, and charts. In the second step, the researcher will present the data by simplifying the data by using original text in the form of narrative text.

## 4. Conclusion/Verification

In the last step of analyzing data is conclusion. The researcher concluded the main points from all the data that has been collected, so that is will become clearly. The conclusion will be an answer the formulation of problem in the beginning.



Data Analysis : Interactive model by Miles and Hubberman

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher presents, analyzes and discusses the data obtained from the results of questionnaire and the interview. The questionnaire was distributed on June 24<sup>th</sup> Mei 2022. The interview was conducted on 22<sup>th</sup>, 23<sup>th</sup> June. This chapter answers two questions stated in problem formulation. The researcher divides this chapter into two parts. The first part is the result and discussion about lecturers' perception regarding the effectiveness of online teaching EFL at English department IAIN Langsa. Meanwhile, the second part is the results and discussions about challenges faced by lecturers' in EFL online teaching during pandemic.

#### **A. Research Finding**

##### **1. The Analysis of Research Finding**

The researcher discovered the lecturers' perception in the section through the questionnaire and also the interview. In the closed-ended statements of the questionnaire, the particular numbers were statements number 1 to 15. The results can be seen in charts.

In the closed-ended questionnaire form, there were scores given in each statement stated in the questionnaire. The score was made based on certain meaning. They are as follows:

1 = Strongly Disagree (SD)

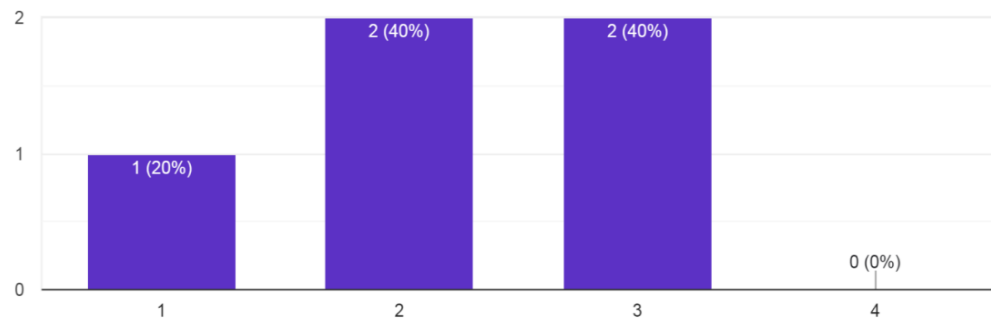
3 = Agree (A)

2 = Disagree (D)

4 = Strongly Agree (SA)

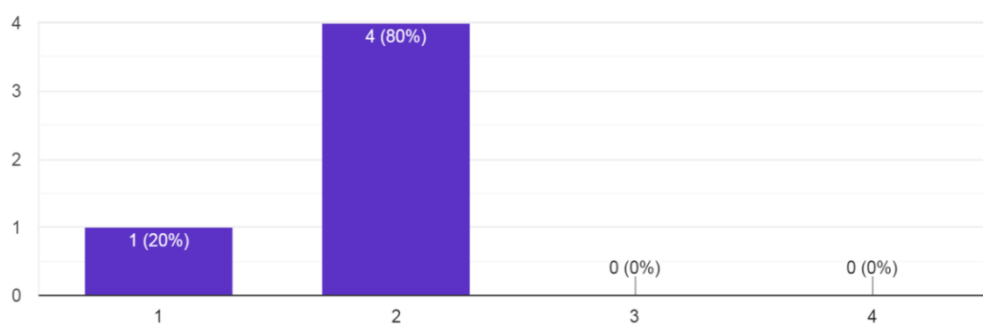
### Charts 4.1 lecturers' perception on the effectiveness of online EFL teaching

The process of learning English is easier with online learning  
5 jawaban



Based on the chart in the first statement above, there was 1 respondent with the percentage 20% who strongly disagree with the statement that the process of learning English is easier with online learning. 2 respondents with the percentage 40% strongly disagree, 2 respondents with the percentage 40% strongly agree with this statements. Reaching 60% of disagreement level, it showed that most of the respondents had negative perception.

English learning process is more fun with online learning  
5 jawaban

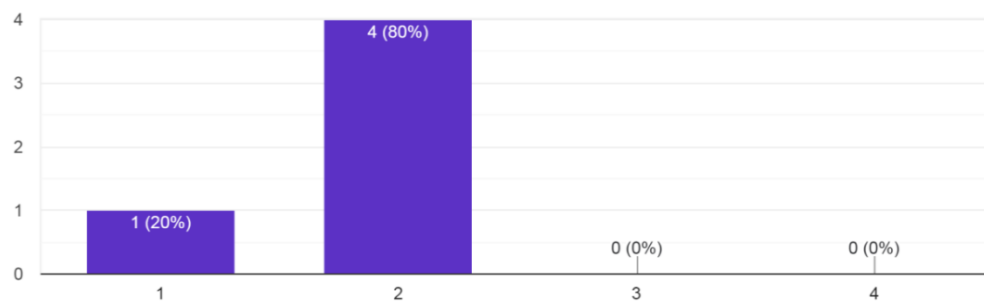


In the second statement, the researcher found that the total of disagree (20%) and strongly disagree (80%) percentages in the statement were relatively high reaching 100%. Meanwhile none of the respondents (0%) strongly agree nor agree with this statement. From the percentages, the

researcher could conclude that all respondents had negative perception of this statement.

Online English learning makes the English learning process more effective in achieving learning objectives

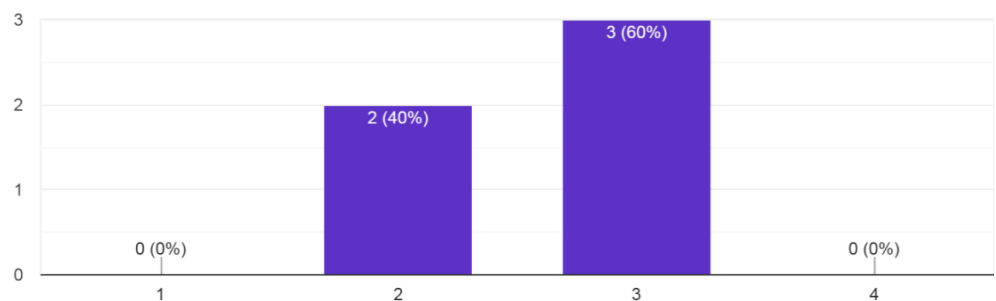
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In this positive statement, one respondent (20%) disagree with this statement and 4 respondents (80%) strongly disagree with this statement. It indicated that the total percentages of disagreement level were 100%. Meanwhile none (0%) of the respondents show agreement on this statement. Regarding the effectiveness of online english learning process in achieveing learning objectives, most of the respondents show negative perception, which mean online english learning is not so effective in achieving learning objectives.

Online English learning gives prompt feedback for student to reflect on what they have learned, what they still need to know, and how to assess themselves.

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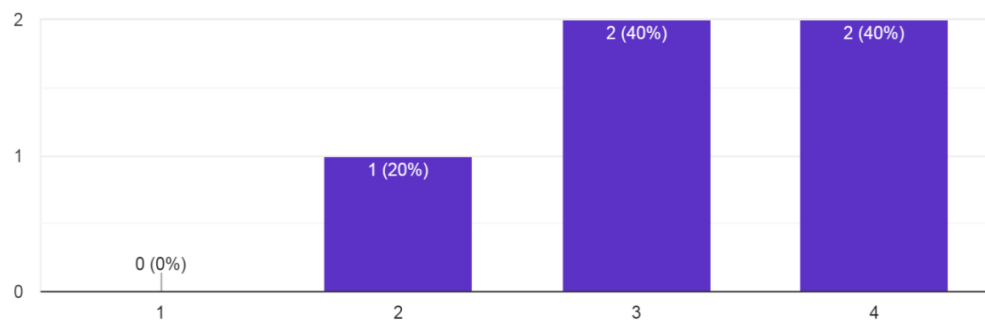


In the fourth statement, it showed that the total percentages of disagreement level were 40%, whereas the total percentages of agreement level were 60%. The differences of percentages among these degrees in the statement about feedback from the students were not too significant. 2 respondents disagree with the statement, while three respondents agree

with the statement. It still can be concluded that most respondents showed positive perception toward this statement.

Online learning systems is more flexible because it can be done anytime and anywhere

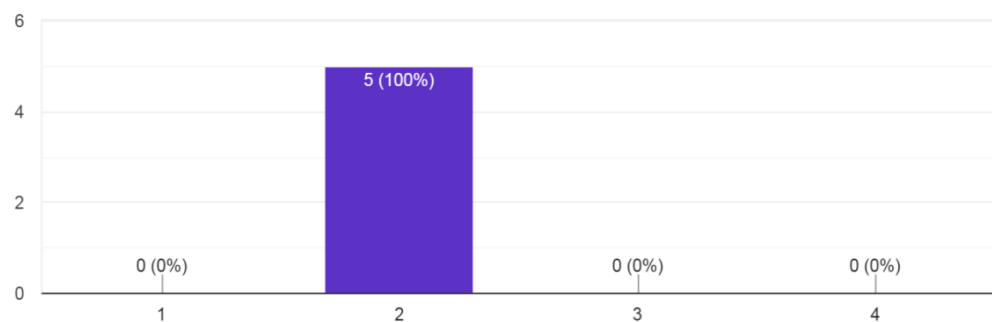
5 jawaban



in the statement of time flexibility, most of the respondents also indicated the positive tendency. It was presented by the total of agree and strongly agree percentages reaching 80%, whereas total of disagreement level only 20%. From these percentages, the researcher could conclude that most of the respondents had positive perception on the flexibility in online learning.

Online English learning can improve students' understanding in learning.

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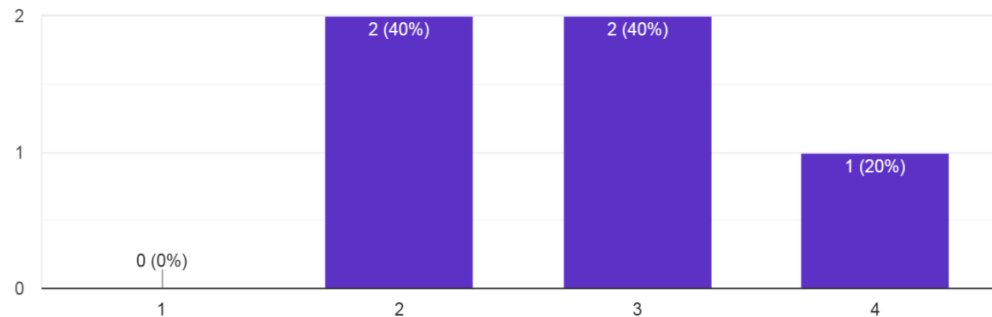


In this positive statement, all respondents show disagreement toward this statement. It was proved by the percentages of disagreement level were 100%. None (0%) of respondents agree and strongly agree that online English learning can improve students' understanding in learning. Based on this fact, all respondents had negative perception on this statement.



Online English learning makes it easy to facilitate students in gathering assignments.

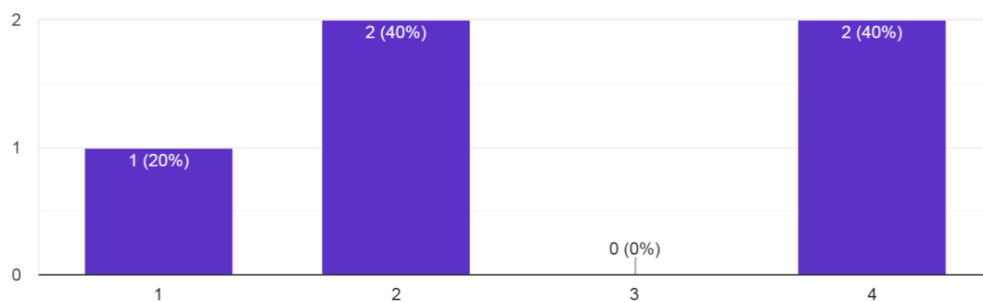
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in this positive statement, there were 40% of the respondents who disagree, 40% of them agreed, and 20% of them who strongly agree. From the total percentages of agreement level reaching 60%, It showed that most of the respondents feel easiest to facilitate their students in gathering assignments through online learning. it indicated as positive perception.

lecturers' have problems in implementing online English learning because of limited mobile phone facilities, limited internet packages, and poor signal problems.

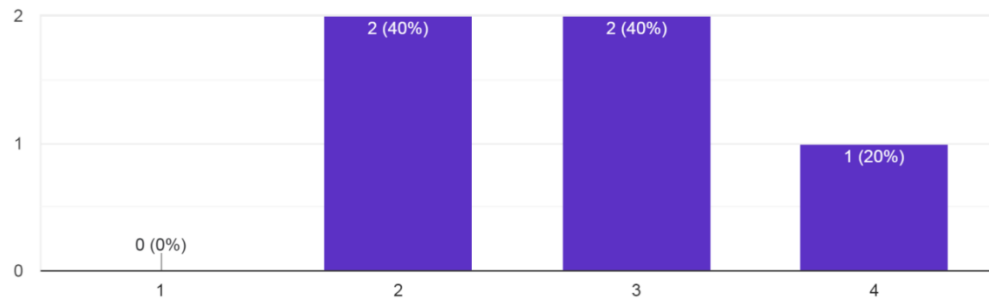
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In this negative statement, the researcher found that most of the respondents disagree with this statement. It can be seen from the total percentages of disagreement level. One respondent (20%) strongly disagree, two of respondents (40%) disagree. Meanwhile, two other respondents strongly agree (40%). It apparantly Mean that some lectueres had problems in implementing online english learning , but most of them had no problems with it.

lectures and students are not ready for online learning which require learning media such as mobile phones, laptops, or computers.

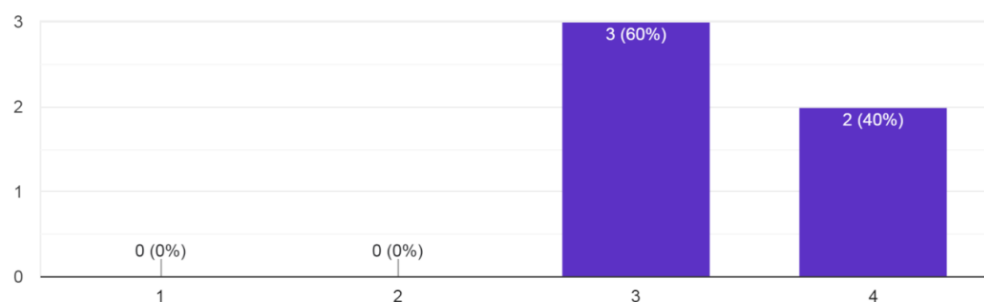
5 jawaban



in the statement of lecturers' and students readiness in online learning, 2 respondents (20%) disagree with this statement while 3 respondents showed agreement. It was revealed by the total percentage of agreement level (60%). It could be conclude that most respondents gave positive perception toward this statement. Lectures' and students' were ready for online learning.

Online English learning is difficult to do because of the lack of students' understanding the use of online learning applications.

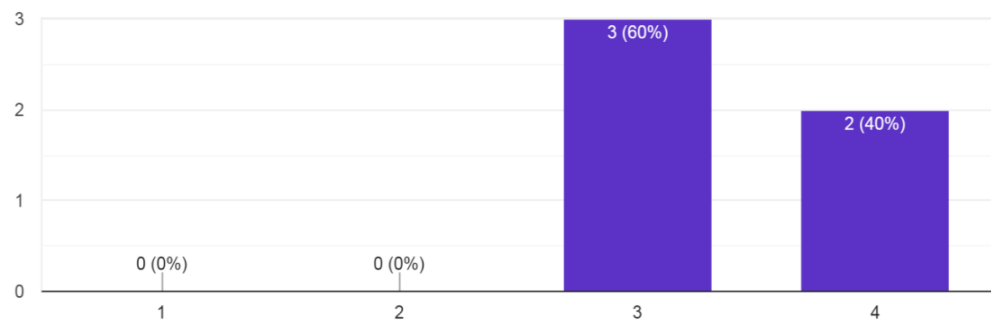
5 jawaban



In this negative statement about online learning difficulties, 3 respondents (60%) agree with this statement, and 2 respondents (40%) strongly agree with this statement. None of respondent (0%) showed disagreement. The total agree and strongly agree percentages in this statement were relatively high reaching 100%. The researcher drew a conclusion that all respondents had negative responses towards this statement. They showed agreement with the statement that online learning was difficult to do on its use of online learning application.

Online English learning can foster students' independent learning attitudes.

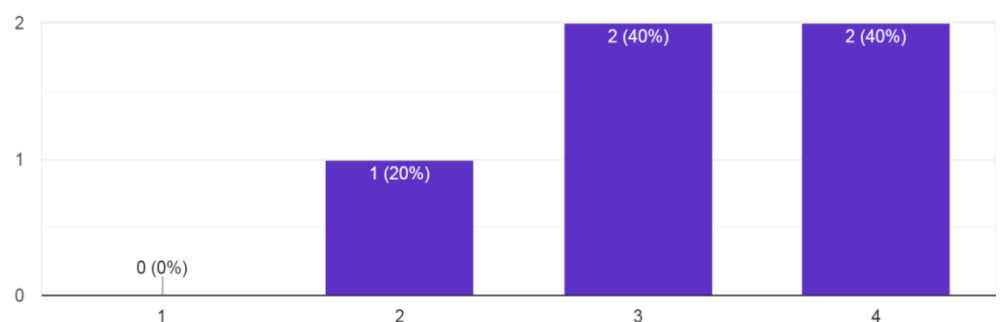
5 jawaban



the result of the students' independent learning attitudes was positive. It was presented by the total of agree and strongly agree percentages reaching 100%. Then, none (0%) of respondents disagree nor strongly disagree with this statement. Based on this fact, the researcher found that respondents gave positive perception toward this statement. They believed that online english learning can foster students' independent learning attitudes.

Online English learning can save time and money in the learning process.

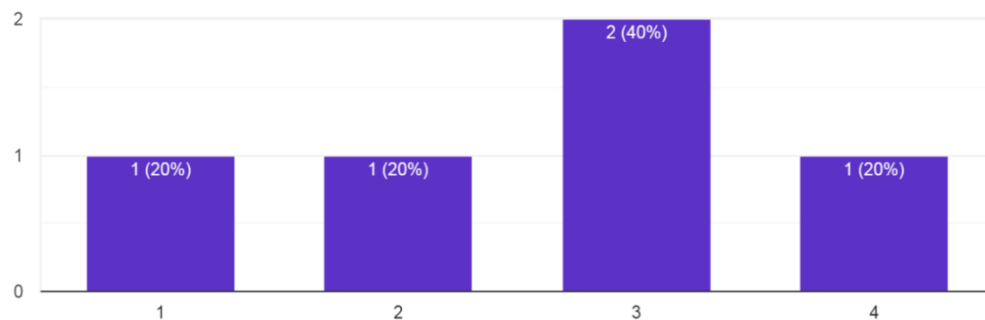
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Regarding the time and money saving in the learning process, there were 80% of the respondents who agreed and strongly agreed, whereas one of them 20% disagreed with the statement. None (0%) of them strongly disagreed. It showed that most of the respondents had positive perception to the statement. Online english learning has the benefits in saving time and money in the learning process.

#### Online English learning is wasteful of internet data

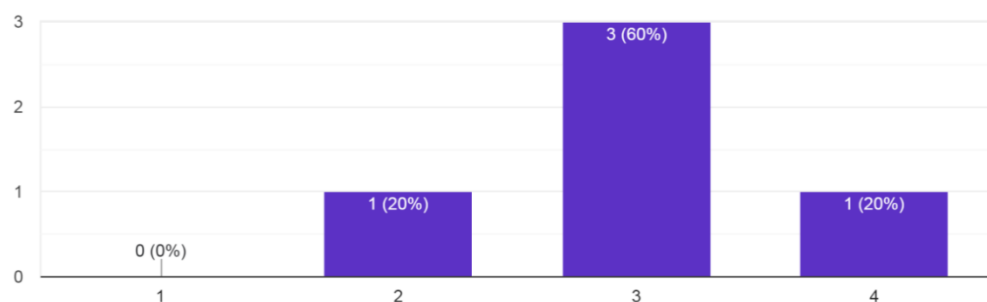
5 jawaban



in this negative statement, the total percentages of respondent who strongly disagree and disagree were 40%, whereas the total percentages of agreement level were 60%. The result obviously indicated that most of respondents agree that online english learning is wasteful of internet data. it categorized into negative perception.

#### Online EFL opens/provides new opportunity toward experience a more dynamic learning atmosphere that boost students skill progress and motivation

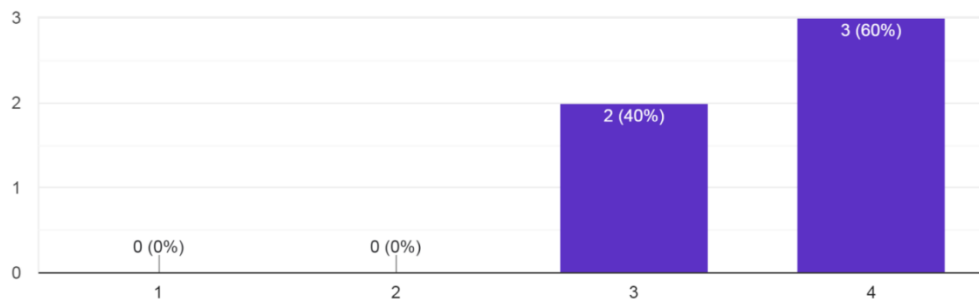
5 jawaban



in this positive statement, it was found that only one respondent (20%) who disagreed with this statement. then, none of respondent strongly disagreed. Meanwhile, 3 respondents (60%) agree and the other one (20%) strongly agree. With the total percentage of agreement level that reach 80%, it was apparent that most of the respondents had positive perception. they believed that online EFL opens/provides new opportunity toward experience a more dynamic learning atmosphere for boosting students' skill progress and motivation.

based on the sophistication of technology in this modern era, online English learning can continue to be developed

5 jawaban



related to the fourteenth statement about online learning opportunities, the researcher found that 2 respondents (40%) agreed and 3 respondents (60) strongly agreed with this statement, whereas none of them (0%) disagreed nor strongly disagreed with the statement. the total of agreement level percentages were 100%, which mean it was clearly proved that all respondents had positive perception towards this perception. They totally agreed that online english learning can continue to be developed in this modern era.

## B. Discussion

Related to the lectures' perception regarding the effectiveness of online EFL learning, the researcher also conducted an interview to support the data of the questionnaire. There were two respondents in the interview. There were five questions related to the section. The question given were about the lecturers' perception on the effectiveness of online EFL learning from the learning process, students' activeness in online learning, lecturers' and students' readiness in online learning, time flexibility, and online learning opportunities.

### 1. Lecturers' perception regarding the effectiveness of online EFL teaching

From the questionnaire results, lecturers' had negative perception on the effectiveness of online EFL teaching from the learning process. In the

questionnaire 1, most of the lecturers' agree with the statement that the process of learning english is not as easier as offline learning. Then, in the questionnaire number 2 and 6, all lecturers' showed negative perception toward the positive staements. they perceived that online learning is not more fun than offline learning and online english learning is difficult to do because of the lack of students' understanding the use of online learning application. In the questionnaire number 8 about the implementation of online EFL learning, some lecturers' had problems in implementing online learning, for example poor signal problems, limited internet packages, and mobile phone facilities. However, lecturers' mostly had no problem with it. Despite the negative perception, online EFL learning has advantages. In questionnaire number 7, lecturers agreed that online english learning offers lecturers an efficient way to facilitate students in gathering assignment.

From the interview about the lecturers' perception on the effectiveness of online EFL teaching from the learning process, both respondents stated that online learning was not so effective because they found some problems in the learning process such as signal problems, limited internet quota, and students' understanding in the use of online learning applications.

*Lecturer 1 : “ menurut saya, pembelajaran online boleh dikategorikan sudah efektif, tetapi masih belum 100% efektif karena ada beberapa kendala seperti masalah sinyal internet yang tiba tiba terputus karena ada mahasiswa yang tinggal didaerah terpencil dengan keterbatasan akses internet.boleh saya katakan keefektifan belajar online itu antara 60-70 %.”*

( in my opinion, online learning can categorized into effective, but not 100% effective because there were some problems such as internet connection that suddenly disconnected. Some students live in remote village with limited internet access. I can say that the effectiveness of online learning is between 60-70%).

*Lecturer 2 : online learning ini nggak efektif ya sebenarnya,dosen dan mahasiswa terbuai dengan kemudahan belajar online,contohnya banyak mahasiswa yang tidak mengikuti zoom karena mereka lagi bekerja. mereka banyak yang tidak siap dan jadinya menggampangkan. Selain itu ada beberapa kendala seperti masalah sinyal, kuota juga kan masih terbatas, sering terjadi miskomunikasi saat belajar melalui zoom. Saya minta mahasiswa melakukan hal A Sebaliknya mereka melakukan B.”*

(actually, online learning is not effective, lecturers and students have been lulled into the ease of online learning. for example, many students did not join zoom meeting because they were working at that time. Other than that, there were some problems like signal problems, limited internet packages, and miscommunication often happen in zoom learning. I asked students' to do A, but otherwise they do B).

In the question about students' activeness, questionnaire number 4 and 11 showed that most of respondents agree that online english learning can foster students' independent learning in reflecting of what they have learned, what they still need to know and how to assess themselves. From the interview section, the

respondents told that students' were not so active in the learning process. Some of them often off- the camera and less attention to the lecturers' explanation.

*Lecturers 1 : "mahasiswa kurang aktif kalau belajar online. mereka sering kali tidak menghidupkan kamera selama zoom berlangsung dan tidak mau bertanya jika tidak disuruh"*

(students are less active in online learning, they frequently off the camera during the zoom section and they did not drop questions if I did not ask them first)

*Lecturers 2 : "mereka cenderung pasif saat belajar online. Tidak ada inisiatif untuk bertanya, contohnya kalau saya lupa ada jadwal kuliah mereka diam saja, tidak ada inisiatif untuk mengingatkan"*

( they tend to be passive in online learning. They do not have initiative to ask, for example when I forgot that we have learning schedule they just silent, they have no initiative to remind me).

Regarding the lecturers' and students' readiness in online learning, lecturers' gave positive perception on the questionnaire statement number 9. Most of them were ready for online learning which require learning media such as mobile phones, laptops and computers. To make the statement clear, the researcher conduct an interview to support the data from the questionnaire. From the interview results, both respondents stated that lectures' were ready in online learning, but sometimes it was on the students who had some problems in the learning process.



Lecturer 1 : *“persiapan dosen sudah oke. Kami sudah menyiapkan materi dan instrument pembelajaran sebaik mungkin. Mahasiswa juga sama, kalau jaringan internet mereka tidak ada masalah, mereka sudah siap mengikuti pembelajaran tapi terkadang masih ada mahasiswa yang tidak terhubung dengan zoom meeting”*.

(lectures' preparation were okay, we have prepared the learning material and instrument as well. The students' did the same, if they do not have internet connections problem, they are ready for online learning. but sometimes, still there was a student who cannot connected to zoom meeting).

Lecturer 2 : *“dosennya sudah siap. kami sudah mempersiapkan RPP, material dan segala macam, tapi sepertinnya mahasiswanya yang belum siap. Terkadang jadwal kuliah sudah ditentukan tetap masih ada saja yang bilang nggak bisa hadir”*

(lescturers were ready. We already prepared the lesson learning plan, the material, etc. But in this case, it was on students who not ready. Sometimes when the learning schedule has fixed, there are some students who cannot join the online meeting)

Furthure, the researcher asked about students achievement in online learning. In the questionnaire number 3 and 6, all respondents had negative perception toward the positive statements. They consider that online english learning is less effective in achieving learning objectives and it cannot improve

students' understanding in learning. to support the data from the questionnaire, the researcher added the result from the interview section.

Lecturer 1 : *“pencapaian mahasiswa selama belajar online tergantung pada individu masing masing. Dosen sudah menyampaikan materi, dalam hal ini ada mahasiswa yang tidak konsen mendengarkan penjelasan dosen. Keberhasilan mahasiswa tergantung pada mahasiswa itu sendiri. mau atau tidak mereka mendengarkan dan belajar lagi.”*

( students achievement depends on the students themselves. Lecturers' already delivered the learning material, in this case there were students who less concentrated in pay attention to lecturers' explanation. The students' succes depend on the student itself, Their willingness to listen and study more)

Lecturer 2 : *pencapaiannya masih kurang maksimal. belajar online ini kan tiba tiba karena pandemic, jadi mahasiswa masih harus beradaptasi dengan perubahan sistem belajar yang tadinya offline kan belajarnya sekarang online.”*

( the achievement was not too maximal. the sudden change of this new learning system make students need to adapt with the change of learning system, which have been shifting from face-to-face class to online)

In time flexibility, lecturers' feel online learning helps them in saving time, money and energy. Flexibility in distance learning program gives chance to teach without interfering in their personal life. It was proved from the questionnaire number 5 and 12. They perceived that online english learning has its benefit in time flexibility. It also supported from the interview results.

Lecturer 1 : “ *belajar online memudahkan dalam segi Menghemat waktu,biaya, dan tenaga karena belajar online bisa dimana aja dan kapan aja.*

( online learning makes simpler in time, cost, and energy saving. We can learn anywhere and anytime).

Lecturer 2 : “*dari segi waktunya flexible sih,bisa dimana aja mengikuti jadwal juga. Kalau belajar offline kan saya harus siap siap pergi ke kampus, transportasi juga. Kalau belajar online kan saya Cuma perlu pake jilba stay di depan kamera. yang penting terhubung sama internet.*”

(online learning is so flexible, relatively in time saving. If in offline learning I had to come to campus which need transportation, in online learning I just need to wear hijab and stay on camera, as long as I have internet connection.)

In online learning opportunities, lecturers’ perceived online learning in positive ways. They believe that online learning provides new opportunity toward experience a more dynamic learning atmosphere for boosting students skill progress and motivation. It can be seen from the questionnaire number 14 and 15. They agree that online english learning can continue to developed for the better learning in modern technology era.

Lecturer 1: “*kita bisa menerapkan belajar online kedepannya, tetapi menurut saya belajar di kelas itu lebih efektif. Kalau belajar di kelas itu mahasiswa bisa berinteraksi langsung dengan dosen. Penilaian on going oleh dosen Cuma bisa dilakukan di kelas offline. Belajar online bisa dikembangkan, tetapi harus sesuai dengan konteks kampus kita. harus ada kesiapan dari kampus untuk memfasilitasi*

*mahasiswa belajar online. Kesiapan dari dosen dan mahasiswa juga mempengaruhi.*

(we can apply online learning in the future of education, but for me learning in class is way more effective. In conventional learning, students can interact to lecturers directly. On going assessment can be done only in offline class. Online learning can be developed, but it is back to the campus context. The campus must be ready to facilitate student in online learning. Lecturers and students readiness also affected on learning effectiveness.)

Lecturer 2: *“belajar online bisa lebih bagus kedepannya. Ada kesempatan belajar online yang lebih baik jika sudah ada persiapan yang matang. Apalagi kita kan sudah belajar online selama 2 tahun, jadi sudah ada pengalaman belajar online. Jadi online learning ini masih bisa dikembangkan.”*

(online learning could be better in the future, there is an opportunity for the better learning experience if the preparation well improved. Moreover we did online learning for 2 years so, we had online learning experienced. So online learning can continue to develop)

From the results of the questionnaire and the interview about lecturers' perception regarding the effectiveness of online EFL learning, the researcher conclude that most of the respondents tend to had negative perception on online learning. online learning is less effective, It was proved by the percentages result of the questionnaire and interview which dominated the results. However, apart from that perception, lecturers' believed that online learning still had more

benefits that can continue to be developed, Even provides new opportunity for the easier and more effective learning experience.

## 2. challenges in teaching online EFL

There are many challenges faced by EFL lecturers' during online teaching. In the questionnaire number 8, some problems faced by lecturers' were poor signal problem, limited internet packages, and limited mobile phone facilities. from the interview results, lecturers' faced challenges in implementing online learning. the main challenge is unstable network connection. Participants mention that having bad signals or electricity blackout are problems that they have to face during the digital learning.

*“ tantangan yang utama itu sinyal. Apalagi ada mahasiswa yang tinggal di daerah terpencil dengan akses internet terbatas ”*

(the main challenge was signal. There are some students who live in rural areas with limited internet access)

*“ sinyal yang buruk membuat proses belajar terganggu. Kadang lagi nezoom tiba tiba sinyalnya hilang, atau mati lampu lagi ngezoom langsung keluar otomatis dari zoom. Itu buat proses belajar mengajar jadi tidak nyaman ”*

(poor signal disrupted the learning process. Sometimes when we are on zoom meeting, and suddenly the signal disconnected, or power outages happened during the zoom section, we automatically out. It made the teaching- learning process uncomfortable.)

Another challenge faced by the lecturers' is the adequate internet facilities. Although government has provided internet learning quota but it cannot be obtained by all students. In the questionnaire number 13, most of lecturers' agree that Online learning is wasteful of internet data.

“ sebagai dosen serba salah sih, takut kalo ngezoom setiap hari nanti kuota internet mahasiswa cepat habis, takut ngebebani mahasiwanya. walaupun ada dapet kuota dari kampus tapi kan nggak full, mereka harus ngeluarin uang pribadi juga”

(as a lecturer, i feel confused. I am afraid if I asked them to join zoom meeting their internet quota runs out. Eventhough they got quota from campuss , but it was not full quota. they need to spend their own money)

Lecturers also expressed that the sudden implementation of virtual teaching due to the pandemic has caused lack of experience or unfamiliarity with the virtual teaching. It showed in the questionnaire number 10, lecturers agree that online EFL learning is difficult to do on its use of online learning applications. Fron the interview result, it revealed that Not all students can actively participate due to less supportive facilities, difficult to directly monitor students especially the development of students' attitudes which become lecturers' responsibility as educators.

Lecturer 1 : *“belajar online kan ini kan tiba tiba karena pandemic, jadi masih butuh penyesuaian untuk menerima perubahan sistem belajar yang online gini. itu*

*yang membuat mahasiswa kurang konsentrasi dalam belajar, seringkali mereka salah mengartikan apa yang disampaikan oleh dosen.”*

(because of the sudden change of learning systems during pandemic, we need adjustments to accept the learning system that turned into online. It makes students less concentrated in learning. Sometimes the meanings conveyed by teachers do not match with what students have caught)

Lecturer 2 : *“ mahasiswa kita ini cenderung belajar tatap muka, mereka kurang aktif jika belajar online.”*

(students in our campus type of face-to-face in learning, they less active in online learning)

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on reasearch results on the chapter IV, it was obtained some conclusions as follows:

1. lectures perception regarding the effectiveness of EFL online learning

The lecturers tend to had negative perception toward the effectiveness of EFL online learning during the pandemic. The negative perceptions refer to the challenges that they had to face during online teaching. Online learning still encountering many problems. Not only cultural conditions of the students that have not been able to follow online learning system, but also the technical problems such as the availability of learning facilities. Apart from being limited internet access,the lecturers also feel that online learning is not as effective as conventional learning practice. This is in line with the seven principles of good practice in undergraduate faculty. They were as follows:

a) Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. In oline learning, the interaction between lecturers' and students were less effective. Not all students can actively participate due to less supportive facilities, difficult to directly monitor students especially the



development of students' attitudes and motivations which become lecturers' responsibility as educators.

b) Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. In online learning, the lack of interaction between students to students makes them more individualistic and tend to work solo or self-learning.

c) Encourages Active Learning

Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves. In online learning, students acted more passive. It revealed that students were less active in online learning process. They frequently off the camera and rarely drop questions if the lecturers' did not ask them first during the learning process.

d) Gives Prompt Feedback

Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves. Online English learning gives prompt feedback for student

e) Good Practice Emphasizes Time on Task

Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all. In online learning, lecturers' and students have been lulled into the ease of online learning. many students did not join the zoom meeting because they were working at that time.

f) Communicates High Expectations

High Expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts. Based on the research results, English online learning is less effective in achieving learning objectives and it was not improve students' understanding in learning

g) Respects Diverse Talents and Ways of Learning

Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

However, Due to the obstacles during online learning, the lecturers perceive that online learning offers both of positive and negative sides. The effectiveness of distance learning has more to do with who teaches, who is learning, and how the learning interactions are carried out and the support of

learning technology. Distance learning will be effective if it is well prepared, in terms of content, learning interaction models, learning media, communication strategies, and learning assessments. The application of online learning has many opportunities to develop rapidly as most academic institutions shift to this model. It is strongly predicted that the online application of distance learning will completely replace the current face to face conventional into a new era.

## 2. lecturers' challenges in online learning

There are several challenges encountered by EFL lecturers' when implementing online teaching. The sudden implementation of virtual teaching due to the pandemic has caused less preparation in reformatting the materials into online teaching. Network problem and limitation regarding the internet facilities are also addressed as the actual challenges of online teaching and learning. Improving the quality of distance learning program is a real challenging content that not only covers the curriculum but engages students as well.

## **B. Suggestions**

Referring to the conclusion above, several points suggested as follows:

1. the government should improve the infrastructure and facilities procurement such as the provision of internet quota, easy internet access in rural areas, financial support especially for underprivileged students, and socialization related to the importance of online learning.

2. The lecturers' should be more creative and innovaative in presenting the materials to engage students' interaction in the online learning process.
3. The students must be able to improve their skills and knowledge in technology and computer so that online learning can be done easily



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APPENDIX A : Questionnaire Blueprint

APPENDIX B : Interview Transcript

## Samples of The interview Transcript

### A. The effectiveness of online EFL teaching

#### 1. How is the effectiveness of online teaching from the learning process?

lecturers	answers
1	Menurut saya efektivitas belajar online itu boleh kita kategorikan efektif sih, tapi masih dengan tanda petik karena proses pembelajaran online itu masih ada beberapa kendala. Kendala yang utama mungkin karena sinyal. Kadang kadang sinyal putus di beberapa daerah terpencil. Apalagi masih ada mahasiswa yang tinggal di daerah terpencil. Efektif apabila semua jaringan internetnya bagus dan mahasiswa bisa terhubung dengan zoom yang sudah disediakan oleh dosen. Boleh saya sebutkan keefektifan belajar online itu antara 60-70 %
2	Mengenai pembelajaran bahasa inggris online, nggak efektif ya sebenarnya karena waktu. Kadang mahasiswa dan dosennya terbuai akan kemudahan. Misalnya kita belajar nanti jam 8 tiba tiba waktu ngezoom mahasiswanya bilang buk saya lagi kerja, mereka nggak siap dan lebih banyak menggampangkan jadinya. Selain itu ada beberapa kendala juga seperti masalah sinyal, keterbatasan kuota, dan miskomunikasi waktu ngezoom. Saya suruh mahasiswa melakukan hal A, sebaliknya mereka ngelakuin hal B

**2. How is the effectiveness Online EFL teaching from the students' activeness in online learning?**

<b>Lecturers'</b>	<b>Answers</b>
1	Mahasiswa kurang aktif kalau belajar online, mahasiswa seringkali tidak menghidupkan kamera selama zoom berlangsung dan nggak nanyak kalo tidak saya duluan yang bertanya.
2	Mereka cenderung pasif saat belajar online. Kalo nggak saya ingetin besok kita masuk ya, mahasiswa tuh nggak yang mam besok kita ada kelas ya. Kalo saya diam ya diam mereka. 2 minggu nggak saya tanyak yaudah berlalu gitu aja. nggak ada inisiatif untuk mengingatkan.

**3. How is the effectiveness of online EFL teaching from the lecturers' and students readiness?**

<b>Lecturers</b>	<b>Answers</b>
1	kesiapan dosen sebetulnya sudah menjadi kewajiban dosen harus siap mengajar dalam segala kondisi. Kami dosen sudah mempersiapkan materi dan instrument pembelajaran sebaik mungkin. Kalo itu udah ada kesiapan dosennya sudah oke. Mahasiswa juga sama, kalau jaringan internet mereka tidak ada masalah mereka sudah siap. Tapi kadang masih ada juga mahasiswa yang tidak terhubung dengan zoom.
2	Dosennya sudah siap karena kami sudah ada RPP, Material, dan segala macam. Cuma malah mahasiswanya yang kurang siap, kadang sudah kita tentukan jadwal belajar tapi masih ada aja yang bilang nggak bisa hadir. Alasan mam masih dijalan, padahal sudah online dimana sajakan harusnya nggak masalah.

**4. How is the effectiveness of online EFL teaching from time flexibility?**

<b>Lecturers</b>	<b>Answers</b>
1	Belajar online ini memudahkan dalam segi menghemat waktu dan biaya. karena Belajar online kan bisa dimana aja dan kapan aja
2	Dari segi Waktunya flexible sih. Bisa dimana aja mengikuti jadwal. Kalo belajar offline kan saya harus siap siap pergi kekampus, transport juga. Tapi kalo belajar online saya Cuma perlu pake jilbab, stay di depan kamera. Bisa dimana aja, yang peting terhubung sama internet

**5. How is the effectiveness of online teaching from students' achievement?**

<b>lecturers</b>	<b>Answers</b>
1	Pencapaian belajar mahasiswa selama belajar online tergantung pada individu masing masing. Sejauh dosen sudah menyampaikan materi, dalam hal ini ada mahasiswa yang memang tidak konsen mendengarkan penjelasan dosen. Jadi keberhasilan mahasiswa tergantung pada mahasiswa ini. selama dosen sudah menyampaikan materi dengan maksimal berarti target pembelajaran sudah selesai, tergantung mahasiwanya mau atau tidak mendengarkan. Mau atau tidak belajar lagi.
2	Pencapaiannya masih kurang maksimal. belajar online ini kan tiba tiba karena pandemic, jadi masih harus adaptasi lagi dengan perubahan sistem belajar yang tadinya offline sekarang kan sudah online

**6. How is the opportunity of online EFL teaching for the future education system?**

<b>Lecturers</b>	<b>Answers</b>
1	<p>Untuk kedepannya masih bisa di kembangkan, bagus. Cuma menurut saya lebih efektif belajar itu dikelas. Kalo kita belajar dikelas itu interaksinya langsung antara dosen dengan mahasiswa. Penjelasan materi langsung disampaikan disepan mahasiswa. Kemudian yang bersangkutan juga bisa melakukan penilaian on-going. On-going assessment itu hanya bisa dilakukan pada proses pembelajaran tatap muka. Sekarang kan sudah tidak ada covid, sudah seyognya kita belajar tatap muka walaupun ada universitas di luar negri ada yang membuka kelas online bagi mahasiswa yang off campus. Ada opportunity belajar online, tapi harus disesuaikan dengan konteks kampus kita. mahasiswa yang belajar dikampus kita ini kan tipe mahasiswa yang belajar offline, jadi untuk kita adakan belajar online ini udah diluar konteks. Dikampus kita belum ada program belajar online diluar pandemi, tapi bisa aja kalo udah ada kesiapan dari kampus untuk memfasilitasi dosen dan mahasiwa belajar online.</p>
2	<p>Belajar online sebenarnya bisa maksimal kalau kita perencanaannya matang. Kalau kemarin itu COVID kan mendadak ya. Kita nggak tahu bencana itu datengnya kapan. Kalau sudah ada persiapan dan perencanaan yang matang dari awal pasti lebih baik kedepannya. Malah sekarang walaupun udah normal, banyak yang masih menerapkan online kan, karena udah ada persiapan 2 tahun kita belajar dari sebelumnya, jadi sudah oke sekarang online itu, kalo dulu kita kan masih meraba raba, jadinya kurang matang persiapan . online ini bisa lebih bagus kedepannya. Ada new opportunity untuk belajar online ini tapi masih butuh di kesiapan lagi. Sekarang kan lebih canggih ya, selain zoom nanti ada yang lain lagi yang lebih memudahkan belajar online.</p>

B. what are the challenges that you faced in teaching online EFL ?

Lecturers	Answers
<p>1</p> <p>2</p>	<p>Tantangan yang utama itu sinyal. Apalagi masih ada mahasiswa yang tinggal didaerah terpencil. Susah sinyal internet.</p> <p>Sinyal first, kalo sinyalnya buruk proses belajarnya juga jadi terganggu. Kadang lagi ngezoom sinyalnya tiba tiba ilang, atau mati lampu ya langsung itu terkeluar otomatis. Itu yang buat belajar jadi nggak nyaman.</p>
<p>1</p> <p>2</p>	<p>Mahasiswa kita ini cenderung belajar tatap muka, mereka kurang aktif kalo belajar online.</p> <p>Belajar online ini kan tiba tiba ya karena pandemic, jadi masih butuh penyesuaian untuk nerima sistem belajar yang serba online gini. Mahasiswa sering nggak Konsen kalo dosen lagi ngejelasin, sering kali mereka salah mengartikan apa yang disuruh dosen</p>
<p>2</p>	<p>Sebagai dosen serba salah sih, takut kalo ngezoom tiap hari nanti kuota internet mahasiswa cepat habis, takut ngebebani mahasiswanya. Walaupun ada dapet kuota internet dari kampus tapi kan nggak full, mahasiswa harus ngeluarin uang pribadi juga</p>

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