



# Pre-Service Teachers Perception on Online English Teaching During the Covid 19 Pandemic

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## ABSTRACT

Education is an important element of human life. It involves a teaching and learning process undertaken by the teacher and students. During the pandemic era, the use of it is important for the teaching activities. The purpose of this study is to describe pre-service teacher perceptions of online English teaching during the Covid-19 pandemic. This study focuses on pre-service teachers from Universitas Brawijaya who have experienced online English teaching during the pandemic. This research is using a quantitative method. The subjects of this study were 72 English Education Students who had already done Field Study at School. This study uses a data collection technique, namely a survey. Two aspects have been studied: Pre-Service Teacher's Perception indicators and Online English Teaching during The Covid-19 Pandemic. The result of this study indicates that the majority of respondents who are pre-service teachers have a neutral perception of online English teaching during the Covid-19 pandemic. It is sequentially followed by respondents who choose to agree, disagree, then strongly agree and strongly disagree with the same percentage in the lowest frequency.

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## 1. INTRODUCTION

In early 2020, there was a pandemic caused by Coronavirus Disease (COVID-19) which led to a massive regional lockdown around the world. This situation affects almost all aspects of human life including the teaching and learning process. The lockdown regulation urges educational institutions to attend study from home or online learning. Singh and Thurman (2019), states that interactions between teachers and students in online learning can be done anywhere.

Popovic, et al (2005) defined e-learning as the use of the internet and other related technologies to deliver, support and enhance teaching, learning and assessment. In-line with Popovic, Stern (2002) contended that online teaching is the educational process that takes place over the internet, it is one type of distance learning which generally means a learning system that takes place across distance not in a traditional classroom. In nowadays society, online teaching and learning is the newest and most popular form of distance learning.

In the Faculty of Cultural Studies, Brawijaya University Malang, the students from educational study programs should take pre-service teaching activities as mandatory requirements during their learning process. Since in 2020 the teaching and learning activity should be done online due to a pandemic situation, those students who take pre-service teaching activity also should do the pre-service teaching in an online method. Based on those reasons, the researcher wants to know the pre-service teacher's perception of online teaching due to COVID-19 pandemic situation.

Pre-service teacher is different from a professional or expert teacher. The significant difference is the gap of experience between them. As pre-service teachers are still building up their preparation to get teaching licenses, expert teachers already have a lot of teaching experience. Ryan, Young, Gauthier (2017) defined pre-service teachers as students who enroll as a teacher in a preparation program in order to achieve an official teaching license. While Clark (2018) stated that pre-service teacher refers to an undergraduate student that is in an education program that has not yet commenced teaching. Before pre-service teachers achieve their teaching license yet, we can consider that pre-service teachers are lacking teaching experience.

Teaching experience is the combination of teacher's class preparations, expertise in the discussed topics, teaching-learning strategies, etc (Marcelino, 2015). Therefore, Pre-service teachers need to accomplish more teaching experience, in order to close this expertise gap. From the definition of pre-service teacher mentioned before, it can be concluded that a pre-service teacher is a student who is gaining teaching experience and expertise through a teaching preparation program in order to achieve an official teaching license.

In this research, the researcher uses two previous studies which have similarities with present study. The first previous study conducted by Fauzi & Kusuma (2020) entitled "Teachers' Elementary School in Online Learning of COVID-19 Pandemic Conditions". This research was conducted to reveal elementary school teacher's perception towards online teaching and learning during the COVID-19 Pandemic. This study used a quantitative approach and the data collected from 45 elementary school teachers in Banten, West Java. The result showed that 73% of teachers consider that online teaching is not effective, several problems appeared such as availability of facilities, network and connection problems, administration, and collaboration with parents.

The second previous study was conducted by Auma & Achieng (2020) entitled "Perception of Teachers on Effectiveness of Online Learning in the wake of COVID-19 Pandemic". This previous research examined teacher perception of online teaching during COVID-19 Pandemic. This study adapted descriptive survey design which used both quantitative and qualitative methods to reveal the teacher's perception. Random sampling was used to select randomly 150 teachers as the respondent. This research found that most teachers have a positive perception towards online teaching and learning during COVID-19 Pandemic. However, online teaching and learning still have several problems that hampers respondents in this research. Similarity is also found in research design and research method which use quantitative method and survey research. The difference between the previous research and this research is based on the participant. This research will collect the data from a pre-service teacher of English Education Study Program Universitas Brawijaya. The formula is written separately not in the sentence and equipped with numbering on the right. The formula is written using Microsoft equation.

## 2. METHODS

This research will use a descriptive quantitative method to reveal pre-service teacher's perception towards English online teaching during the COVID-19 pandemic. Descriptive quantitative research itself is a research design which is used to collect numeric data from a large number of people using instruments with preset questions and responses (Creswell, 2012). In order to collect those numerical data needed in this study, the researcher is using survey study. The participants in this study were 72 students of English Education Study Program, Faculty of Cultural Studies Universitas Brawijaya. Data were collected using a closed questionnaire with a total of 18 questions and it will be analyzed by using Anwar (1999) formula. This questionnaire uses a 5-point Likert scale. This study only used one instrument which is a questionnaire adapted from Auma & Achieng (2020). I adapted the research by Auma and Achieng (2020) because their research is a qualitative and quantitative research. As for this research is quantitative research.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

The questionnaire consisted of 18 items and was distributed on January until March 2022 to 72 respondents from English Language Education Students batch 2017 and 2018 for the SPSS test validation. From the try-out, the results showed that no items needed to be revised, thus all items are valid. After doing the try-out, the questionnaire which consisted of 18 items was distributed on July 26th, 2022 to 72 respondents from the English Language Education Students batch 2017 and 2018. The distribution of the questionnaire was conducted in the form of Google Form, by giving the Google Form Link directly to the students. The respondents answered the questionnaire using Likert-scale which ranged from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree).

#### Pre-Service Teachers Perception

Pre-service teachers as students who enroll as a teacher in a preparation program in order to achieve an official teaching license. The researcher elaborates the definition of perception into a process when any individual uses their cognitive ability to recall their experience that has been memorized, to respond and reconstruct it based on their point of view. The answers for this first aspect discussed in the questionnaire are more explained using this following table:

Table 1. Pre-service Teachers' Perception

No.	Statement	Percentage				
		1	2	3	4	5

1.	I have training on introductory courses, internet use and general computer applications.	2,8	2,8	19,4	56,9	18,1
2.	I have skills to enable me to apply online learning effectively.	1,4	4,2	11,1	59,7	23,6
3.	I have technical skills and can fix any hitch.	1,4	1,4	20,8	50	26,4
4.	I can search the internet for education reference material.	1,4	1,4	1,4	45,8	50,0
5.	I can connect to relevant online platforms without assistance.	0	1,4	11,1	61,1	26,4
6.	I can use digital camera and computer to produce video presentation.	1,4	1,4	8,3	52,8	36,1
7.	I feel online learning enable me to vary my pedagogical skills.	1,4	2,8	20,8	61,1	13,9

Based on the result showed in Table 1, it can be inferred that in the first statement, 56,9% or the majority of the respondents agreed that they have training on introductory courses, internet use and general computer applications. It's followed by 19,4% respondents felt neutral about that training, then 18,1% strongly agreed about this indicator, followed by 2,8% that didn't agree and never had training on introductory courses, internet use and general computer applications.

The second statement's result shows that 50% people who represents the majority of the respondents, had skills to enable them in applying online learning effectively. 45,8% strongly agreed about it, 11,1% chose neutral, 4,2% didn't agree and only 1,4% never had skills that enable them in applying online learning effectively.

On the third indicator, the result shows that the majority of the respondents or 50% people, strongly agreed in having technical skills and can fix any hitch. That amount is followed by 26,4% respondents who agreed about it, 20,8% felt neutral, then 1,4% who didn't agree and never had technical skills and can fix any hitch.

The fourth statement's result shows that the majority of the respondents represented by 50% people, strongly agreed that they can search the internet for education reference material. 45,8% agreed about it, and 1,4% chose neutral, didn't agree and never used the internet for education reference material.

On the fifth indicator, the result shows that the majority of the respondents represented by 61,1% people, agreed that they can connect to relevant online platforms without assistance. 26,4% strongly agreed about it, 11,1% chose neutral, 1,4% didn't agree and only 0% said that they never connected to relevant online platforms without assistance.

The sixth indicator's result shows that 52,8% or the majority of the respondents, agreed that they can use digital camera and computer to produce video presentation. That amount is followed by 36,1% who strongly agreed about it, 8,3% chose neutral, 1,4% didn't agree and never used digital camera and computer to produce video presentation.

The last indicator's result shows that 61,1% people or the majority of the respondents, agreed that they feel online learning enable them to vary their pedagogical skills. 20,8% chose neutral, 13,9% strongly agreed about it, 2,8% didn't agree and 1,4% strongly disagreed that online learning will enable them to vary their pedagogical skills.

### Online English Teaching during The Pandemic of Covid-19

Online teaching as a new method of teaching and learning process that uses electronic media as a learning system. Online teaching and learning is an educational innovation which during the Covid 19 era became a solution in learning so that the success of online learning is very much needed. The answers for this second aspect discussed in the questionnaire are more explained using this following table:

Table 2. Online English Teaching during The Pademic of Covid 19

No.	Statement	Percentage				
		1	2	3	4	5
1.	I feel confident and comfortable using ICT to teach.	1,4	1,4	8,3	54,2	34,7
2.	Lack of clear policies and strategies for online learning affect adoption of online teaching.	1,4	2,8	25,0	58,3	12,5
3.	I feel inadequate training and empowerment of teachers on application of ICT are obstacles to online learning.	1,4	5,6	29,2	44,4	19,4
4.	I think the use of ICT increases students' confidence to participate actively in the learning.	1,4	5,6	11,1	61,1	20,8
5.	I think that ICT supported teaching makes learning more effective.	2,7	4,2	13,9	52,8	26,4
6.	I think the use of online learning improves the quality of teaching and learning.	1,4	0	12,5	56,9	29,2
7.	I think ICT infrastructures are valuable tools for teachers.	0	1,4	11,1	52,8	34,7
8.	I am able to administer online assessment to learners and effectively evaluate their progress.	1,4	1,4	6,9	65,3	25,0
9.	Current focus on ICT as a subject affects integration of ICT use in	1,4	1,4	15,3	56,9	25,0

subject teaching.

10. I think online learning require a lot of time to prepare to be effective.	1,4	19,4	22,2	40,3	16,7
11. I feel online learning widen the gap between the learners and teachers.	1,4	9,7	22,2	48,6	18,1

Based on the result showed in Table 2, it can be inferred that in the first statement, 54,2% or the majority of the respondents agreed that they feel confident and comfortable using ICT to teach. It's followed by 34,7% respondents strongly agreed about it, then 8,3% felt neutral, followed by 1,4% that didn't agree and never felt confident and comfortable using ICT to teach.

The second statement's result shows that 58,3% people who represents the majority of the respondents, agreed that lack of clear policies and strategies for online learning can affect adoption of online teaching. 25% felt neutral about it, 12,5% strongly agreed, 2,8% didn't agree and 1,4% strongly disagreed that lack of clear policies and strategies for online learning can affect adoption of online teaching.

On the third indicator, the result shows that the majority of the respondents or 44,4% people, agreed that they feel inadequate training and empowerment of teachers on application of ICT are obstacles to online learning. That amount is followed by 29,2% felt neutral about it, 19,4% who strongly agreed, 5,6%, didn't agree, then 1,4% who strongly disagreed that inadequate training and empowerment of teachers on application of ICT are obstacles to online learning.

The fourth statement's result shows that the majority of the respondents represented by 61,1% people, agreed that the use of ICT increases students' confidence to participate actively in the learning. 20,8% strongly agreed about it, followed by 11,1% chose neutral, then 5,6% didn't agree and 1,4% strongly disagreed that the use of ICT increases students' confidence to participate actively in the learning.

On the fifth indicator, the result shows that the majority of the respondents represented by 52,8% people, agreed that ICT supported teaching makes learning more effective. 26,4% strongly agreed about it, 13,9% chose neutral, 4,2% didn't agree and only 2,7% strongly disagreed that ICT supported teaching makes learning more effective.

The sixth indicator's result shows that 56,9% or the majority of the respondents, agreed that the use of online learning improves the quality of teaching and learning. It's followed by 29,2% strongly agreed about it, 12,5% chose neutral, 1,4% strongly disagreed and 0% didn't agree that the use of online learning improves the quality of teaching and learning.

The seventh indicator's result shows that 52,8% people or the majority of the respondents, agreed that ICT infrastructures are valuable tools for teachers. It's followed by 34,7% strongly agreed about it, 11,1% chose neutral, 1,4% didn't agree and 0% strongly disagreed that ICT infrastructures are valuable tools for teachers.

In the eighth statement, 65,3% or the majority of the respondents agreed that they're able to administer online assessment to learners and effectively evaluate their progress. It's followed by 25% respondents who strongly agreed about it, 6,9% felt neutral, then followed by 1,4% that didn't agree and were never able to administer online assessment to learners and effectively evaluate their progress.

The ninth statement's result shows that 56,9% people who represents the majority of the respondents, agreed that current focus on ICT as a subject affects integration of ICT use in subject teaching. 25% strongly agreed about it, 15,3% felt neutral, then 1,4% didn't agree and strongly disagreed that current focus on ICT as a subject affects integration of ICT use in subject teaching.

On the tenth indicator, the result shows that the majority of the respondents or 40,3% people agreed that online learning requires a lot of time to prepare to be effective. That amount is followed by 22,2% felt neutral about it, 19,4% who didn't agree, 16,7% who strongly agreed, then 1,4% who strongly disagreed that online learning requires a lot of time to prepare to be effective.

The last statement's result shows that the majority of the respondents represented by 48,6% people, agreed that online learning widen the gap between the learners and teachers. 22,2% chose neutral, followed by 18,1% who strongly agreed, then 9,7% didn't agree and 1,4% who strongly disagreed that online learning widen the gap between the learners and teachers

### Measurements of Pre-Service Teachers Perception on Online English Teaching during The Pandemic of Covid-19

**Table 3.**

*Data Presentation*

Variables	N	Indicator	Min	Max	Mean	Std. Dev.
Pre service teachers' perception	504	7	8	35	28,43	3,86
Online English Teaching During the Pademic Covid 19	792	11	16	54	43,38	5,93

The measurement of Pre-Service Teachers Perception on Online English Teaching during The Pandemic of Covid-19 for the data described on Table 4.1 will be calculated using the following formulas:

- $X \geq M + 1,5SD$  Very High
- $M + 1,5SD < X < M + 0,5SD$  High
- $M + 0,5SD < X < M - 0,5SD$  Medium
- $M - 0,5SD < X < M - 1,5SD$  Low
- $M - 1,5SD \geq X$  Very Low

Based on the formulas, the distribution of each aspect's category can be explained in the following table:

**Table 4**  
*Distribution of Pre-Service Teachers Perception on Online English Teaching during The Pandemic of Covid-19 Category*

No.	Indicator	Category	Score	Formula	Frequency	%	
1.	Pre-Service Teachers Perception	Strongly Agree	5	$\geq 34,22$	2	2,8	
		Agree	4	$30,36 < X < 34,22$	17	23,6	
		Neutral	3	$26,5 < X < 30,36$	34	47,2	
		Disagree	2	$22,64 < X < 26,5$	17	23,6	
		Strongly Disagree	1	$\leq 22,64$	2	2,8	
		Total				72	100
		2.	Online English Teaching during The Pandemic of Covid-19	Strongly Agree	5	$\geq 52,28$	3
Agree	4			$46,35 < X < 52,28$	17	23,6	
Neutral	3			$40,42 < X < 46,35$	36	50	
Disagree	2			$34,49 < X < 40,42$	13	18	
Strongly Disagree	1			$\leq 34,49$	3	4,2	
Total						72	100

Table 4 shows several conclusions about the data presentation about the aspects as follows:

1. Pre-Service Teachers Perception  
This aspect has 7 indicators and 504 samples, that gained mean 28,43 with standard deviation 3,86. After that the distribution of each Pre-Service Teachers Perception aspect can be inferred that the highest distribution category of Pre-Service Teachers Perception is in the medium category, which has 47,2% from the total respondents.
2. Online English Teaching during The Pandemic of Covid-19  
This aspect has 11 indicators and 792 samples, that gained mean 43,38 with standard deviation 5,93. After that the distribution of each Online English Teaching during The Pandemic of Covid-19 aspect can be inferred that the highest distribution category of Online English Teaching during The Pandemic of Covid-19 is in the medium category, which has 50% or half of the total respondents

### 3.2. Discussion

Based on the first statement of the questionnaire in the first aspect, Pre-Service Teachers Perception, it is stated that they have training on introductory courses, internet use and general computer applications. Most respondents or 56,9% agreed, 19,4% respondents felt neutral, 18,1% strongly agreed, then 2,8% didn't agree and never had that kind of training. The second statement's result shows that 50% people had skills to enable them in applying online learning effectively, 45,8% strongly agreed, 11,1% chose neutral, 4,2% didn't agree and only 1,4% never had that kind of skills.

On the third indicator, the majority of the respondents or 50% strongly agreed in having technical skills and can fix any hitch, followed by 26,4% respondents who agreed, 20,8% felt neutral, then 1,4% who didn't agree and never had technical skills and can fix any hitch. The fourth statement's result shows that 50% people strongly agreed that they can search the internet for education reference material, 45,8% agreed, 1,4% chose neutral, didn't agree and never used the internet.

On the fifth indicator, the majority of the respondents or 61,1% people, agreed that they can connect to relevant online platforms without assistance. 26,4% strongly agreed, 11,1% chose neutral, 1,4% didn't agree and only 0% said that they never connected to relevant online platforms. The sixth indicator's result shows that 52,8% agreed that they can use digital camera and computer to produce video presentation. That amount is followed by 36,1% who strongly agreed about it, 8,3% chose neutral, 1,4% didn't agree and never used it.

The last indicator's result of the first aspect shows that 61,1% people or the majority of the respondents, agreed that they feel online learning enable them to vary their pedagogical skills. 20,8% chose neutral, 13,9% strongly agreed, 2,8% didn't agree and 1,4% strongly disagreed that online learning will enable them to vary their pedagogical skills. All of the seven indicators is in line with the theory from Pelgrum (2001), that the success of educational innovations depends largely on the skills and knowledge of teachers.

Furthermore, based on the answer of the first statement of the questionnaire about Online English Teaching during The Pandemic of Covid-19 as the second aspect, it can be known that 54,2% or the majority of respondents agreed that they feel confident and comfortable using ICT to teach. 34,7% respondents strongly agreed, then 8,3% felt neutral, followed by 1,4% that didn't agree and never felt confident and comfortable using ICT. This finding is in line with the theory from Peralta and Costa (2007) that teachers with relevant competencies have higher confidence levels and greater ability in teaching by computers and have a considerable amount of computer experience with them. The work with ICT for pedagogical aims is connected with these factors: 1) teachers' background knowledge and skills; 2) individual characteristics in affective and cognitive nature; and 3) contextual factors of organisational and even a macro structural order.

The second statement's result shows that 58,3% people who represents the majority of the respondents, agreed that lack of clear policies and strategies for online learning can affect adoption of online teaching. 25% felt neutral, 12,5% strongly agreed, 2,8% didn't agree and 1,4% strongly disagreed. This is in line with the explanation from Gomes (2005) that lack of training in digital literacy, lack of pedagogical and didactic training in how to use ICT in the classroom, and lack of training concerning the use of technologies were obstacles to using new technologies in classroom practice. Teachers' attitudes and inherent resistance to change concerning the use of new strategies is an obstacle to ICT integration in science teaching.

On the third indicator, it is stated that inadequate training and empowerment of teachers on application of ICT are obstacles to online learning. The result shows that the majority of the respondents or 44,4% agreed, followed by 29,2% felt neutral about it, 19,4% who strongly agreed, 5,6%, didn't agree, then 1,4% who strongly disagreed that inadequate training and empowerment of teachers on application of ICT are obstacles to online learning.

The fourth statement is the use of ICT increases students' confidence to participate actively in the learning. The result shows that the majority of the respondents represented by 61,1%, 20,8% strongly agreed about it, followed by 11,1% chose neutral, then 5,6% didn't agree and 1,4% strongly disagreed that the use of ICT increases students' confidence to participate actively in the learning. It is in line with what Stern (2002) explained, that online learning is catalyzing a pedagogical shift in how we teach and learn. The online instructor plays a vital role in developing and maintaining an effective online learning environment and must possess a unique set of tools to perform successfully. There is a shift away from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructor co-create the learning process.

On the fifth indicator, the result shows that the majority of the respondents represented by 52,8% people, agreed that ICT supported teaching makes learning more effective. 26,4% strongly agreed, 13,9% chose neutral, 4,2% didn't agree and only 2,7% strongly disagreed. It is in line with Ally's theory (2004), that these kinds of supports enhance their ability to study online and facilitate their access to and retention of knowledge for online learners. Providing such supports is not only increasing students' confidence, but also reducing stress and enhancing their learning experience. The sixth indicator's result shows that 56,9% or the majority of the respondents, agreed that the use of online learning improves the quality of teaching and learning. It's followed by 29,2% strongly agreed t, 12,5% chose neutral, 1,4% strongly disagreed and 0% didn't agree. It is in line with Ally (2004) finding, that effective outcome of using technology in a classroom can be best achieved not just by using high end technology but constructive methods of teaching using technology that enhances student learning. The effectiveness is connected with learner comfort and competence with intervening technology, besides providing safe environments for them. The seventh indicator stated that ICT infrastructures are valuable tools for teachers. Its result shows that 52,8% people or the majority of the respondents, agreed that. It's followed by 34,7% strongly agreed about it, 11,1% chose neutral, 1,4% didn't agree and 0% strongly disagreed. This finding is in line with Tucker and Gentry (2009) who reported that successful implementation of e-learning programs and curriculum depends upon the infrastructure being firmly in place. Developing an e-learning strategy determines the learning management system, the delivery method and the means of instruction. It is followed by bandwidth, technical support, and media types. It also need implementation, control settings and outcome measurement mechanisms.

In the eighth statement, 65,3% of the respondents agreed that they're able to administer online assessment to learners and effectively evaluate their progress. It's followed by 25% respondents who strongly agreed, 6,9% felt neutral, then followed by 1,4% that didn't agree and were never able to administer online assessment. Amalia

(2020) explained that students use the assessment information to adjust their strategies to learning. Teachers can both motivate and encourage students to learn by emphasizing progress and achievement rather than the failure of the students which is obtained from the assessment information. The ninth statement's result shows that 56,9% people who represents the majority of the respondents, agreed that current focus on ICT as a subject affects integration of ICT use in subject teaching. 25% strongly agreed about it, 15,3% felt neutral, then 1,4% didn't agree and strongly disagreed. Amalia (2020) explained that assessment is defined as an integral aspect of the pedagogical process of designing lessons, implementing, and evaluating their success. By assessing the students, teachers not only can get feedback from students about the way they teach, whether their teaching is effective or not but also can find out whether they successfully achieve both the purposes and the objectives which they set for lessons or not.

On the tenth indicator, the result shows that the majority of the respondents or 40,3% people agreed that online learning requires a lot of time to prepare to be effective. That amount is followed by 22,2% felt neutral about it, 19,4% who didn't agree, 16,7% who strongly agreed, then 1,4% who strongly disagreed. It is in line with the theory from Russell (2001), that subjects should be adequately adapted for online delivery in order to achieve effective outcomes. The last statement's result shows that the majority of the respondents represented by 48,6% people, agreed that online learning widen the gap between the learners and teachers. 22,2% chose neutral, followed by 18,1% who strongly agreed, then 9,7% didn't agree and 1,4% who strongly disagreed. This result can be gotten because online learning is still new and unfavourable among students. Other than poor facilities at home, the unfamiliar learning environment such as 'different' learning activities and tasks that were new to the students might have affected their motivation to learn. As the tasks need to be completed online, they might feel that most of the tasks, such as group discussions, and assignments were challenging to be completed. From this discussion section, it can be inferred that most pre-service teachers perception on online English teaching during the pandemic of Covid-19 are neutral.

#### 4. CONCLUSIONS AND SUGGESTIONS

Based on the results found in this research, that has been analyzed, calculated and discussed in the chapters before, the researcher can conclude several things regarding Pre-Service Teachers Perception on Online English Teaching during The Pandemic of Covid-19 that conducted to 72 respondents. There are two aspects that have been studied, Pre-Service Teachers Perception indicators and Online English Teaching during The Pandemic of Covid-19 indicators.

The distribution of Pre-Service Teachers Perception aspect which has 7 indicators and 504 samples, shows that the highest distribution is in the neutral category, which has 47,2% from the total respondents. It is followed by 23,6% in both agree and disagree category, then 2,8% in both strongly agree and strongly disagree category. However, the distribution of Online English Teaching during The Pandemic of Covid-19 aspect which has 11 indicators and 792 samples, shows that the highest distribution is in the medium category, which has 50% or half of the total respondents. It is followed by 23,6% chose agree, 18% chose disagree, then 4,2% in both strongly agree and strongly disagree category.

From all the 18 indicators results, it can be inferred that most respondents responded to neutral for statements that has been given. Those percentages indicates that the majority of respondents who are pre-service teachers have neutral perception on online English teaching during the pandemic of Covid-19. It is sequently followed by respondents chose agree, disagree, then strongly agree and strongly disagree with the same percentage in the lowest frequency.

Some suggestions are proposed as follows: 1) Pandemic of Covid-19 is an extraordinary condition that need adaptive strategies to maintain the quality of the study. This finding hopefully can help the teachers to improve their knowledge and skills in online teaching and can be implemented continually in the future; 2) It is suggested to expand the scope of the research, by research the different subjects or various objects. It is also recommended to conduct a qualitative approach to gain the subject's point of view deeply.

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