

EFL PRE-SERVICE TEACHERS' PERCEPTIONS AND EXPERIENCES OF ONLINE TEACHING PRACTICE

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Abstract

This research aims to know EFL pre-service teachers' perceptions and experiences of online teaching practice. Due to the fact that this online teaching practice is doing for the first time, the researcher attempted to analyze their perceptions and experiences of online teaching practice during covid-19. In this study, the researcher used descriptive qualitative research. Furthermore, the participants of this research were the seventh semester which consisted of 30 students of English Department of University Islam Malang. In gathering the data, the researcher used instruments namely online questionnaire and interview. The questionnaire and interview used the Indonesian language. The questionnaires and interviews were adopted from (Nutriansy, 2015). The data was analyzed by using theory Sugiyono (2015) for questionnaire, and Enthoven et al., (2021) for interviews. Identifying the data showed that EFL pre-service teachers had a positive perception of online teaching practice in four aspects such as personal competence, pedagogical competence, professional competence, and social competence (Ramadhan et al., 2019). The results also showed that the problems found during online teaching practice program like poor infrastructure, unstable networks, ineffective delivery of online learning materials, a lack of ability in developing learning media, a lack of technology knowledge, and a lack of interaction with in-service teachers. Additionally, the EFL pre-service teachers use some strategies to solve the problems by using ICT, keeping in touch with in-service teachers, and making interesting materials. Those strategies give a positive impact on online teaching and learning classes where pre-service teachers can know students deeply and make them feel enjoy the class activities. Based on the findings, future research should choose interview participants based on their individual scores on the top three from the result of the questionnaires. For EFL pre-service teachers who achieved a lower score, they can improve their understanding of how to enhance teaching practice and minimize difficulties in online teaching practice.

Keywords: EFL Pre-Service Teachers, Online Teaching Practice, Experience, Perception

INTRODUCTION

The Covid-19 pandemic has multiple influences. Teachers and students have had to quickly adjust to remote teaching as a result of schools and institutions

(Carrillo & Flores, 2020). The effect of the Covid-19 pandemic has made all the teachers and the students shocked because they must do their activity in their home. However, many universities and schools are not ready to implement a home learning program yet. Flores & Swennen, (2020) stated that the reality of the Covid-19 pandemic crisis brings challenges about the quality of teaching and ways of encouraging pre-service teachers, but it also encourages teacher education to (re)think ways of (re)educating teachers in uncertain and unknown situations. Online teaching practice program during Covid-19 pandemic is different from online teaching which has been created by the online campus or schools. Emergency Remote Learning (ERL) means the education that took place during the closure of school, not online or virtual learning, as well-planned online course environments substantially from those provided online in response to a crisis or disaster (Rahiem, 2020). In this situation, the EFL pre-service teachers were doing their online teaching practice because of the catastrophe in which the online teaching practice refers to ERL.

According to Tobin et al., (2015), the growth of online learning has provided an opportunity to reassess teaching practices through an educational lens. Since the Covid-19 pandemic has hit almost every country in the world, it gave some challenges which must be faced by educational institutions, in particular higher education. Pre-service teachers are expected to conduct the online teaching and learning at this time since it is not possible to do offline lessons or lectures face to face (Naila & Sadida, 2020). Additionally, a teaching practice program that must be done by EFL pre-service teachers is the crucial program that can give them good experience and good process. Being a professional and competent teacher is not easy. Even though the situation has changed, the faculty of teacher training and English education had to conduct a teaching practice program to make the EFL pre-service teachers become professional teachers.

To know the online teaching practice is effective, it can be known by the perceptions of the EFL pre-service teachers. Perception is the same mind of people think, such as knowledge for those who don't know about the things before.

Perception is the way we think about everything and our assumption of what it is like in commercial terminology (Qiong, 2011). Additionally, perception is that a person is faced with a situation or stimulus. The individual creates the stimuli in a way that is meaningful to him or her based on previous experience (Pickens, 2016). From these statements, it can be concluded that everyone has their perception about their actions of interpreting sensory information to provide an overview and understanding environment.

Regarding the implementation of offline teaching practice, Özdaş (2018) is to identify the pre-service teachers' perceptions of offline teaching practice course. The finding is EFL pre-service teachers' perceptions have had positive and negative impacts on their interest and willingness in the offline teaching practice program. The previous study of EFL pre-service teachers' perceptions above presents that EFL pre-service teachers' perceptions analysis without explaining their effort to improve their classroom management, strategies, and methods of teaching. The next previous study is conducted by (Naah, 2020). Naah's research was to analyze EFL pre-service teachers' perceptions of online teaching practice during Covid-19 pandemic at the other universities. The results most of the pre-service teachers have an idea of the units taught for the semester. The pre-service teachers have expressed a great need for lessons to be taught using video and audio as they make lessons real and see their tutor as well. They valued the relationship between tutor and learner as cordial, collaborative, and in a form of discussion.

Both previous studies only focused on discussing the problems faced by the pre-service teachers. However, they did not discuss the strategies and the challenges faced by EFL pre-service teachers. Also, the researcher did not explain in more detail what factors these participants face during teaching practice and also what methods they use during teaching practice. Therefore, this research will focus to uncover the perceptions and experiences of EFL pre-service teachers' during the online teaching practice program. In addition, this research has never been conducted as the online teaching practice is a new platform during the Covid-19 pandemic. The difference is

the researcher will explain in more detail what factors these participants face during teaching practice and also what methods they use during teaching practice.

RESEARCH METHOD

In this study the research used a descriptive qualitative research. Furthermore, the participants of this research were the seventh semester which consisted of 30 students of English Department of University Islam Malang. Besides, the researcher will interview six participants to represent 30 responses to the questionnaire and also the participants were recruited voluntarily. The participants were chosen randomly. Three participants represent those who practice teaching in junior high schools and the other three are from senior high schools. In gathering the data, the researcher used instruments namely questionnaire and online interview. Data were collect two kinds of instruments; interviews and questionnaires. The questionnaires and interviews used Indonesian language. Both of them were adopted from (Nutriansy, 2015). The data was analyzed using theory Sugiyono (2015) for questionnaire, and Enthoven et al., (2021) for interview.

FINDING AND DISCUSSION

EFL PRE-SERVICE TEACHERS' PERCEPTIONS TOWARD ONLINE TEACHING PRACTICE

The researcher discussed 22 statements obtained from the questionnaire. Based on the theory according to Ramadhan et al., (2019) the questionnaire was divided into four subheadings such as personal competence numbered one to five, the second pedagogical competence numbered six to sixteen, the third professional competence numbered 17 to 20, and the fourth subheading social competence, numbered 21 to 22.

It can be concluded from the result of questionnaires that the all EFL pre-service teachers have positive perceptions of online teaching practice toward personal competence, pedagogical competence, professional competence, and social

competence. Most the EFL pre-service teachers choose agree choices in each competences. Additionally, the EFL pre-service teachers agreed with the statement that online teaching practice was helpful to prepare professional teachers in the future.

PROBLEMS ARE FACED BY EFL PRE-SERVICE TEACHERS OF ONLINE TEACHING PRACTICE

Based on the result of the interview which was held on March 30th, 2021. From the six EFL pre-service teachers have the same positive and negative opinion about the micro-teaching course and faced the same problems. The EFL pre-service teachers felt confused during online teaching practice because of a lack of preparation. On the other side, they also faced some problems such as unstable networks, lack of understanding of the material that should be given, cannot manage the classroom activities, and did not master the technology efficiently.

STRATEGIES ARE USED BY EFL PRE-SERVICE TEACHERS TO ENCOUNTER PROBLEMS IN THE IMPLEMENTATION OF THEIR ONLINE TEACHING PRACTICE

Some EFL pre-service teachers applied the same strategies during online teaching practice. They tried to give an interesting material, check the internet, consult the material before its delivery, exercise the teaching process before doing it in the classroom, and using some interesting learning media so they can manage the classroom effectively. On the other side, some EFL pre-service teachers attempted to provide simple material in order to reduce students' internet data usage, use new media, and ensure the school website's stability. Furthermore, the EFL pre-service teachers suggested to the lecturer that he/she should provide the material about offline and online teaching practice for the micro-teaching lesson. The lecturer must teach how to use technology effectively because it will play an important role in the future.

Based on the finding, all EFL pre-service teachers agree that online teaching practice can give positive effects in all aspects. Even during the pandemic, the previous study showed that pre-service teachers had positive perceptions toward online learning (Auma & Achieng, 2020). According to the data collected from the six interview sessions, there were some problems that EFL pre-service teachers encountered during their online teaching practice. Most of them faced problems such as lack of training from the micro-teaching lesson, lack of student support, unstable networks, insufficient online education, feel nervous, lack of communication with in-service teachers, and both in-service teachers and students were not mastering the use of technology. It is related to the theory Noor et al., (2020) there are many obstacles and challenges faced by school teachers in delivering online lessons through poor network infrastructure, innovative lesson planning, lack of ICT awareness, poor content creation, student support, teaching technical and new learning style trust, limited availability of educational tools, and limited feedback.

Additionally, the last result from the interview also revealed that EFL pre-service teachers employ some of the strategies to address the problems they face. The techniques involve using Discord, info graphics, Line, and WhatsApp to restrict the usage of student data, checking the stable network, reducing the material, giving simple assignments, applying interesting media, tutorials on how to use learning media, and attempting to communicate with students through personal chat, and keep in touch with in-service teachers. These strategies can be related to the theory Mahmood (2020) students can become more present and increase their learning skills by using techniques in the online class. As said by Naah (2020) the pre-service teachers stated that video and audio can be used through the teaching process at this time, and that the platform they need for lesson delivery is WhatsApp, which is assisted by Zoom.

CONCLUSION AND SUGGESTION

The conclusion is taken from the previous chapter that the EFL pre-service teachers taught online teaching, the EFL pre-service teachers admitted obtaining four aspects of competence that pre-service teachers must have through online teaching. It was shown by the first finding that mostly the EFL pre-service teachers chose to agree choice in each competence. Most all EFL pre-service teachers faced problems in their online teaching practice, such as inadequate planning, unstable networks, lack of delivery of online learning material, lack of skill in creating learning media, lack of experiences in utilizing technology, and lack of communication with in-service teachers. In addition, the EFL pre-service teachers also considered that the micro-teaching course was ineffective for preparing them for online teaching practice. Mostly, the EFL pre-service teachers solved their online teaching practice problems properly and according to what students need by making interesting materials, keeping in touch with in-service teachers, and using ICT effectively.

Finally, at the end of this study the researcher brings the suggestion. The researcher realized that any limitations in conducting this research. Because of the Covid-19 pandemic, which made it difficult to meet in person, the researcher only used a questionnaire and an online interview to collect data. According to the findings, future research should select the participants for the interview based on their higher and lower questionnaire scores. It can provide insight into how to improve teaching practice and avoid issues in online teaching practice for EFL pre-service teachers who received a lower score.

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