

Exploring of EFL Online Learning in Implementation Ramsden Principle Perspective at Senior High School: Case Study

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Abstract. The pandemic outbreak has resulted in most schools and universities being closed to prevent further spread. This, provides a change in the teaching and learning process which is usually in the classroom turning into online learning. However, the online learning process is not a new concept but only changes the learning process. In the teaching and learning process there are six principles for effective learning according to Ramsden (2003). With these teaching principles, teachers can adapt learning effectively. This study focuses on examining EFL teachers as participants to see the online learning and teaching process. This study uses qualitative methods and case studies as research designs that focus on interviews and observations of the online learning process. From the results of the research that has been done, the teacher can explain the material using the platform well and effectively. In the online teaching process, the teacher provides a re-explanation in the explanation of the material to help online learning. Assessment of skills and knowledge for direct assessment and feedback during the online learning process. The use of learning methods that are in accordance with online learning. As well as making modifications in making materials and helping students when learning online. In conclusion, teachers can meet the Ramsden principles of online learning, but the drawback in online learning is the lack of interaction between teachers and students in online learning.

Keywords: *Construction, Ramsden Principle, Online learning, Teaching practice*

Introduction

The world of education is not far from a matter of the teaching process. Teaching is an interactive method for conveying information to students so that they gain a learning experience. According to (Ramsden, 2003), effective teaching has six principles, namely, 1.) Interest and explanation, 2.) Concern and respect for students and student learning, 3.) Appropriate assessment and feedback, 4.) Clear goals and intellectual challenges, 5.) Independence, control, and engagement, and 6.) Learning from students. With these six principles, teachers can adapt learning effectively. Generally, teaching and learning take place face-to-face in classrooms, but schools are forced to do online learning due to the pandemic. This provides a change in the learning process that is usually in the classroom turning into online learning.

Online learning is defined as learning that utilizes internet networks and platforms as a means of teaching. Online learning, is very adaptable and can be accessed anywhere (Belawati, 2019). Online learning provides students and teachers with an alternative in accessing the learning process. Because education has been integrated with technology for the online learning process. In online learning, students must be able to use the internet to access materials, interact with teachers and other students to understand learning content, and gain knowledge through learning experiences (Ally, 2008; (Atmojo & Nugroho, 2020). Teachers as facilitators must also be able to adapt to technology for the teaching process. Thus, the development of capabilities in technology must be put to good use by students and teachers to facilitate language learning materials (Famularsih, 2020).

In online learning, there are types of learning, namely synchronous learning and asynchronous learning. Synchronous online learning involves direct or real-time instruction through the use of media such as video conferencing and video calls that engage students in the learning process. Examples of synchronous online learning platforms are Zoom Meeting and Google Meet. Asynchronous learning is very flexible learning that determines its own learning time and uses LMS (Learning Management

System) platforms such as Google Classroom, Edmodo, Schoology, etc. (Belawati, 2019). By using the platform, online learning can help in practicing language skills and acquiring new language vocabulary (Cakrawati, 2017). Followed by Chakraborty, Misha; Muyia Nafukho (2014) with online learning platforms can create and maintain a positive learning environment, encourage the development of learning communities, provide consistent and timely feedback, and deliver material in an interesting way through technology (Famularsih, 2020).

Research proves that the use of technology in online learning and teaching is more significant and efficient. Online learning has many benefits for students (Coman et al., 2020; Kumi-Yeboah et al., 2020; Khatoony & Nezhadmehr, 2020). Coman et al., (2020) focus on the use of platforms as online learning media that are applied to student and teacher interactions in the teaching process. Meanwhile, Khatoony & Nezhadmehr (2020) regarding the challenges and the online learning process for EFL teachers. The two studies have differences in the online learning process, but both are related to online learning making alternatives to current conditions and online learning can improve students' knowledge skills in technology. From previous research, online learning has a positive value as a learning process so that various educational institutions implement online learning. Online learning makes alternative methods in complex situations and is very flexible to access. However, whether the implementation of online learning has met the categories or components based on student needs. Therefore, this research related to all aspects of online teaching needs to be explored more accurately. This study focuses on the construction of EFL teachers in online teaching practices which are in line with the teaching principles of Ramsden (2003) which emphasizes student experience and teacher responsibility. The purpose of this study was to explore EFL teachers' construction of online learning and teaching practice at SMAN Bogor, Indonesia.

Research Methodology

This study uses a qualitative approach to explore EFL teachers in constructing online teaching practices at SMAN Bogor, Indonesia. Researchers use a case study design to investigate and explore cases from time to time using detailed and in-depth data (Creswell, 2007). This study involved two high school EFL teachers who participated in this study. For data collection, researchers used observations and interviews. Observations aimed at observing the online learning process carried out by EFL teachers and interviews aimed at exploring EFL teachers to construct online teaching practices in accordance with the principles of (Ramsden, 2003). In analyzing the data, the researcher used case study analysis by Creswell (2007) which consisted of compiling and organizing data (text transcripts, photos, and other documentation) for analysis. Then, reduce the data into themes and enter the coding process, and represent the data in discussion (writing).

Finding

After conducting observations and interviews that adjusted to the research question, namely how the teacher arranged online teaching according to Ramsden's opinion at SMAN Bogor. Researcher findings regarding the questions in the study.

1. Principle 1: Interest and Explanation

The first theme is about teachers explaining interesting and clear material to students. Explaining the material in an interesting and clear way is an important thing for a teacher to attract students' interest stimulants. It can be seen clearly that the two participants explained the different materials as follows:

Participant 1:

00.57-01.54

T : "So, class I want to share video maybe around 4 minute. Mrs, akan share video sekitaran 4 menit"

SSS : "Yes, mrs"

T : “Oke, terlihat ya share screennya?”

S : “Terlihat mrs”

T : “Oke, kalian tonton dulu videonya. Videonya tentang bullying among teenangers”

Turn 1

09.00-10.03

T : “Oh, I have a question again for you, what’s came about when you hear about bullying?

Apa sih yang kalian fikir jika kalian mendengar tentang bullying?”

S : “Psikologi mrs”

T : “Oke, what’s your answer psikologis? So, what’s your psikologis means? Maksudnya psikologis apa yang kamu lihat dalam bullying?”

S : “Tentang mentalnya gitu mrs”

T : “Ya, berarti mengganggu mental seseorang atau among students begitu, oke thankyou D****”

10.03-11.20

T : “Oke next again, dari video yang sudah kalian tonton tentang bullying kita belajar tentang pendapat. Makanya, mrs bertanya kepada kalian bagaimana pendapat kalian mengenai bullying dan bagaimana pandangan kalian mengenai bullying itu seperti apa. So, we learn about opinion and thought itu makanya mrs memberi kalian video dahulu biar kita tau dalam materi opinion and thought berarti memberikan pendapat entah itu pendapat dari beberapa topik atau pendapat dari lainnya ya. So, today we will be talking about opinion and thought”

Participant 2:

01.02-01.39

T : “Oke, bisa dilihat power point saya yang sudah ditampilkan?”

SS : “Sudah sir”

T : “Oke, hari ini kita akan membahas tugas minggu lalu yang sudah dikirim ya”

S : “Baik sir”

Turn 1

08.40-08.51

T : “Selanjutnya pembelajaran kedua kita isi practice, pindah pembahasan materi situation the expression of suggestion. Ini hanya mencocokkan situasi suggestion”

T : “Oke, number one I having problem with my motorcycle langsung dijawab secara lisan yang mana jawabannya? Pilihannya A B atau C”

SS : “C sir”

T : “Oke nanti kita bahas”

It can be seen, participant 1 used video before entering the learning material. In contrast to participant 2, who showed the material on the Power Point slide and entered the learning process. In addition to videos and power points as learning support media, teachers also use the Zoom and Google Classroom platform

for the online learning process. Zoom and Google Classroom platforms are used to interact with students virtually. This is conveyed as follows:

Participant 1:

“Sebelumnya saya menggunakan Google Classroom, tetapi karena sekarang lebih terarah dari pihak sekolahnya jadi harus memakai Zoom yang disediakan di sekolah. Tentu, Google Classroom juga masih sampai sekarang”

Participant 2:

“Selain Zoom, saya juga memakai Google Classroom. Zoom itu lebih efektif dan dari pihak sekolah juga sudah difasilitasi untuk menyampaikan materi secara virtual kemudian untuk Google Classroom sendiri biasanya untuk penyampaian tugas saja”

In addition, the Zoom and Google Classroom platforms are tools for virtual learning interactions. The learning resources that teachers use are also important for the teaching process. The source used by the two participants to explain the learning materials was in the form of an English Module in the form of a PDF Book. This can be seen from the following interview results:

Participant 1:

“Kalau sumber yang diambil ada short movie yang diambil dari Youtube untuk videonya. Kemudian ada PDF dan buku pembelajaran siswa”

Participant 2:

“Sumber pembelajaran dari modul Bahasa Inggris kemudian saya ambil dan diterapkan di Power Point agar terlihat lebih menarik”

2. Principle 2: Concern and Respect for Students and Student

This finding is about the teacher as an instructor who directs and helps students with learning difficulties. As a teacher not only teaches a material but also provides assistance to students in the learning process. The importance of respect and consideration for students in teaching. The various results of participants in dealing with difficulties for students in online learning are as follows:

Participant 1:

“Sulitnya untuk daring, guru ga paham dimana siswa itu sudah paham materi atau belum berbeda sama proses tatap muka kelihatan mana yang paham atau tidak. Jadi, selama daring ini kita melakukan 3-4 kali pertemuan untuk menjelaskan dan mengulang materi yang sudah dijelaskan sampai murid itu paham”

Participant 2:

“Biasanya saya membantu siswa dalam pengerjaan tugas. Karena banyak kendala yang dialami saat pengerjaan tugas biasanya dari sistemnya. Untuk membantu siswa dalam kesulitan tersebut, saya memberikan tugas kembali namun di akhir semester. Tapi saya tidak menganggap mereka lalai dalam mengerjakan tugas. Saya tetap menilai dengan cara memberikan nilai sikap, keterampilan dan kedisiplinan. Kemudian saya juga biasanya, mengulang materi kembali yang sudah dibahas sebelumnya sebelum kemateri yang baru”

Judging from the statements to the two participants from the results of the interview, that they were more likely to re-explain the material that had been previously conveyed. There are many obstacles from this online learning, but both participants prefer to review the material that has been previously explained again and help students in working on assignments.

Related to generosity in teaching, teachers must be able to develop an interest in students what is needed for them in the future. This, as a teacher must be able to encourage students in a subject to be mastered. When online like this, the obstacles in developing a lesson are very difficult, but the two participants explained how a teacher can develop English language skills in this online learning, namely giving tasks that are in accordance with the aspects of English ability. An example of a participant statement is as follows:

Participant 1:

“Untuk mengembangkannya, ya saya kasih tugas-tugas misalkan tugas video dalam berdialog mengenai Opinion and Thought, itu untuk speaking. Terus saya juga menyarankan ke mereka untuk cari referensi lain mengenai materi tersebut misalkan menonton film, baca artikel dan practice aja gitu”

3. Principle 3: Appropriate Assessment and Feedback

The findings in principle 3 are regarding assessment and providing appropriate feedback. Providing feedback is the most important aspect of good teaching. The results of observations made by researchers, saw participants provide feedback during the teaching process as follows:

Participant 1 :

14.40-15.30

T : “Oke class, yes this is about bullying conversation. Kira-kira yang menggunakan kata opinion dalam conversation disini? Kira-kira dimana dalam conversation ini yang merupakan kalimat pendapat?”

15.30-16.50

S : “No, I don’t think so... itu termasuk pendapat dia, dia tidak setuju atas pendapat temannya”

T : “Oke thank you for answer. Nah, itu benar ya. No, I don’t think so blablabla nah disitu ada berupa alasan, kemarin kita sudah bahas opinion and thought disini ada salah satu No, I don’t think so blablabla sudah jelas ada alasannya ya. Jadi, dalam opinion harus ada berupa reason atau alasannya seperti itu ya”

Participant 2:

08.52-09.08

T : “Oke number one I having problem with my motorcycle langsung dijawab secara lisan, yang mana jawabannya? Pilihannya A B atau C?”

S : “C sir”

09.08-09.32

T : “Oke nanti dibahas, berikutnya, the weather is fine today. Yang mana jawabannya?”

S : “Yang A sir”

09.32-09.42

T : “Number three, I can’t see well”

S : “E sir”

09.42-09.49

T : “Number four, the old woman can’t carry the bag. Yang mana jawabannya?”

S : “B sir”

09.49-10.00

T : “And, number five I’m bored at home...”

S : “D sir”

10.00-11.00

T : “Oke mari kita jawab yang pertama jawabannya adalah C ya I suggest take it to the mechanic. Kemudian number two respond yes we go to the park. And number three you should wear glasses yang E. Number four adalah B let’s her carry the bag. And number five jawabannya shall we go to the movie yang D ya”

It can be seen from the two participants giving feedback to the students who answered the questions in the exercises given to the participants.

In addition to providing feedback, the teacher also determines the assessment in the assignment. The assessments taken by the two participants included the value of skills and the value of knowledge. The value of the skills taken includes the practice of conducting conversations and sent via Youtube. For the value of knowledge, the two participants took the value from working on the practice questions in the LKS. This is stated in the two participants as follows:

Participant 1 :

“Untuk penilaian itu ada dua macam penilaian pengetahuan dan penilaian keterampilan. Kalau penilaian pengetahuan itu kaya siswa mengerjakan soal-soal di LKS. Kalau untuk nilai keterampilan ya seperti nilai speaking itu masuknya nilai keterampilan”

Participant 2:

“Saya memberikan penilaian nilai praktik seperti membuat video speaking dan kirim ke Youtube itu masuknya ke dalam penilaian keterampilan. Jadi, ada nilai keterampilan dan nilai pengetahuan. Untuk nilai pengetahuannya saya ambil dari tulisan dialog mereka”

In addition, there is an active assessment in participant 1 conducting a question-and-answer session and providing additional value to students, here is the evidence:

Participant 1:

16.48-16.58

T : “Oke, ada lagi ga dalam conversation ini tentang opinion?”

S : “Yang I’m on the opinion itu mrs”

T : “What’s your name?”

S : “D*** mrs”

16.58-17.44

T : “Oke, jawabannya benar ya. Itu juga merupakan pemberian opinion I’m on the opinion”

4. Principle 4: Clear goals and Intellectual challenge

In this principle regarding the teaching process the teacher must provide clear goals and provide an intellectual challenge to students. That is, when teaching takes place the teacher must provide a clear structure that focuses on the concept of a subject in each learning material which is very important to achieve learning objectives. In learning English, the teacher must provide a structure for the aspects of learning English, namely writing, listening, speaking, and reading. The results from the interviews of the two participants regarding providing a structure for learning English that must be developed are as follows:

Participant 1:

“Kalau untuk writing mereka ada kegiatan menulis dialog. Jadi, bagaimana nih penggunaan tanda baca, penambahan kosa kata, grammarnya sudah benar atau belum itu kita lihat dari writing mereka. Kemudian, reading mereka baca yang saya sudah kasih mereka di PDF book dan ditampilkan di zoom untuk mereka simak dan baca. Untuk speaking, ya mereka membuat video practice dialog role play dan kirim ke Youtube. Kita lihat dari pronunciation, ekspresi dan intonasinya. Dan listening, ya mereka menyimak atau tidak saat pembelajaran berlangsung makanya ada tanya jawab pada saat itu”

Participant 2:

“Untuk writingnya menulis dialog. Jadi, disetiap tugas dalam babnya pasti ada tugas menulis karna untuk writing. Terus speaking mereka praktik conversation di Youtube. Kemudian, readingnya adalah membaca slide pada power point jadi mereka membaca materi yang ada di Power Point gitu. Untuk listeningnya, berarti menyimak pembelajaran misalnya menjawab pertanyaan practice di Power Point”

During the teaching process, teachers are also required to make the class more interesting, especially when online. When online the teacher is required to create a challenge for students so that the learning process can be understood. That is, the two participants have different ways to teach the material to make it look more interesting. It can be seen from the statement of interview results below:

Participant 1:

“Awal pengajaran saya sendiri biasanya saya tampilkan sebuah contoh seperti yang sebelumnya kaya short movie jadi tidak langsung ke materi. Kemudian, untuk tugas sendiripun saya membuat dua pilihan yaitu membuat dialog atau mengambil short movie kemudian mereka jelaskan pendapat mereka mengenai short movie tersebut. Jadi, buat saya jangan terlalu terpaku dengan buku pembelajaran mereka harus explore dari itu”

Participant 2:

“Saya paling mengambil kuiz saja agar tidak bosan dikelas, kemudian saya lakukan lewat zoom. Sebisa mungkin saya tanyakan kabar juga, saya ajak berdialog. Itu saja, ya paling saya adakan diskusi tanya jawab mengisi practice”

Participant 1 started an online class by using a short movie to stimulate students before entering the learning material. In contrast to Participant 2, which uses exercises and holds online discussions to answer the exercises given. In addition, the direction of the material from the teacher also affects the achievement of learning objectives in students. The results of observations made by Participant 1 and Participant 2 during the teaching process are as follows:

Participant 1:

20.20-20.41

T : “Oke next again, dari video yang sudah kalian tonton tentang bullying kita belajar tentang pendapat. Makanya, mrs bertanya kepada kalian bagaimana pendapat kalian mengenai bullying dan bagaimana pandangan kalian mengenai bullying itu seperti apa. So, we learn about opinion and thought itu makanya mrs memberi kalian video dahulu biar kita tau dalam materi opinion and thought berarti

memberikan pendapat entah itu pendapat dari beberapa topik atau pendapat dari lainnya ya. So, today we will be talking about opinion and thought”

Turn 1

24.50-25.49

T : “Oke disini ada conversation juga. Conversation opinion tentang pendapat tapi tidak perlu dibahas karena sudah dibahas juga yang pertama. Jadi, kita langsung aja ke the structure to expression of opinion ya kita akan discuss ya”

Turn 2

27.29-28.15

T : “Oke disini ada kolom satu lagi, example how to express disagree and agree with the opinion. Look the first statement smoking should be banned in public place, terus disitu ada agreeya, I totally agree the smoking should be banned in public place kalo misalnya disagree berarti I’m sorry I’m disagree of your statement”

Participant 2:

01.02-01.39

T : “Oke, sudah bisa dilihat power point yang saya sudah tampilkan?”

S : “Sudah sir”

T : “Oke, hari ini kita akan membahas tugas minggu lalu yang Mr kirim melalui link”

Turn 1

01.41-02.36

T : “Kita bahas number one disini ada dialog andi, bobby and cindy langsung saja the first question in your opinion what the relationship between three speakers? Jawabannya adalah bobby, andi and cindy as brother and sister. Kenapa jawabannya seperti itu, karena mereka adalah saudara. Disini jelas ya, dalam kalimat ini what we are give to mother apa yang kita akan berikan untuk ibu, berarti mereka adalah saudara”

Turn 2

08.40-08.51

T : “Selanjutnya pembelajaran kedua kita isi practice, pindah pembahasan match situation the expression of suggestion. Ini hanya mencocokkan situasi suggestion”

5. Principle 5: Independence, Control, and Engagement

This principle is related to the teaching process itself between teachers and students. Establishing appropriate learning methods is an aspect of teacher and student engagement. The method used by the teacher in teaching will affect student learning achievement. Participant 1 and Participant 2 have different methods during the online teaching process which are stated as follows:

Participant 1:

“Kalo untuk metodenya sendiri kan sudah ada di dalam RPP ya. Ya berarti memakai scientific learning metodenya”

Participant 2:

“Untuk metodenya sendiri ya mengikuti yang sudah ada di RPP, jadi ya kita hanya memberikan Power Point lalu kita jelaskan dan ada diskusinya juga kemudian ada tanya jawab juga”

Participant 1 and Participant 2 use learning methods in accordance with the lesson plans that have been provided. However, the methods they use to teach are different. Participant 1 uses scientific learning where students play an active role and conduct analysis before entering the learning material. Meanwhile, Participant 2 uses a discussion method in which the teacher becomes the main focus on the students. However, the discussion method used by Participant 2 also applies to students because there are questions and answers and discussions between teachers and students.

To support student learning achievement, teachers also provide motivations to students during the teaching process. Learning motivation is very important for students, especially when online. This is conveyed in the following interview results:

Participant 1:

“Untuk memotivasi sih, saya anjurkan mereka untuk mencari kesukaan murid seperti apa. Misalkan murid menyukai music ya dengarkan untuk menambah vocabulary murid atau mengimprove pronouncation. Jadi saya menyarankan untuk pengajaran melibatkan kesukaan mereka”

Participant 2:

“Untuk memotivasi belajar siswa ya memberikan arahan dalam belajar dan materi-materi pembelajaran seperti itu saja”

The motivation given by Participant 1 tends to their interest. Participant 1 suggested to students to find a pleasure for them to learn. Participant 2 only directs in learning and the materials to be studied. In addition to the learning methods and motivation applied for learning achievement, assignment of tasks at the right level also affects the student's learning process. In Participant 1 and Participant 2, assign tasks according to the material that has been delivered and the value of the needs that must be achieved by students. The results of interviews from Participant 1 and Participant 2 in determining student assignments are as follows:

Participant 1:

“Kalau penugasannya sendiri menyesuaikan materi aja misalkan materi Opinion and Thought ada tugas membuat dialog dan membuat video. Jadi, mereka berkelompok semacam role play tentang Opinion and Thought dan itu udah disesuaikan dengan kondisinya jadi mereka tinggal pilih”

Participant 2:

“Saya membuat tugas dalam materi sebelumnya salah satunya membuat dialog menulis dialog. Kalau untuk tugas tulisnya dari Google Form dan tugas membuat video dimasukan ke Youtube untuk tugas Speaking”

6. Principle 6: Learning from students

In this principle regarding the evaluation of the teaching process carried out by the teacher. Each teaching will be evaluated by both the teacher and students. In this online teaching process there are obstacles experienced by teachers and students. In this case, there are modifications in teaching and learning activities from face to face to virtual. The results of interviews involving Participant 1 and Participant 2 stated as follows:

Participant 1:

“Kalau misalkan pembelajaran daring itu hanya 30 menit tapi kalau untuk tatap muka sendiri 45 menit. Untuk menanganinya bagaimana proses pembelajaran itu lebih singkat dan efektif, yang harusnya ada praktik dikelas jadi dipindahkan secara daring melalui penugasan”

Participant 2:

“Jadi, untuk tatap muka biasanya masuk perkelas tapi untuk proses daring itu satu angkatan. Jadi kelas 10 angkatan 2020/2021 semua seperti itu jadi perangkatan. Kemudian, dari proses pengajarannya juga RPP sekolah diganti jadi RPP daring jadi ya mengikuti RPP daring cara menanganinya”

Participant 1 stated that handling the transfer of class activities from face-to-face to online is done through online assignments such as sending assignments through the platform that has been provided. Then in Participant 2, just follow the directions from the online lesson plans that have been provided. Both of them shorten the time for face-to-face meetings using the Zoom platform.

In addition to modifying teaching and learning activities, teachers also evaluate the teaching process, especially in virtual learning. This can be seen as follows:

Participant 1:

“Mungkin kalo murid kurang impresif terhadap materi yang sudah dijelaskan berarti harus mencari cara bagaimana membuat materi yang lebih menarik, cari-cari sumber untuk materi yang lebih menarik seperti itu”

Participant 2:

“Evaluasi yang harus diperbaiki dalam pengajaran misalnya siswa yang tertinggal tugas-tugasnya saya suruh datang kesekolah untuk memberikan tugas baru atau perbaikan kepada mereka secara langsung”

In Participant 1, Participant 1 evaluates the material that has been taught to make the material more interesting so that it is easily conveyed to students. Meanwhile, Participant 2 evaluates student assignments due to online problems to come to school and provide direct improvements.

DISCUSSION

This study aims to explore EFL teachers in building or teaching online learning at SMAN Bogor. With this, the discussion section will explain how teachers teach in online learning from each component based on interviews and observations by comparing a summary of the findings of current research theories.

1. Explain the material in an interesting and clear way also facilitate learning in principle 1: Interest and Explanation

In the first principle regarding interest and explanation, it explains that a teacher must explain learning material in an interesting and clear way. The results in the findings of this study were that both participants used learning media such as videos and power points to explain the learning materials. In addition, Zoom and Google Classroom are platforms for the online learning process. Sources for teaching teachers and students, both participants use PDF books, the Internet, and student learning books. Thus, learning media such as the use of videos and power points as well as the use of the Zoom and Google Classroom platforms during online learning are considered very effective and relevant for the online learning process. Followed by Chakraborty, Misha; Muya Nafukho (2014) that the use of platforms as learning media and conveying material using technology in a clear and interesting manner can create and maintain a positive learning environment.

2. Helping student in the learning process on principle 2: Concern and Respect for Students and Students Learning

The second component explains that in good learning a teacher must pay attention to students. In this case, the teacher must help students when experiencing difficulties in learning, especially in this online learning. The results in the findings of this study were that the two participants reviewed a learning material that had been explained and helped students in working on assignments. Thus, the material presented can be understood by students and can achieve learning objectives. Delivering material clearly, dynamically, and interactively can improve student learning and have a significant and positive effect on student satisfaction (Cao et al., 2020). The stated as follows:

Participant 1:

“Sulitnya untuk daring, guru ga paham dimana siswa itu sudah paham materi atau belum berbeda sama proses tatap muka kelihatan mana yang paham atau tidak. Jadi, selama daring ini kita melakukan 3-4 kali pertemuan untuk menjelaskan dan mengulang materi yang sudah dijelaskan sampai murid itu paham”

3. Provide assessment and feedback on principle 3: Appropriate assessment and Feedback

This third component is the most important aspect for teachers in learning, namely providing assessment and feedback. The results in the findings of this study were that both participants gave an assessment which included an assessment of knowledge and an assessment of skills. The skill assessment taken included conversation practice and sent via Youtube and the assessment of knowledge, taken from the work of practice questions. This means that teachers can provide adequate assessments for students in online learning according to assessment needs (Green, 2016). In providing feedback, the two participants gave the time of working on the practice questions. With the feedback provided, it can encourage students in the teaching process and can establish interaction between teachers and students (Ramsden, 2003). Examples of the results of interview and observation from Participant 1 who determine the assessment and provide feedback are as follows: Participant 1:

“Untuk penilaian itu ada dua macam penilaian pengetahuan dan penilaian keterampilan. Kalau penilaian pengetahuan itu kaya siswa mengerjakan soal-soal di LKS. Kalau untuk nilai keterampilan ya seperti nilai speaking itu masuknya nilai keterampilan”

Participant 1

16.48-16.58

T : “Oke, ada lagi ga dalam conversation ini tentang opinion?”

S : “Yang I’m on the opinion itu mrs”

T : “What’s your name?”

S : “D*** mrs”

16.58-17.44

T : “Oke, jawabannya benar ya. Itu juga merupakan pemberian opinion I’m on the opinion”

4. Provide a structure and direction for the learning aimed at students, principle 4: Clear goals and Intellectual challenge

In this fourth component, the teacher provides a clear structure and direction in the learning aimed at students. The results found in this discovery that both participants applied all English skills, namely writing, listening, reading, and speaking by using technology as a learning medium. This makes it a challenge for teachers to apply these skills to online learning. By incorporating content and pedagogy in the teaching process into technology, it can develop abilities for learning needs that must be utilized both for students and teachers in facilitating language learning materials (Famularsih, 2020). In

applying these English skills to online learning, the two participants also provided clear directions for the learning process in order to achieve the goal of understanding. Examples of the results of interviews with Participant 2 in applying English language skills to online learning:

Participant 2:

“Untuk writingnya menulis dialog. Jadi, disetiap tugas dalam babnya pasti ada tugas menulis karna untuk writing. Terus speaking mereka praktik conversation di Youtube. Kemudian, readingnya adalah membaca slide pada power point jadi mereka membaca materi yang ada di Power Point gitu. Untuk listeningnya, berarti menyimak pembelajaran misalnya menjawab pertanyaan practice di Power Point”

5. Establish methods, provide motivation and tasks in principle 5: Independence, Control, and Engagement

In this component, the determination of the right learning method is an aspect of teacher and student involvement. Learning methods make control on students to achieve learning objectives. It was found that the research method on the participants was the scientific learning method and the discussion method. The determination of the method is already in the Lesson Plan of the two participants which has been determined before starting the online learning process. In addition, the two participants also provided motivation to learn, especially in online learning such as giving advice to students to find their pleasure in learning and directing students to be more active in learning independently.

This is followed by Brunner (1966: 53) that the existence of clear instructions can make learners or independent problem solvers. With the following statement, with the right method in the learning process can achieve student understanding and include motivation for independent study is important to improve student understanding (Ramsden, 2003).

6. Evaluation in Learning on principle 6: Learning from student

The sixth component concerns the evaluation and modification of learning. In this online learning, teachers get evaluations and modifications from face to face to virtual. The findings of this study were that the two participants only moved class activities using platforms such as Zoom and Google Classroom and did assignments online. In the evaluation of learning, it was found that participants made the material more interesting to explain and made improvements during assignments due to online problems. Therefore, an evaluation in the online learning process is very important for the ongoing learning process, so that it can help students and teachers to support students and their learning outcomes in the online space (Jacques & Salmon, 2007; Salmon, 2011, 2014; Gillett-Swan, 2017).

Conclusion

In the study, it was found that EFL teachers in teaching online learning at SMAN Bogor were a contribution to the online learning literature. This study adapts to the principles of Ramsden (2003) in effective learning for teachers. In the findings of this study, teachers can be able to use learning media such as Video and Power Point and platforms as tools for the bold learning process to explain the learning material boldly. In bold learning there are difficulties experienced by both teachers and students. In this discovery the teacher was able to help students in the bold learning process by re-explaining the material and providing student assistance in carrying out assignments. However, the teacher also experienced difficulties in explaining the material, namely the lack of participation of students who interacted virtually. This makes the teacher must provide learning materials repeatedly to be able to achieve student understanding. In the determination, the teacher only provides an assessment that is in accordance with online learning, namely skills assessment and assessment. Knowledge assessment includes questions and skills assessment taken from the practice of assignment. Teachers are also able to provide feedback during the virtual learning process by means of question and answer sessions. In the process of learning English boldly, teachers are able to apply all components of English, namely writing, listening, reading, and speaking by utilizing technology as a learning medium. This is because of the

clear direction of the learning process to achieve the goal of understanding. In determining the bold learning method, the teacher uses scientific learning methods and discussion methods as bold learning methods. Using this method, the teacher is able to carry out the bold learning process. In learning dare, the teacher provides motivation to be able to learn independently and improve students' understanding. Evaluation in bold learning, teachers move classroom activities using platforms such as Zoom and Google Classroom and carry out assignments boldly. And the teacher also makes the material more interesting to explain as well as improvements during assignments due to online problems.

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