English Teachers' Perception of the Shift from Offline to Online Teaching and Learning during Covid-19 Pandemic in SMA N 1 Gemolong

Achmad Dzaky Mubaroq[1], Aryati Prasetyarini[2]

[1] *Universitas Muhammadiyah Surakarta*

[a] Corresponding author: a320170073@student.ums.ac.id
[b] ap156@ums.ac.id

Abstract. This research investigates the English teacher's perception on the shift from offline to online teaching-learning during covid-19 pandemic in SMA N 1 Gemolong. It aims at (1) analyzing the English teacher's perceptions of the shift from offline to online teaching-learning during covid-19 pandemic at SMA N 1 Gemolong, (2) finding the problems faced by the English teachers in conducting online learning during covid-19 pandemic at SMA N 1 Gemolong. The subjects of this research are two English teachers at SMA N 1 Gemolong. This is a descriptive qualitative research in which the researchers used interview to collect the data. It is found that 1) the English teachers perceived that online learning was complicated and inefficient. They faced difficulty to adapt and conduct online learning. 2) The problems faced by the English teachers were student's low participation, difficulty in managing the class, difficulty in accessing the internet, and lack of devices.

INTRODUCTION

In the recent years, the entire world has been in chaos because of an epidemic called Covid-19 virus that has spread all around the world. The virus was indicated on December 31, 2019, in the city of Wuhan in China's Hubei province. The Covid-19 virus transforms into medical problems that endanger and infect hundred thousand people around the world, which thousands of people died. To prevent the spread of this virus the Indonesian government attempt to minimize the social interaction named psychical distancing, that is done by no shaking hands, not getting closer to one another in any event for one meter, work from home for the employee, online class for the students. Minimizing the meeting such as conference or seminars are also the government's effort to prevent the spread of this virus.

The Covid-19 pandemic does not only become a medical problem but also impact on all human aspects, such as economic, tourism, transportation, manufactures, social, food supplies, and educational sectors. In education sector, the pandemic makes the teaching and learning shifting from offline to online process. It occurs in all education levels; from the elementary school, middle school, senior high schools, and university level. The sudden changing is difficult to deal with. Teachers who used to conduct face-to-face teaching in a class should conduct web meeting. This condition creates a new problem. The delivery of the schools' learning materials becomes difficult to deliver.

To keep the teaching-learning process running well, teachers need to adapt to this condition and carry out the teaching-learning process with online learning. Additionally, the teacher can utilize technology in the teaching-learning process that is constantly developed and updated every day. It became a new challenge for the teacher to learn technology, and there can be new approaches to conduct the teaching-learning process. In order that the

development of technology was easy to reach, the form of a device, such as a smartphone, computer, and tablet, can be used as media to deliver the materials for the students. Furthermore, it is supported by the internet network and online platforms that can facilitate the teaching-learning process, such as WhatsApp, YouTube, Schoology, and Google classroom, or other social media platforms that can facilitate the teaching-learning process.

In the teaching-learning process, teacher should have the skill to develop the student's attitude and the classroom circumstances by designing interesting teaching-learning activities (Jannah, 2019). Therefore, the teacher should be able to conduct the teaching-learning process in a conducive way and meet the student's needs. Teacher should also be able to manage the teaching-learning process properly, in order to encourage the students to achieve their objectives. The ways how to manage the situation and solve the problems are influenced by the teacher's capacity, perception, background knowledge, and educational experience in conducting the teaching-learning process.

The shift from offline to online learning in recent years encourages English teachers to adopt the new approach applied in teaching. Most teachers feel that the online teaching-learning process in this covid-19 pandemic is not optimal; it's difficult to deliver/transfer the materials to students. It is possible to deliver the materials; however, the problem is not on how to deliver the materials but on how teachers deliver the pedagogical values. It's difficult to deliver the social values, difficult to recognize the student's personality, the difficulty in the social interaction that creates the gap between the teacher and the student. Moreover, the online teaching-learning process is not teaching it just such as giving materials for students to get knowledge, not a good attitude or manner.

Online learning is also implemented at SMA N 1 Gemolong, using the online platform named Microsoft Kaizala. Since SMA N 1 Gemolong was the school where the researcher did the PLP II internship (Program *Pengenalan Lapangan Persekolahan*), the researcher has a conversation with the teachers, especially the English teacher. They claimed that online learning is difficult to implement since it's difficult to deliver the materials for the students. Even though the teachers were able to deliver the materials, but the teaching was not optimal. Moreover, the materials delivered and the online learning time were limited, caused the online learning implementation did not meet the student's needs. Moreover, there was a possibility that some students at SMA N 1 Gemolong had lack of comprehension of the learning subjects, especially English subject which constituted a foreign language for them. Meanwhile, the teacher should be able to conduct the learning process that is related to the student's background knowledge and the materials being studied, in order to create an effective learning process (Tompkins in Muslim, 2019:7).

The shift from offline to online teaching and learning in Indonesia requires adaptation since the student and teacher are not familiar with online learning. In addition, the teacher's perspectives on this online learning implementation have a huge role to support the student to be able to meet their needs. Teacher's perceptions can be a point of reference for other teachers to conduct appropriate online teaching and learning. Therefore, the research tries to investigate the English teacher's perception of the shift from offline to online teaching and learning implemented in SMA N 1 Gemolong.

However, the online teaching-learning process leads to new issues that are felt by the teachers or students. The common issues appear to be such a terrible connection, the difficulties to operate the devices; it's hard to gain the subjects matter, furthermore, the student does not attend the online teaching-learning seriously. The student felt that the allowance of online learning is not serious about in the online learning class. In online teaching-learning, there must be an internet network that connects the students and the teacher. In case Indonesian people are forced to stay at home for quite a while, the bad internet connection caused the internet issues that make the internet network collapse. It turns into a major problem in conducting the online teaching-learning process faced by the students and teacher.

Human has the ability to understand information, which is called cognition ability. It is used to proceed information from the human environment. There are two opinions about the source of this ability, from internal and external sources. The internal sources' opinion convinces that the knowledge and principles are already found inside the subject, cognition already exists in humans, and then cognition is just the process of discovering and developing the existed knowledge. The external sources' opinion convinces that human knowledge comes from external sources such as experience, the human mind is a blank space of paper, and all the knowledge is printed from the external side or what a human experienced (Demuth, 2013:11).

Human used their cognition to process information to make a set of various perceptions, feelings, and ideas by physical interaction with the outside world. The process of physical interaction is completed by our perception, which used our sensory organs to identify any information about the existence of stimulus, evaluating, and giving values to them (Qiong, 2017). Perception is a process that begins with a sensing process, the process of getting a stimulus by individuals through the senses or as well called a sensory process. Then, the process does not simply

stop, and then the stimulus is organized and interpreted until the individual comprehends what is sensed, and this process is a perceptual process (Walgito, 2004).

It can be concluded that perception is a process of getting information through the physical interaction between humans and the environment. In the perception process, it is necessary to go through several stages to produce perception, start from selecting, organizing, and interpreting the obtained information.

Online learning can be defined as a learning experience through the internet/online computer in a synchronous classroom. In this condition, the students and teachers connect with each other, but they are not relying on the physical location to participate in the online learning class (Singh & Thurman, 2019). Furthermore, online learning is one of the types of E-Learning that is a learning process supported by digital electronic tools and media (Basak, Wotto, & Be´langer, 2018).

Technology development also involves the online learning process, where technology is easy to reach such as gadgets, smartphones, computers, and supported with the internet connection. Also, there are social media platforms that can be used as media to deliver the learning materials, such as *YouTube, WhatsApp, Google classroom, Zoom*, or other social media platforms that can facilitate the teaching-learning process.

Online learning or E-Learning is a learning process through digital media that is supported by the development of technology with the internet connection, and the social media platform to conduct the online learning process.

This study was conducted to find out the English teacher's perception of the shift from offline to online learning in the covid-19 pandemic era at SMA Negeri 1 Gemolong. Based on the background of the study, the researcher is interested in investigating and describing the English teachers' perceptions and the problems in conducting online English teaching at SMA Negeri 1 Gemolong. The study entitled "English Teachers' Perception on the Shift from the Offline to Online Teaching and Learning during Covid-19 Pandemic in SMA N 1 Gemolong"

METHOD

In this research, the writer used descriptive qualitative research to analyze English teacher's perceptions of the shift from offline to online teaching-learning and the problems faced in SMA N 1 Gemolong. This study may bring to the comprehension of how the online teaching and learning process and the situation at the school when conducting online learning in SMA N 1 Gemolong. This research used interviews and online questionnaires through Google form to obtain the data. The subjects of this research were two English teachers in SMA N 1 Gemolong namely Mrs. A & Mr. S. the interviews were done with Mrs. A, and the online questionnaire was given to Mr. A through WhatsApp chat. To analyze the obtained data the researcher used data analysis by Miles and Huberman (1994) through procedures namely, data reduction, data display, and conclusion drawing. In order to obtain valid data, the researcher used data triangulation.

FINDINGS AND DISCUSSION

English teacher's perceptions on the shift from offline to online teaching-learning at SMA N 1 Gemolong

English teachers in SMA N 1 Gemolong argued that in online learning the teachers could not meet the students offline. They had to see their students through web meeting which required a set of complex devices, it made the learning process was not optimal. Therefore, it can be concluded that offline learning is more optimal than online learning. The conversation in the interview section between the researcher (TR) and the first participants (P1) is presented as follows.

TR : "Apa pendapat Anda tentang perbedaan antara sistem pembelajaran online dan offline?"
(What do you think about the difference between online and offline learning systems?)

P1 : "Perbedaan antara offline dan online, kalau online itu ya tidak tatap muka, jadi guru dan siswa hanya ketemu atau proses belajar mengajarnya lewat HP. Sedangkan offline itu tatap muka. Jadi perbedaannya itu tadi, kalau online itu tidak bisa ketemu dengan siswa, kalau offline itu ketemu langsung. Online juga bisa ketemu tapi tidak secara langsung, misalnya menggunakan aplikasi zoom atau aplikasi yang lain."
(The difference between offline and online is that online is not face to face, so teachers and students only meet or learn to teach via cellphones or cyberspace. Meanwhile offline should be face to face. So the difference is that online, you can't meet students, while offline you can meet directly. Online can also meet but not directly, for example using zoom applications or other applications.)

The response obtained from the online questionnaire from the second participant (P2), as follows:

P2 :"Pembelajaran online itu memerlukan perangkat yang komplet, rumit dan mahal. Namun, hasil pembelajarannya saya rasa kurang maksimal. Sedangkan, pembelajaran offline atau tatap muka itu bertemu secara langsung, dan untuk pencapaian pembelajaran akademik dan karakter mudah tercapai dan terukur."

(Online learning requires a complete, complicated and expensive device. However, I think the learning outcomes are not optimal. Meanwhile, offline or face-to-face learning meets directly, and for the achievement of academic and the character education is easily achieved and measurable.)

Since offline and online learning are different in the implementation, the English teachers in SMA N 1 Gemolong prefer offline learning because in offline learning the teachers are able to understand the student's characteristics, also the teachers had better preparation and provide optimal materials. This statement can be proven by the conversation in the interview section between the researcher (TR) and the first participants (P1) as follows.

TR : "Pengajaran dan pembelajaran apa yang Anda suka? Online atau offline? Mengapa?"

(Which teaching and learning do you like to conduct? Online or offline? Why?)

P1 :" Oke kalau di suruh milih pembejaran yang lebih saya sukai, mestinya saya lebih suka pembelajaran offline karena dengan pembelajaran offline kita bisa langsung melihat kondisi siswa, kita bisa memanage siswa di kelas, dan juga lebih siap."

(Okay, if asked to choose the teaching and learning process that I prefer, I should prefer offline learning because with offline learning we can immediately see the student's condition, we can manage students in class, and also be better prepared.)

The response obtained from the online questionnaire from the second participant (P2), as follows:

P2 :"Offline, tentu saja dengan pembelajaran offline saya sebagai guru mampu untuk memberikan materi yang lebih maksimal dan juga di dalam proses pembelajaran offline saya dapat mengenal lebih jauh karakter-karakter siswa-siswi yang saya ajar dengan adanya interaksi secara langsung."

(Offline, of course with offline learning, I am able to provide material as a teacher more optimally and also in the offline learning process I can get more understand the characteristics of the students that I teach through direct interaction.)

English teachers in SMA N 1 Gemolong perceived that online learning is complicated and burdens the teachers. The teachers claim that they had difficulties to adapt with this condition. This statement can be proven by the conversation in the interview section between the researcher (TR) and the first participants (P1) as follows.

TR : "Apa pendapat Anda tentang pergeseran dari pembelajaran offline ke online selama era pandemi covid-19? Apakah sulit beradaptasi dengan situasi baru?

(What do you think about the shift from offline to online learning during the covid-19 pandemic era? Is it difficult to adapt to the new situation?)

P1 :"Mestinya karena memang pergeseran dari offline ke online ini harus kita jalani jadi ya memang harus melakukan itu. Dan pastinya kesulitan itu ya memang ada pas di awal-awal itu, kita harus mempelajari beberapa metode pengajaran baru, apa yang siswa itu tidak kesulitan dan HP milik siswa mampu, karena ya memang online ini kita lewat dunia maya kita juga harus menyiapkan situasi baru,"

(It should be because this shift from offline to online is something we have to live with, so we really have to do that. And of course, there were difficulties at the beginning, we had to learn some new teaching methods, which make students didn't have trouble and the students' cellphones were capable of, because of course, we are online through cyberspace we also have to prepare for new situations.)

The response obtained from the data from the online questionnaire from P2, as follows:

P2 :"Menurut saya pergeseran dari offline ke online cukup mengganggu proses pembelajaran yang semestinya dan juga masih belum optimal, memang untuk proses pembelajaran harus di lakukan secara online seperti penyampaian materi yang kurang sehingga masih banyak yang harus di perbaiki. Beradaptasi antara media, applikasi dan kondisi siswa memang sulit sekali dan tujuan tidak bisa maksimal apalagi pendidikan karakter siswa."

(In my opinion, the shift from offline to online is quite disturbing the learning process which should be and is still not optimal, indeed the learning process must be done online such as lacking the material delivery so there is still much to be improved. Adapting between media, applications and student conditions are indeed very difficult and the goals cannot be maximized, especially the character education for students.)

Problems faced by English teachers in conducting the online English learning at SMA N 1 Gemolong in the Covid-19 pandemic era

Based on the interview section and online questionnaire, the researcher found that there are several problems faced by English teachers in conducting online learning as follows.

Student participation

The first problem faced by the first participant is the limited number of students who are active in online learning, meanwhile, most of the students become passive. The students become passive because they are shy, unconfident, and afraid of being wrong to ask or giving opinions in the online class forum. To deal with the student participation in the online class, the first participant provides a private chat through WhatsApp for those who do not have a chance, shy, or unconfident to ask in the online class session.

This statement can be proven by the conversation between the researcher (TR) and the first participant (P1) in the interview section, as follows:

TR   : "*Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda menagatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?*"

"*What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?*"

P1   :" *Karena memang ada siswa-siswa yang pasif yang merasa kalau dia itu tidak bisa, mau bertanyapun malu, ada takut salah gitu, jadi memang online itu lebih cenderung ke pasif, hanya beberapa persen yang aktif. Untuk mengatasi siswa yang malu untuk bertanya di forum umum, saya juga membuka japri lewat WhatsApp.*"

(*Of course, the passive students feel that he/she are not able to, shy to ask, afraid of being wrong. Therefore in online learning tend to be passive, there only a few percent active students. To overcome the students who shy to ask in the online class forum, I also provide private messages.*)

Class management

Since the implementation between offline and online learning is different, the first participant is having a problem managing the class. It is difficult to organize the online learning process and the students are less participate while online learning took place. To deal with the class management, the first participant gives a solution by trying to encourage the students to be active in the online class.

This statement can be proven by the conversation between the researcher (TR) and the first participant (P1) in the interview section, as follows:

TR   : "*Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda menagatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?*"

"*What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?*"

P1   :"*kalau lewat online memanagenya itu sulit, karena misal ngajar speaking lewat Zoom, ya siswa-siswa itu sulit sekali untuk aktif, sudah di panggil, sudah disuruh menghidupkan camera dan mic, itu juga ada yang diem saja. Cara saya mengatasi itu saya sedikit demi sedikit siswa itu saya beri semangat agar kalau ada problem bisa ditanyakan*"

(*Meanwhile, online learning is difficult to manage, because when teaching speaking through Zoom, the students is difficult to be active, difficult to call, already ordered to turn on camera and mic, also there are keep silent. My strategies to overcome that, by encouraging the students, if there are problems that can be asked*)

Internet access

In implementing online learning there should be good internet access so the teaching-learning can run well. Unfortunately, there are several students in SMA N 1 Gemolong who have limited internet access. Therefore, the online teaching-learning process is not conducted well. To deal with the internet access the second participant uses

the Microsoft Kaizala platform that doesn't require high internet access quality, not burdensome the cellphones, and makes easy the teaching-learning process.

This statement can be proven by the collected data from the second participant (P2) from the online questionnaire, as follows:

TR : "*Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda menagatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?*"
"*What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?*"

P2 : "*kendalanya itu kesulitan dalam mengakses internet. Cara mengatasinya saya lakukan proses pembelajaran dengan menggunakan aplikasi Kaizala yang ringan dan juga memudahkan saya untuk mengajar dan juga memudahkan siswa dalam mengumpulkan tugas.*"
(The obstacles is the difficulty to access the internet. To overcome this is I do the learning process using the Kaizala application which is lightweight and also makes it easier for me to teach and also makes it easier for students to collect assignments)

Online learning media

People can communicate through the internet, which requires an internet connection, also requires media to use it. There are several kinds of media such as smartphones, computers, or laptops. Meanwhile, in SMA N 1 Gemolong several students don't have a smartphone. To deal with the students who don't have smartphones, SMA N 1 Gemolong assists by purchase smartphones from the teacher's sincere contribution.

This statement can be proven by the collected data from the second participant (P2) from the online questionnaire, as follows:

TR : "*Apa saja kendala yang dihadapi guru bahasa Inggris dalam melakukan pembelajaran dan bagaimana anda menagatasi masalah pembelajaran bahasa inggris online di SMA N 1 Gemolong?*"
"*What kind of obstacles faced by the English teachers and how you overcome those problems in conducting online learning at SMA N 1 Gemolong?*"

P2 : "*Kendala lainnya itu ada beberapa siswa tidak memiliki smartphone. Untuk siswa yang belum mempunyai HP itu di bantu pihak sekolah dengan cara bapak-ibu guru itu iuran seikhlasnya supaya siswa bisa beli HP*"
(The other obstacles is there are few students that don't have a smartphone. For students who do not have cellphones, the school is assisted by means of the teachers' fees as sincerely so that students can buy cellphones.)

Finally, both participants are hopes that this Covid-19 pandemic will over soon, so the conventional or face-to-face teaching-learning process can be done again. This statement can be proven by the conversation between the researcher (TR) and the first participant (P1) in the interview section, as follows:

TR : "Apa harapan Anda terhadap proses belajar-mengajar online di era pandemi ini?"
"What is your expectation toward the online teaching-learning process in this pandemic era?"

P1 : "Harapannya siswa itu bisa bangkit dan bisa membanyangkan online itu sama dengan offline. Dan juga semoga pandemi segera berakhir terus kita bisa bertemu lagi, sehingga chemistry bisa terjalin, jadi nanti pembelajaran yang kita ingin kan bisa berjalan dengan baik."
(The hope is that students can get up and imagine online is the same as offline. And also hopefully the pandemic will end soon and we can meet again, so that chemistry can be established, so that later the learning we want can go well.)

This is the data taken from an online questionnaire from the second participant (P2):

P2 : "harapan bagi kita untuk dunia pendidikan saya berdoa kepada Allah agar wabah virus Cocid-19 ini cepat diangkat dari muka bumi dan bisa kembali belajar secara tatap muka. Karena pembelajaran online sehebat apapun tidak bisa mendidik siswa secara utuh."
(Hope for us for the world of education I pray to Allah that the outbreak of the Cocid-19 virus will be fast raised from the face of the earth and can return to face-to-face learning. Because of online learning No matter how good it cannot fully educate students.)

The research was conducted by interviewing and does the online questionnaire through the Google forms for the participants that are the English teachers in SMA N 1 Gemolong. The research purposed to identify and describe

English teacher's perception of the shift from offline to online teaching-learning and the problems they faced, also how the English teachers solve the problems in conducting online English learning in SMA N 1 Gemolong.

The interview and the online questionnaire that conducted in order to answer the research questions. In the interview section, the researcher (TR) and the first participant (P1) always gave feedback or the planned or unplanned question. Meanwhile, the result of the online questionnaire that has been conducted by the researcher (TR) and the second participant (P2) showed less information. However, the result between the interview and the online questionnaire is similar.

Based on the interview and the online questionnaire, the researcher tries to compare each data in order to obtain valid data and also giving the researcher's opinion. The data obtained from the research that research needs to compare, as follows:

English teacher's perception on the shift from offline to online learning in SMA N 1 Gemolong

Based on the data collected from the interview and online questionnaire, both English teachers have a similar perception of the shift from offline to online learning. It can be concluded that the English teachers in SMA N 1 Gemolong perceived that the online learning implementation in this covid-19 pandemic is complicated and it's not optimal. Since the English teachers are having problems adapting and conducting online learning.

Based on the data taken from the participants it can be seen that the English teacher in SMA N 1 Gemolong perceived that the online learning implementation is complicated and not optimal. Compared to the previous study written by Nashir & Laili (2021) the English teachers perceived that online learning is heavier than offline learning, also online learning is not implemented properly, and the English teachers facing problems in conducting online learning. It can be concluded that there is a similarity in the English teacher's perception that online learning is still not appropriate in its implementation.

According to Jannah (2019) teachers play an important role in the learning process. The teacher can make the teaching-learning process become effective and bring a good impact on students, it is related to the teacher's perceptions of the teaching-learning process. It depends on the teacher's ability, background knowledge, and experience in conducting the teaching-learning process. Meanwhile, it is the first time the teachers have conducting online learning and they have less experience on it, which caused the online learning implementation less optimal. Therefore, in order to create appropriate online teaching-learning teachers should receive online teaching-learning training and assistance. In addition, it is possible that online learning might be applied for a long period, therefore many aspects must be prepared.

Finally, the researcher concluded that both English teachers perceived online learning is complicated and not optimal, which they are having difficulties in adapting and conducting online learning.

The problem faced by the English teacher in conducting online learning in SMA N 1 Gemolong

Based on the data taken from the interview and online questionnaire, the problems faced by the English teachers in SMA N 1 Gemolong are similar, in which both English teachers had difficulties adapting the learning process in this online learning implementation. The problems faced by both English teachers are different, the first participant (P1) has problems in the student's participation and difficulty managing the class, meanwhile, the second participant (P2) had technical problems such as limited internet access and several students don't have smartphones. Additionally, both English teachers are having similar problems in delivering the materials for students.

Since the problems faced by both English teachers are different, the solutions applied also different. The first participant that faced problems such as the student's low participation and difficulty to manage the class applied solution by encouraging the students to be active and giving private messages for the students who don't have a chance in the online class. While the second participant faced problems such as the difficulty of accessing the internet and several students don't have smartphones, applied solutions such as the used the application that doesn't require strong internet quality for learning and the teachers give charity to buy smartphones for the students.

Based on data taken from the participants it can be seen that there are similarities and differences in the problems faced by the English teachers in SMA N 1 Gemolong. Compared with the previous study by Prabawati (2021) that found two problems were faced by the English teacher in conducting online learning, which are (1) the difficulty to access the internet, and (2) the student's low participation. It can be concluded that there are similarities to the

problems faced by the English teachers in conducting online learning. The differences are the researcher found that English teachers had difficulty in class management and several students that don't have smartphones.

Compared to the other previous study by Setyawan (2020) that found three problems in online learning implementation that are (1) the difficulty to access the internet, (2) several students that don't have smartphones, and (3) the teachers can't measure the student's ability directly. It can be concluded that there are similarities in the problems faced by the English teachers in conducting online learning. Meanwhile, the difference is the researcher found one more problem faced by the English teachers that is the student's low participation.

According to Almaiah et al, (2020), there are several challenges in adopting online learning, which can be classified into four categories namely (1) technological challenges, (2) individual challenges, (3) cultural challenges, and (4) course challenges. Since online learning has become an inevitable choice for the educational institutions in this covid-19 pandemic. Meanwhile, online learning implementation is not prepared well, caused problems that emerge makes online learning not optimal. According to Thomson (2010) the teaching-learning process should be well prepared from the beginning, provides detailed instructions and expectations. Therefore, in order to conduct appropriate online learning, there must be proper preparation, also the problems that emerge must be resolved.

Finally, the researcher concluded that problems faced by both English teachers are different and they had difficulties in conducting and adapting online learning in this covid-19 pandemic. Therefore, the implementation of online learning needs to be improved to fulfill the objectives of teaching-learning.

CONCLUSION

Based on the findings and data analysis, the researcher concluded that English teachers in SMA N 1 Gemolong perceived online learning as complicated and not optimal. The researcher assumes that the online learning implementation is not optimal because it is the first time for teachers to conduct online learning that can be seen the teachers are having difficulties in adapting and conducting online learning in this covid-19 pandemic. The researcher concludes that since it is the first time for the teachers to conduct online learning that makes them lack of experience, the online teaching-learning implementation becomes not optimal. Therefore, the teachers need more training and assistance to conduct appropriate online learning. The problems faced by English teachers in SMA N 1 Gemolong in conducting online learning are inevitable. The English teachers deal with problems such as student's low participation, difficulty managing class, difficulty accessing the internet, and several students who do not have smartphones. The researcher concluded that the students have difficulty accessing the internet and many students become passive in taking online learning to become the major problems faced by the English teachers in SMA N 1 Gemolong. Since offline or conventional or face-to-face class can't be conducted in this covid-19 pandemic, online learning becomes the solution for this condition. However, online teaching-learning may not effectively be applied if the teachers and students do not ready yet. Therefore, online learning requires a lot of preparation to make online learning effective.

Based on the results of the study, several things can be considered to improve the online learning implementation. For teacher, the results of this research can be used as the reference to conduct online learning in this covid-19 pandemic. Additionally, this research provides information about the online teaching-learning implementation and how to solve the problems in conducting online teaching-learning. For researcher, this research contributes to the implementation of online learning in this covid-19 pandemic. Hopefully, this research can give inspiration and guidance for further researchers to do similar research with various subjects that might offer different insights to the online learning environment. For reader, the readers have to study more about the implementation of online learning in this covid-19 pandemic. This research provides sufficient information to the readers who need to understand online learning implementation.

REFERENCE

1. Almaiah, M. A., & Ahmad Al-Khasawneh, A. A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. Education and Information Technologies, 25(6), 5261-5280.
2. Basak, S. K., Wotto, M., & Be´langer, P. (2018). E-learning, M-learning and D-learning: Conceptual definition and comparative analysis. E-Learning and Digital Media, 15(4), 191-216.
3. Démuth, A. (2013). Perception Theories. Slovakies: Kraków.

4. Jannah, R. (2019). Teachers' Perception on the Use of English Textbook in Teaching English (A Descriptive Study of EFL Teachers at MAN 3 Kota Banda Aceh). Doctoral dissertation, Universitas Islam Negeri Ar-Raniry.

5. Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis: An Expanded Sourcebook (2nd Edition ed.). Baltimore, USA: SAGE Publications inc.

6. Muslim, D. (2019). Teaching Challenges Faced by English Teacher in Teaching Grammar for Deaf Students. Skripi. University of Muhammadiyah Sumatera Utara.

7. Nashir, M., & Laili, R. N. (2021). English Teachers' Perception toward the Switch from Offline to Online Teaching during lockdown in the Midst of Covid-19 Outbreak. EDUKATIF : JURNAL ILMU PENDIDIKAN, 3(2), 250-260.

8. Prabawati, S. B. (2021). Problems Faced By English Teachers In Teaching English Online During Pandemic Covid-19 At SMP N 2 Kedunggalar. Surakarta: Universitas Muhammadiyah Surakarta.

9. Qiong, O. (2017). A Brief Introduction to Perception. Studies in Literature and Language, 15(4), 18-28.

10. Setyawan, C. (2020). Challenges on Teaching Online English Subject in SMK Negeri 1 Nawangan. Surakarta : Universitas Muhammadiyah Surakarta.

11. Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). American Journal of Distance Education, 33 (4), 289-306.

12. Thomson, D. L. (2010). Beyond the Classroom Walls: Teachers' and Students' Perspectives on How Online Learning Can Meet the Needs of Gifted Students. Journal of Advanced Academics, 21(4), 662-712.

13. Walgito, B. (2004). Pengantar Psikologi Umum. Retrieved from https://difarepositories.uin-suka.ac.id/19/2/Pengantar%20Psikologi%20Umum.htm#bookmark40