



EFL Teachers' Perception on Online English Learning Activities during the Covid-19 Pandemic at High Schools in Padang

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Abstract

The spread of the COVID-19 pandemic in Indonesia affects all walks of life, especially education. All schools are required to implement online learning. Along with online learning practices, teachers use online learning to support the teaching and learning process. This study aims to explore the EFL teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang. This research was a descriptive study using a quantitative approach with the data collection technique using a questionnaire. The sample in this study was 42 teachers of SMPN 3, SMPN 4, SMPN 8, SMPN 12, SMPN 22, SMPN 34, SMAN 3, SMAN 5, SMAN 7, SMAN 9, SMAN 12, and SMAN 15 in Padang. They were given 40 questions to explore their perceptions about English online learning activities. The results showed that mostly the teachers had quite positive perceptions towards online learning activities. Still, other teachers had negative perceptions towards online learning activities. In detail, as many as; 1 teacher (2.38%) had very less positive perceptions, 9 teachers (21.43%) had less positive perceptions, 23 teachers (54.76%) had quite positive perceptions, 5 teachers (11.90%) had positive perception, and 4 teachers (9.52%) had very positive perceptions. The highest frequency was 54.76%, which was in the quite positive category. Thus, the teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang was quite positive.

Keywords:

EFL, Teachers' Perception, Online Learning

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INTRODUCTION

The spread of the COVID-19 pandemic in Indonesia affects all walks of life, especially education. All schools are required to implement online learning. Along

with online learning practices, teachers use online learning to support the teaching and learning process. Online learning is a learning activity that can be done anywhere by relying on an internet connection. When it comes to online education and learning, many factors help it succeed or cause it to fail. For online education to be successful, both students and teachers must see the value of how it functions and has confidence in its media and various online platforms (Sandra C. Hughes, 2002).

Online learning is not a new concept. It is in existence for the last decade around the world after digitalization. Various teachers and professionals are working on online learning such as on YouTube and other social media platforms for a decade. The new thing about online learning is that online learning during the lockdown in the country due to the pandemic. The online teaching and learning process is a new perception through the internet (Zucker, 2002). On the other hand, online learning complements a broader classification of learning expansion, which includes earlier technologies such as correspondence courses, educational television, and video conferencing (Means, Toyama, Murphy, Bakia, & Jones, 2009). The Internet is a perfect learning tool that offers teachers flexibility and usefulness at the same time as offering unlimited opportunities to innovate in teaching (Daniel C. Moos, 2009).

Online learning is the delivery of course content through electronic media, such as the internet, intranet, extra-nets, satellite broadcast, audio/videotape, interactive TV, and CD-ROM (Selim, 2007). Moreover, online learning is any learning experience or environment that relies upon the internet as the primary delivery mode of communication and presentation (Appana, 2008). Related to approaches to online learning, there are two types of approaches in learning-based online known as learning of synchronous and learning of asynchronous (Zucker, 2002). Synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using online forms such as conferences and online chat. Meanwhile, asynchronous learning is a form of learning indirectly (not at the same time) using an independent learning approach. Some subject matter is designed and displayed on LMS on Moodle, or email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms (Susan Ko, 2017). Students have access to the teacher synchronously, asynchronously, or both (Jayson W. Richardson, 2020).

According to (Carliner, 2004), online learning is access to learning experiences via some technology. Meanwhile, (Anderson, 2008) defines online learning as a subset of distance education that has always been concerned with providing access to an educational experience that is, at least, more flexible in time and space than campus-based education. The definition of online learning during the pandemic is that teachers and students do not go to school, but they teach and study from home using technology. The technology can be used like smartphone, laptop, i-pad, and tablets. Many platforms are offered for online learning that can be integrated with the technology, such as Whatsapp, Google Classroom, Ruang Guru, Quipper, Zoom meeting, etc. Jeong-Bae Son (2015) has made a list of online tools that are currently available and freely accessible on the Internet. Based on the main functions and features, the online tools have been grouped into twelve categories: learning/content management systems; communication; live and virtual worlds; social networking and bookmarking; blogs and wikis; presentation; resource sharing; Website creation;

Web exercise creation; Web search engines; dictionaries and concordancers; and utilities (Son, 2015).

Robin of the Open University of England (1998) has suggested that most online learning courses are partially online courses and fully online courses (Robin as cited in (Arora, 2019).

- a. The partially online course integrates existing resource materials that are available either in print or non-print form such as textbooks etc.
- b. The fully online course will have most of its learning and teaching activities carried out online.

In addition, As cited in (Arora, 2019) research, there are two online learning models. First, wrap around Model: this online learning model relies on learning materials, which can consist of online study guides, activities, and discussions that are “wrapped” around previously published resources such as textbooks or CD-ROM, etc. This model is a learning-based approach because it tries to use existing material that is relatively unchanging and is readily available online or offline. Second, integrated Model: this model is closest to a full online- learning course. Such courses are often offered via a comprehensive learning management system. They comprise the availability of much of the subject matter in electronic formats like opportunities for computer conferencing, small group-based collaborative online learning activities, and online assessment of learning outcomes.

(Rosenberg, 2002), in his book review on online learning strategies, mentioned some advantages of online learning: flexible in time and place, provide opportunities for relations between learners by the use of discussion forums, helps eliminate barriers that have the potential of hindering participation, including the fear of talking to other learners, motivates students to interact with other, cost-effective, takes into consideration the individual learners differences, permits each student to study at his or her own pace and speed whether slow or quick. Meanwhile, (Arora, 2019) lists some benefits from online learning, namely, online learning provides accessibility, online learning allows individuals to plan and direct their learning, online learning may be effective in developing teachers cognitive abilities, online learning is cost-effective, online learning has opportunities for teachers to acquire technical skills in using Information Communication Technology (ICT), online learning allows students to work and study at their own pace without time constraints, and teachers can compete globally using online learning. Besides, (Sadeghi, 2019) mentions some of the online learning advantages are flexible in place, save costs, and save time.

Furthermore, (Anderson, 2008) mentions some advantages of online learning for learners: no time zones, location, and distance, in asynchronous online learning, students can access the online materials anytime, while synchronous online learning provides real-time interaction between students and teacher, the students can use the internet to access up-to-date and relevant learning materials, and can communicate with experts in the field which they are studying. Also, the advantage of online learning for instructors: tutoring can be done anytime, anywhere, online materials can be updated, and learners can see the changes immediately; when learners can access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs, online learning systems can be used to

determine learners' needs and to assign suitable materials for learners to select from, to achieve their learning goal.

According to (Almosa, 2002), there are some disadvantages of teaching online: the learners become undergo contemplation, remoteness, as well as lack of interaction or relation, less effective than the traditional method of learning because the offer of explanations, as well as interpretations, the learners though might have excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others, it is difficult to control or regulate sinful activities like cheating in the test for assessment, misled to piracy and plagiarism, deteriorate the role of instructor, purely scientific fields that include practical cannot be properly studied through e-learning, the heavy use of some websites bring about unanticipated costs both in time and money. Also, (Arora, 2019) mentions some disadvantages of online learning for learners: poor communication, feeling isolated, lack of motivation, lack of funds, lack of quality, and poor accessibility in remote areas. Besides, (Bozkurt, Jung, Xiao, & Vladimirschi, 2020) in the *Journal of Distance Education* entitle *A global outlook to the interruption of education due to Covid19 Pandemic: Navigating in a time of uncertainty and crisis Asian* mentioned that online learning with the time of pandemic is quite emergency remote education and this practice is completely different from planned practices like distance education, online learning or different derivations. Furthermore, this study provided a global outlook and picture; however, other countries survived to stay teaching and to learn throughout the Covid-19 pandemic the readiness of technology determined the success of online learning virtually altogether of nations.

In fact, online learning faces some problems in the learning process, teachers in Indonesia are already accustomed to face-to-face learning activities, due to the transition to online learning; some teachers have difficulty finding the right way to use ICT for online learning activities, to use the online learning media, and to get the good strategy for the learning process. Some senior teachers are not familiar with online learning activities or technology-based online learning. This is supported by (Brown C. L., 2015) with the title *Secondary Teachers' Perceptions of Online Learning*. The result of the study by those secondary teachers that participated emphasized the importance of social interaction that still needs to take place even in an online learning environment, yet, online learning has provided an ideal venue for those students that need the flexibility to move at their own pace and are highly motivated. According to (Prasetyo, 2021) *Teachers' Perceptions of Online Learning during the Pandemic*, online learning has several drawbacks such as inadequate facilities and infrastructure, less optimal material delivery, then the burden of purchasing internet quotas, the internet connection that sometimes becomes slow, learning styles that tend to be visual, and the lack of flexibility of teachers in controlling student activities.

In Indonesia, especially in Padang, teaching English during the pandemic is also adopting online learning activities. All High Schools are teaching various online learning applications. However, not all the teachers had applied electronic learning to their teaching process and learning process. The researcher observed some English teachers at High Schools in Padang. According to the teachers, they said that teaching English during the pandemic gave many changes than before to their

teaching impact to the previous teaching such as they must master technology, they have less interaction, and they have less communication with the students. These teachers also said that learning English has varied impacts which are positives and negatives. These impact all depends on the method or learning process that can be provided, whether fun or boring for students. To making balance, the researcher also interviewed several High School students in Padang. They said that learning English during the pandemic was very difficult. They could not understand the material well because of the explanations on online learning activities. On the other hand, they also said that online learning provides new experiences and knowledge about technology. Based on the explanation above, the researcher formulates the problem into “*What is EFL teachers’ perception on English Online Learning Activities during the Pandemic at High Schools in Padang?*”

METHOD

Quantitative descriptive research is chosen because the type of this research is to find out the EFL teachers’ perception on English online learning activities during the pandemic. According to (Sugiyono, 2015) that quantitative research methods are defined as research methods based on the philosophy of positivism, used to research on specific populations or samples, data collection using research instruments, data analysis quantitative or statistical in nature, with the aim of proposing predetermined hypotheses. The population in this research was the fifty-eight (58) High Schools which are forty-two (42) Junior High Schools and Sixteen (16) Senior High Schools in Padang. The sample was taken cluster randomly. Cluster random sampling is a technique in which a cluster of participants representing the population is identified and included in the sample. In cluster sampling, intact groups, not individuals, are randomly selected. Any location within where a intact group of population members with similar characteristics is a cluster (Lorraine R. Gay, 2016). The sample was 20% of 58 High Schools in Padang, namely 12 schools which are SMPN 3, SMPN 4, SMPN 8, SMPN 12, SMPN 22, SMPN 34, SMAN 3, SMAN 5, SMAN 7, SMAN 9, SMAN 12, SMAN 15 and taken all English teachers in these schools which are 42 English teachers.

The instrument used in this research was a questionnaire. This questionnaire is developed by the researcher based on the theories in chapter II. The questionnaire contains 40 close-ended questions which are divided into two parts questions 1-18 about teachers’ perceptions on online learning activities and questions 19-40 about teachers’ perceptions of advantages and disadvantages of online learning activities. The questionnaire given to teachers used a Likert scale 1 (strongly disagree), 2 (disagree), 3 (unsure), 4 (agree), 5 (strongly agree). The questionnaire also has validity and reliability to make sure the questionnaire reliable and valid. In this case, to test the validity of the content contained in the questionnaire, it was given to English lecturers who were experts in the topic. To determine the reliability of the questionnaire, the formula was used Cronbach’s Alpha, and the criteria of the reliability were very high, high, enough, low, or very low. Based on the criteria that the researcher got from the formula of Cronbach’s Alpha, it was described that the questionnaire was reliable to be used in the research because the result of the calculation was 0,8. In collecting the data, the researcher has carried out these steps:

The researcher contacted the English teachers who being the participants through WhatsApp because of the pandemic situation to ask permission first. After receiving permission, the researcher shared a link of the questionnaire created in Google form through WhatsApp. After that, the researcher asked participants to fill out the questionnaire. After the participants filled out the questionnaire, the researcher collected the answers and analyze the data.

RESULT AND DISCUSSION

Research Finding

The questions on the questionnaire will answer two research questions. The first research question is EFL teachers' perceptions on English online learning activities during the pandemic. There were 18 statements in the questionnaire, the following data results are shown in the table below:

1. Teachers' Perception on Media Used on Online Learning Activities

Table 1. Media as Indicator of Online Learning Activities

No	Statements	Responses					Percentage (%)	Mean	Category
		SD (1)	D (2)	U (3)	A (4)	SA (5)			
1	Online media is more complete than face-to-face.	4	20	3	11	4	55,71	2,79	Less Positive
2	Online learning media makes learning effective.	4	15	6	14	3	58,57	2,93	Quite Positive
3	It would be easy to be competent in the use of the online learning media.	0	14	6	16	6	66,36	3,33	Positive
4	Online learning media is easier than face-to-face.	1	20	3	14	3	58,09	2,90	Quite Positive
5	Online learning media will soon substitute face-to-face media.	4	14	8	13	3	58,57	2,93	Quite Positive
6	I find it difficult to educate students using online learning media.	3	10	0	23	6	69,04	3,45	Positive
7	I feel comfortable using online learning media when I teach.	1	12	6	17	6	67,14	3,36	Positive
8	I do not understand when using online learning media.	7	23	4	4	4	48,09	2,40	Very Less Positive
9	I prefer to use the online learning media to teach.	1	16	4	17	4	63,33	3,17	Quite Positive
10	I prefer to respond to the questions directly rather than through online media.	2	5	4	23	8	74,28	3,71	Very Positive
Mean							61,95%	3,10	Quite Positive

Table 1 shows that there were 20 teachers disagreed that online learning media is more complete than face-to-face. There were 15 teachers disagreed that online learning media makes their learning effective. But, there were 16 teachers who agreed that they become competent in the online learning process. Moreover, there were 20 teachers disagreed that online learning media is easier than face-to-face. Also, 14 of teachers disagreed that online learning media will soon substitute face-to-face media. Still, 23 teachers agree that they find it difficult to educate students using online learning media. Besides, 17 teachers also agree that they feel comfortable using online learning media when they teach the students. Hereinafter, there were 23 teachers disagreed that they do not understand when using online learning media. In fact, there were 17 teachers agreed to use the online learning media to teach. Also, 23 of teachers agreed to respond to the questions directly rather than through online media.

To sum it up, it is found out that mostly the teachers' perception on media as an indicator of English online learning activities was quite positive. They still need to be equipped with knowledge and insight related to the use of online learning media so that their teaching experience increases about ICT (Information and Communication Technology).

Table 2. The Categories of Teachers' Perception based on the Media Indicator

No	Class Interval	Frequency	Percentage	Category
1	≤ 44,87	0	0%	Very Less Positive
2	44,88 – 56,26	14	33,33%	Less Positive
3	56,27 – 67,65	15	35,71%	Quite Positive
4	67,66 – 79,03	10	23,81%	Positive
5	> 79,04	3	7,14%	Very Positive
Total		42	100%	

From the table above, as whole statements from the media indicator, it was found that no teacher had very less positive perceptions, 14 teachers (33,33%) had less positive perception, 15 teachers (35,71%) had quite positive perceptions, 10 teachers (23,81%) had positive perception, and 3 teachers (7,14%) had very positive perception. The highest frequency was 35,71%, which was in the quite positive category, so the teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang based on interest aspect was *quite positive*.

2. Teachers' Perception on Strategy Used on Online Learning Activities
Table 3. Strategy as Indicator of Online Learning Activities

No	Statements	Responses					Total Score	Percentage (%)	Mean	Category
		SD (1)	D (2)	U (3)	A (4)	SA (5)				
11	I prefer an online learning teaching environment rather than face-to-face.	4	27	3	8	0	99	47,14	2,36	Less Positive
12	I feel that teaching in classroom is better.	0	3	0	21	18	180	85,71	4,29	Very Positive
13	I feel that there is no difference between the online and face-to-face learning environment.	2	19	9	11	1	116	55,23	2,76	Less Positive
14	I suggest that more learning be conducted online because the learning environment is fun.	0	7	3	27	5	156	74,28	3,71	Positive
15	I believe that online learning is good but to learn English with it will be difficult.	1	15	8	15	3	130	61,90	3,10	Quite Positive
16	I find it easier to teach online.	3	8	7	20	4	140	66,66	3,33	Quite Positive
17	I am more creative when teaching online.	2	16	6	15	3	127	60,47	3,02	Quite Positive
18	Online learning has contributed greatly to my satisfaction in teaching students.	3	20	4	12	3	118	56,19	2,81	Less Positive
Mean Total								63,45%	3,17	Quite Positive

Table 3 shows that there were 27 teachers disagreed to prefer an online teaching environment rather than face-to-face. But, 21 teachers agreed that teaching in classroom is better. There were 19 teachers disagreed that there is no difference between the online and face-to-face learning environment. Besides, 27 teachers agreed that they suggest that more learning be conducted online because the learning environment is fun. Moreover, 15 teachers agreed and disagreed that online learning is good but to learn English with it will be difficult. Also, 20 teachers agreed that they find it easier to teach online. Still, 16 teachers disagreed that they more creative when teaching online. Last, there were 20 teachers disagreed that online learning has contributed greatly to their satisfaction in teaching students.

To sum it up, it is found out that mostly the teachers' perception on strategy as an indicator of English online learning activities was quite positive. They still need to be equipped with knowledge and insight related to the ways of using ICT (Information and Communication Technology). It can makes their strategies in the online learning process increases.

Table 4: The Categories of Teachers' Perception based on the Strategy Indicator

No	Class Interval	Frequency	Percentage	Category
1	≤ 47,01	1	2,38%	Very Less Positive
2	47,02 – 57,97	13	30,95%	Less Positive
3	57,98 – 68,93	17	40,48%	Quite Positive
4	68,94 – 79,89	6	14,29%	Positive
5	> 79,90	5	11,90%	Very Positive
Total		42	100%	

From the table above, as whole statements from the strategy indicator, it was found that 1 teacher (2,38%) had very less positive perceptions, 13 teachers (30,95%) had less positive perception, 17 teachers (40,48%) had quite positive perceptions, 6 teachers (14,29%) had positive perception, and 5 teachers (11,90%) had very positive perception. The highest frequency was 40,48%, which was in the quite positive category, so the teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang based on strategy indicator was *quite positive*.

The second research question is EFL teachers' perceptions of advantages and disadvantages of online learning activities during the pandemic. There were 22 statements in the questionnaire, the following data results are shown in the table below:

3. Teachers' Perception of Advantages on Online Learning Activities

Table 5. Advantages as Indicator of Advantages and Disadvantages of Online Learning Activities

No	Statements	Responses					Total Score	Percentage (%)	Mean	Category
		SD (1)	D (2)	U (3)	A (4)	SA (5)				
19	Online learning helps me in managing my time effectively.	2	8	9	17	6	143	68,09	3,40	Quite Positive
20	Online learning is useful for teaching.	1	7	8	21	5	148	70,47	3,52	Quite Positive
21	Online learning makes my performance improves.	2	11	8	17	4	136	64,76	3,24	Quite Positive
22	Online learning can save costs.	5	20	6	7	4	111	52,85	2,64	Less Positive
23	Online learning helps me think innovatively and creatively.	2	2	5	28	5	158	75,23	3,76	Positive
24	Online learning is interesting for teachers and	3	10	12	17	0	127	60,47	3,02	Quite Positive

	students.									
25	Online learning makes students learn well.	8	18	10	5	1	99	47,14	2,36	Very Less Positive
26	Online learning can reduce discrimination and prejudice.	2	8	10	18	4	140	66,66	3,33	Quite Positive
27	Online learning can help understand technology.	0	2	0	28	12	176	83,80	4,19	Positive
28	Online learning provides students computer skills.	0	1	3	25	13	176	83,80	4,19	Positive
29	Online learning provides students more cognitive abilities.	0	8	10	17	7	149	70,95	3,55	Positive
	Mean Total							67,66%	3,38	Quite Positive

Table 5 shows that there were 17 teachers agreed that online learning helps them in managing their time effectively and 21 teachers also agreed that online learning is useful for teaching. Also, 17 teachers agreed that online learning makes their performance improves. There were 20 teachers disagreed that online learning can save costs. But, 28 teachers agreed that online learning helps them think innovatively and creatively. Moreover, 17 teachers agreed that online learning is interesting for teachers and students. But, 18 teachers disagreed that online learning makes students learn well. Then, 18 teachers agreed that online learning can reduce discrimination and prejudice. Hereinafter, 28 teachers agreed that online learning can help understand technology and 25 teachers also agreed that online learning provides students computer skills. Also, 17 teachers agreed that online learning provides students more cognitive abilities.

To sum it up, it is found out that mostly the teachers' perception on advantages as an indicator of advantages and disadvantages of online learning activities was quite positive. Mostly the teachers admit that one of the reasons there is so much discussion around online learning is that there are many benefits and uses of online learning.

Table 6. The Categories of Teachers' Perception based on the Advantages Indicator

No	Class Interval	Frequency	Percentage	Category
1	≤ 47,08	1	2,38%	Very Less Positive
2	47,09 – 60,80	13	30,95%	Less Positive
3	60,81 – 74,52	14	33,33%	Quite Positive
4	74,53 – 88,24	11	26,19%	Positive
5	> 88,25	3	7,14%	Very Positive
	Total	42	100%	

From the table above, as whole statements from the advantages indicator, it was found that 1 teacher (2,38%) had very less positive perceptions, 13 teachers (30,95%) had less positive perception, 14 teachers (33,33%) had quite positive perceptions, 11 teachers (26,19%) had positive perception, and 3 teachers (7,14%) had very positive perception. The highest frequency was 33,33%, which was in the quite positive category, so the teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang based on advantages indicator was *quite positive*.

4. Teachers' Perception of Disdvantages on Online Learning Activities
Table 7: Disadvantages as Indicator of Advantages and Disadvantages of Online Learning Activities

No	Statements	Responses					Total Score	Percentage (%)	Mean	Category
		SD (1)	D (2)	U (3)	A (4)	SA (5)				
30	I find it difficult to communicate with the students in the online.	1	10	0	23	8	153	72,85	3,64	Quite Positive
31	Online learning can reduce student motivation.	1	10	4	21	6	147	70	3,50	Less Positive
32	Online learning can hinder learning because it takes so much costs.	1	5	5	24	7	157	74,76	3,74	Quite Positive
33	Online learning reduces social interaction between teachers and students.	0	4	1	19	18	177	84,28	4,21	Positive
34	Online learning makes it difficult for students when they want to ask questions.	1	9	2	21	9	154	73,33	3,67	Quite Positive
35	I find it difficult to keep classroom interaction with the students.	2	8	2	21	9	153	72,85	3,64	Quite Positive
36	Online learning makes students feel isolated during the learning process.	1	2	6	25	8	163	77,61	3,88	Quite Positive
37	Learning process can be disrupted because of poor accessibility to the internet	0	1	2	23	16	180	85,71	4,29	Positive

	connection.									
38	Learning process can be disrupted because teachers do not know technology well.	2	4	4	21	11	161	76,66	3,83	Quite Positive
39	I find it difficult to teach students in the online.	3	14	1	17	7	137	65,23	3,26	Less Positive
40	I find it difficult to control or regulate sinful activities like cheating in the online.	2	2	0	25	13	171	81,42	4,07	Positive
Mean Total								75,89%	3,79	Quite Positive

Table 7 shows that there were 23 agreed that they find it difficult to communicate with the students in the online. Also, 21 teachers agreed that online learning can reduce student motivation. There were 24 teachers agreed that online learning can hinder learning because it takes so much costs and 19 teachers agreed that online learning reduces social interaction between teachers and students. Also, 21 teachers agreed that they find it difficult when students want to ask questions in the online learning process and they I find it difficult to keep classroom interaction with the students. Moreover, 25 teachers agreed that online learning makes students feel isolated during the learning process. There were 23 teachers agreed that learning process can be disrupted because of poor accessibility to the internet connection and 21 teachers agreed that learning process can be disrupted because teachers do not know technology well. Also, 17 teachers agreed that they find it difficult to teach students in the online and 25 teachers agreed that they find it difficult to control or regulate sinful activities like cheating in the online.

To sum it up, it is found out that mostly the teachers' perception on disadvantages as an indicator of advantages and disadvantages of online learning activities was quite positive. Mostly the teachers admit that apart from the benefits of online learning, there are also some disadvantages of online learning such as a lack of technology-related knowledge and limited internet quota. Therefore, teachers must be equipped with insight and knowledge related to ICT (Information and Communication Technology) and teachers must be able to overcome the internet quota by themselves in the learning process.

Table 8. The Categories of Teachers' Perception based on the Disadvantages Indicator

No	Class Interval	Frequency	Percentage	Category
1	≤ 54,80	3	7,14%	Very Less Positive
2	54,81 – 68,86	8	19,05%	Less Positive
3	68,87 – 82,92	19	45,24%	Quite Positive
4	82,93 – 96,98	8	19,05%	Positive
5	> 96,99	4	9,52%	Very Positive

Total	42	100%
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From the table above, as whole statements from the disadvantages indicator, it was found that 3 teacher (7,14%) had very less positive perceptions, 8 teachers (19,05%) had less positive perception, 19 teachers (45,24%) had quite positive perceptions, 8 teachers (19,05%) had positive perception, and 4 teachers (9,52%) had very positive perception. The highest frequency was 45,24%, which was in the quite positive category, so the teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang based on disadvantages indicator was **quite positive**.

From the data of 40 statements in the questionnaire above, it can be concluded that the teachers' perceptions of all items on the questionnaire will be presented in the table below.

Table 9: The Categories of Teachers' Perception

No	Class Interval	Frequency	Percentage	Category
1	≤ 54,93	1	2,38%	Very Less Positive
2	54,94 – 63,41	9	21,43%	Less Positive
3	63,42 – 71,90	23	54,76%	Quite Positive
4	71,91 – 80,38	5	11,90%	Positive
5	> 80,39	4	9,52%	Very Positive
Total		42	100%	

From the table above, it was obtained EFL teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang, namely as many as 1 teacher (2.38%) had very less positive perceptions, 9 teachers (21.43%) had less positive perceptions, 23 teachers (54.76%) had quite positive perceptions, 5 teachers (11.90%) had positive perception, and 4 teachers (9.52%) had very positive perceptions. The highest frequency was 54.76%, which was in the quite positive category. Thus, the EFL teachers' perceptions on English online learning activities during the pandemic at High Schools in Padang was quite positive.

DISCUSSION

The challenge of Covid 19 and the need to maintain social distancing brought the opportunities of online education to all. The other important pillar of online teaching is the teacher. Teachers are involved in teaching processes during the pandemic, and it is challenging as well as an opportunity to understand digital platforms for teaching. It is a very convenient way to keep teachers teaching and ensure that the education systems continue even during the adversity (Muhkter, 2020). Therefore, there have been many changes in the learning process such as media and learning strategies. In face-to-face learning, the teacher uses the media and strategy directly; on the other hand, in online learning the teacher uses different media and strategies.

Based on the findings above, the results obtained by the researcher are that the teachers is in a neutral position. They have positive and negative perceptions of

English online learning activities and advantages and disadvantages of online learning activities. Most teachers have positive perceptions regarding online learning media, strategies, advantages, and disadvantages. However, other teachers have negative perceptions regarding the media, strategies, advantages, and disadvantages of online learning.

Firstly, the teachers' perception on the use of media on English online learning activities during the pandemic at High Schools in Padang, it turned out that it was quite positive with mean score 61.95%. Online learning is access to learning experiences via some technology. The teachers have to use media as effectively as by taking advantage of technological developments. (Carliner, 2004). The result of this study is relevant to the result of previous research. The research conducted by (Yanti, Setiawan, Nurhabibah, & Yannuar, 2018) state that the teachers perceived that online learning media is a useful and also easy to use technology. It was found out that the teachers are satisfied with the advantages of the use of this new technology in their teaching process. It means that the teachers' perception was quite positive.

Secondly, the researcher also found that the teachers' perception on the strategy on English online learning activities during the pandemic at High Schools in Padang, it turned out that it was quite positive with mean score 63.45%. Most teachers admit that using online learning strategies is more comfortable than face-to-face because they can manage their time flexibility. In online learning, teachers can schedule their teaching according to their convenience without following a regular teaching schedule (Brown C. , 2017). The result of this study is relevant to the result of previous research. The research conducted by (Singh, 2020) state that the teachers believe that strategy in online education is actually diversifying knowledge of the teachers and increasing their technical knowledge but it also has increases the working hours of the teachers as the online connection has reduced the communication gap between the students and teachers throughout the day. The study also concludes that young teachers are more actively participating in the online education to teach the students.

The next, the researcher also found that the teachers' perception on the advantages on English online learning activities during the pandemic at High Schools in Padang, it turned out that it was quite positive with mean score 67.66%. More than half teachers admit that online learning activities help teachers think innovatively and creatively and online learning activities provide teachers computer skills. According to (Arora, 2019), the teachers can find unlimited information that they can access via the internet. It will make teachers think more innovatively and creatively because online learning can help develop their cognitive abilities. Besides, the teachers who choose to teach online have an opportunity to gain technical skills in using Information Communication Technology (ICT) (Arora, 2019). The result of this study is relevant to the result of previous research. The research conducted by (Martenev & Bernadowski, 2016) state that online education has made it easier for the teachers with limitations to provide the activities; improvements have been made in teachers academic performance; teachers have had success with asynchronous and synchronous teaching and student motivation has increased.

The last, the researcher also found that the teachers' perception on the disadvantages on English online learning activities during the pandemic at High Schools in Padang, it turned out that it was quite positive with mean score 75.89%. Most teachers admit that online learning reduces social interaction between teachers and students, learning process can be disrupted because of poor accessibility to the internet connection. In the online learning, the teachers do not have the opportunity to have face-to-face interaction with the students that is incredibly significant for establishing a bond between the teachers and the students (Dyrud, 2000). According to (Arora, 2019), if the teachers do not have ready access to a computer and internet connection, the online learning process cannot achieve its objective because hardware, software, and connectivity facilities are the prerequisites that enable online teaching and learning. The result of this study is relevant to the result of previous research. According to (Todd, 2020) on his survey of all 52 English language teachers at one respected Thai university, the teachers have a positive perception of disadvantages of online learning such as limited access to the internet and less interaction with the students.

Based on the results obtained, it can be concluded that mostly teachers have quite perceptions of English online learning activities. By using online learning, the teachers can get to know more about technology and they can be more creative and innovative in the learning process. Still, others teachers have negative perceptions of online learning activities. Online learning can make miscommunication with the students. Also, the teachers who are unfamiliar with the ICT (Information and Communication Technology) will find it difficult to teach the students in the learning process.

CONCLUSION

From the results of the data from this study it can be concluded; teachers have positive and negative perceptions regarding online learning activities. Online learning media is more difficult for teachers to use because of the lack of knowledge about technology. However, it is necessary to carry out several activities related to the use of technology in the learning process. In addition, teachers also have positive and negative perceptions regarding advantages and disadvantages of online learning activities. Most teachers have a more dominant perception of the disadvantages of online learning activities. On the other hand, teachers also have positive perceptions of the advantages of online learning activities. By using online learning activities, teachers get several new experiences such as computer skills, creativity, and innovation in the learning process. Therefore, online learning can be applied continuously; however, it needs several revisions so that online learning can be carried out effectively.

After going through the pros and cons of online learning activities, it can be concluded that from the four indicators, mostly the teachers had quite positive perceptions of online learning activities. At present, the researcher would like to conclude by saying that online learning is an excellent option in education, particularly when there are hindrances to traditional learning situations. For example, some people wish to continue their formal education but do not live within drivable distance of a school and do not find it feasible to commute daily.

With online learning environments, teachers can maintain the relationship with the students from different places at different times. Besides that, the teachers need to be trained in information technologies and the internet to be associated with their students in virtual classrooms. Additionally, they have to have the ability to administer all applications successfully and to follow the developments in pioneer countries in online learning. So, to minimize the negative impact of online learning, blended learning can be provided at all levels of education.

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