English Online Learning in the Age of Global Pandemic: How Do Teachers and Students Feel?

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Abstract

Numerous researchers examine teachers' and students' experiences in online learning at the college level. But there are a few sources that explore the implementation of English online classes at a Vocational high level. This issue is highly needed since the theory and researches dealing with this topic at this level still rare. The present study aims to close the gap by investigating the implementation of English online classes. The participants were six female English teachers and one hundred and seventy students at one state vocational high schools in Central Java, Indonesia. The current research analyzes not only numerical data but also narrative data, which is customary for qualitative research to address the research questions. The instruments use questionnaires and a semi-structured interview. The overall results revealed that technology could help both teachers and students in conducting teaching and learning activities, even though some constraints such as limited data plan, network difficulties, and lack of teacher-students engagement. Furthermore, understanding materials became top rank challenged for participants during the on line class. The current study contributes theoretical and practical benefits to improve the implementation of online learning in the age of global pandemic.

Keywords: Online Learning, Teaching English, Learning Experience

1. INTRODUCTION

Covid-19 has attacked not only humans but also for social aspects such as health, economics, and education. It becomes a new challenge for the government and citizens since it brings a massive effect. In teaching and learning English, technology become one of the possible tools to effectuate the learning process. These changes have caused the necessary innovation in the teaching and learning program, materials production, assessment, and evaluation. The basic-purposes of teaching English are to enable students to listen, write, read, and speak English (Nawab, 2012). It is also what many teachers often learn more to help them develop more effective pedagogical strategies for guiding their students to learn English (Marlina, 2018). This aim only can be caught if the student actives in every session of the class. In the classroom, teachers

may give activities and handle their students directly, all control in hand. The teacher may stimulate a passive student who is a shame to speak or doubtful to participate in group discussion.

In a pandemic situation, digital technology becomes one of the solutions to conduct the teaching and learning process. These tools refer to any electronic types of equipment or applications used to increase the online learning experience, such as wikis, podcasts, YouTube, and blogs. However, all kinds of technology still need the presence of a teacher, his/her smile, heart, and motivation (Malathy, 2019). It has some constraints to check the students' daily language learning assignments. Furthermore, The most available place for the learners to get the maximum information on English was in the language classrooms (Nugroho & Rekha, 2020). Jabeen & Thomas (2015) found out that the students find learning with an instructor or teacher to be a lot effective than learning alone in an online environment. In their research, inadequate interaction, lack of immediate feedback, insufficient learning opportunities, and practicing the skills, and lack of training in using the required technology become the crucial constraint of English online class. Give students corresponding fair scores based on their daily behavior is also hard for the teacher (Sun et al., 2020).

In this research, vocational high school is chosen because most of the students are not as dependent as bachelor students who already have awareness in their studies. In face to face classroom of vocational high school, the learning process tends to teacher-centered. So it can be assumed that the online learning of vocational students needs more guidance rather than a bachelor's degree. The result significantly contributed to improving the efficacy of English online learning using digital platforms. Teaching through technology had explored in focused on how technology may affect the competence of the students (Hockly, 2015; Malathy, 2019; Mihelač, 2017; Lucena & Leal,2012). Other researchers investigated online learning in the context of university students and advanced learners (Thadphoothon, 2020; Wibowo & Khairunas, 2020; Nugroho et al., 2020; Jabeen & Thomas, 2015).The researchers found a big hole in the scope of an online learning experience in beginner to intermediate English level, such as vocational high school students. The current study aims to close the gap by examining the implementation of English online classes in vocational high schools toward teachers' and students' feel.

Research Questions

To ensure the objectives of this study, two research questions are formulated as follows:
1) What is students' and teachers' feel in English online learning?
2) What are the constraints in English online learning faced by them?

2. REVIEW OF LITERATURE
2.1 Technology in Education

The unique features of technology may able to mediate distance language teaching (White, 2004). The distance defines as any form of education in which the

teacher and the learner are not in the same place and at the same time (Wang et al., 2013). Distance education has evolved from passive media such as paper, audio, and video broadcast to activate media like the internet and communication technology. Further, many nontraditional age learners have become what society calls netizens (Wang et al., 2013). There are 80.000 educational Apps available for download in the App Store (Shing & Yuan, 2016). It gives benefits to the teacher to choose which App may suitable to them.

Based on a review of over hundred empirical studies toward online versus traditional learning carried out between 1996 and 2008, it was found that a blended approach was most effective in term of advanced learning outcomes (Hockly, 2015). Unfortunately, this approach is not suitable to be applied since the number of victims of Corona disease remains unstoppable. Besides, Indonesian technology deployment is also divergent for each area in the whole of the country since it consists of many islands. Malathy (2019) found out that to renew worn materials can use modern technology in the classroom. Teaching through technology becomes a pleasurable experience for the students to learn and get the information. However, The teacher cannot be replaced by technology, even though the increase of mobile devices, 3D, and social networks in the lives of language learners occur here and now. Still, the center of online learning has a position as an educator, although many apps advertisements exclaimed that no need for one (Malinowski, 2016). The accessibility of the knowledge source makes it possible to redefine the positions of teachers and students. The position of teachers become assistants, guide and learning activity advocates (Sholeh, 2020). The teachers not only transfer their knowledge to students but also take a role as the mentor and presenter (Skrandies, 2015).

2.2 Previous Study

Fansury et al., (2020) observed digital content for millennial generation in English foreign language learner on Covid 19 pandemic context. The aim of the study was to determine how to use digital content and whether digital content can increase students' motivation in and interest in the material provided. The participants were 50 students of senior high school and 20 teachers from several school in Makasar, South Sulawesi, Indonesia. Mixed method was applied in this research to gain the data. The research found that learning process become easier because it can be directly integrated into various application such as WhatsApp groups, Zoom, Google Meet, and so on. It was more flexible and can be accessed without constraints. The use of digital content increased students motivation in learning because the material provided has been designed to evoke students' interest. The limitation of internet resources, both in terms of network and data package, not all students can use it.

Gao & Zang (2020) examined EFL teachers' cognition about online teaching in response to the disruption of normal teaching plans. A qualitative approach through analyzing in-depth interviews with three EFL teachers from Chinese university was conducted in this research. The participants were identified female, and the two of participants have gained Ph.D and another was hold master degree. The result was

teachers had clear cognition about features, advantages, and constraints of online EFL teaching. The participants also acquired information and communication technology (ICT) literacy through understanding students' learning needs, online teaching practice and the necessisty of integrating traditional classroom into online learning. This research provided pedagogical implication for teachers since it explained teachers' cognition in online learning during the pandemic age.

Rahiem (2020) investigated the lived experience of Indonesian university students in emergency remote learning (ERL) during the Covid-19 pandemic. This research used A qualitative phenomenological approach involving 80 forth semester students from the Social Science Education Program at a public university in Jakarta. The participants' diaries and reflective essays and an online focus group was held to gain the data. The main finding from his research was students had paradoxical perspective, they saw ERL as flexible and challenging. The students experienced blended strategies of e-learning, m-learning, and conventional techniques.

The perception of primary school teachers of online learning during the Covid-19 pandemic was investigated by Rasmitadila, et al (2020). the data were collected through surveys and semi-structured interviews with 67 class teachers in primary schools in 5 provinces of Indonesia. This research used thematic analysis of qualitative data. The main finding was study from home (SFH) has affected teacher performance and the quality of education. Student involvement and participation seem to have lost interest over time and government should developed online educational resources that align with national curriculum.

Teaching through technology had explored in focused on how technology may affect the competence of the students (Hockly, 2015; Malathy, 2019; Mihelač, 2017; Lucena & Leal,2012). Fansury et al., (2020) investigated digital content students motivation and interest during global pandemic. In their research, there is no explanation about students' difficulty in understanding the material during online learning. Furthermore, the difficulty in delivering materials and creating suitable materials online that related to the national curriculum did not mention. Gao & Zang (2020) observed EFL teachers' cognition in online teaching. However, it only focused on teachers cognition without any single explanation about students competence or students experience in online learning. The participants of the research were also high educated people who most of them hold doctoral degree, so the result may not suitable for portraying teachers in some institutional cases such as in senior or vocational high school. While Rahiem (2020) concerned on students experience in emergency remote learning without exploring teachers perspective. Other researchers investigated online learning in the context of university students and advanced learners (Thadphoothon, 2020; Nugroho et al., 2020; Jabeen & Thomas, 2015). Rasmitadila, et al (2020) explored primary school teacher perception of online learning during covid 19 pandemic in five provinces of Indonesia. Still, their research focused only on teachers' perception and experience without any single students' participants.

The researchers found a big hole in the scope of an online learning experience in beginner to intermediate English level, such as vocational high school students.

Therefore, the present study aims to close the gap by investigating the implementation of English online classes in vocational high schools toward teachers' and students' experience.

3. METHODS
3.1. Research Design
The current study examined how teachers' and students' feel in online classes during the global pandemic. The collecting data instruments used questionnaires and semi-structured interviews. Researcher analyzed not only numerical data but also narrative data, which is customary for qualitative research in order to address the research questions. This kind of research method let the researchers to portray, interpret, and describe an in-depth understanding of an exact phenomenon (Yin, 2015). The contextualization of the data was a crucial aspect of descriptive qualitative methodology (Harding, 2018). This research did not mean to generalize the result; it focused on portraying the accuracy of the on-going phenomenon that was studied. The data is interpreted in the context of one of the Indonesian vocational high schools only where the data collected.

3.2. Participants
The current study was in the context of Indonesian EFL teaching at the vocational level, where English is a foreign language. Convenience sampling was used in this research. The larger sample size was collected to reduce the chance of sampling error and to portrait the real condition. 176 participants were involved in this study consisting of 170 (70 male, 100 female) vocational high school students and 6 (3 females and males) English Teachers.

3.3. Data Collection Tools
The data collection tools of this study used a questionnaire and semi-structured interviews. The questionnaire was adopted regarding Rahayu et al (2017). Rahayu et al (2017) evaluated user acceptance and examined the e-learning system to support the teaching and learning process. This research is in line with the present study since both kinds of research focused on the online learning experience. However, not all questionnaire was used since the scope of Rahayu et al (2017) was more complex at University level. Hence, only five items questionnaire was used and administered online using Google form to gain the data. The semi-structured interview was employed in this study. The advantage of a semi-structured interview is the ideas and questions to arise during the session (Harding, 2018). Furthermore, the interviewers are possible to extend the investigation when a new issue is unnoticed during the conversation (Nugroho et al, 2020).

3.4. Data Collection
The authors applied Google form and spread it to the participants by messenger application. Each participant got a registration number as their identity. The total of

participants who filled the form was 176 (170 students and 6 English teachers). To strength the data, semi-structured interview was conducted. Researchers interviewed ten participants randomly, namely SP22, SP19, SP 107, SP 149, SP11, SP37, SP6, TP5, TP2, TP1, and invited to follow up their captivating experiences. These participants were coded as follows:

SP: Students participants
TP: Teachers participants
Number: indicate participants registration number
Intv: Interview session

SP22 means Students Participants with registration number 22
TP5 means Teachers Participants with registration number 5

SP22.intv means means Students Participants with registration number 22 in interview session
TP5.intv means Teachers Participants with registration number 5 in interview session

Before conducting data collection, the researcher made sure that the participants gave the consent form. The interview session concept was individually online for around 30 minutes. The interview was conducted by using the video calling conference application such as Zoom, Google Meet, Microsoft team and so fort. As an effort to ensure data validity, the researchers recorded and took some notes.

3.5. Data Analysis

The present study used the descriptive qualitative method. The data have gained both answers to the questionnaires and semi-structured interviews that were listed. Excel programs were used to calculate the percentage of each data and strength with participants' interviews. The second step was classifying the research data based on several themes of the research questions, such as teachers' and students' experience in English online class during the global pandemic. Third, the data were coded to maintain confidentiality, reviewed, analyzed, and unified the emerging themes as reflected by all participants that led to the final result of data analysis and used for taking a conclusion.

3. RESULTS

This finding divided into two parts, the first was teachers' and students' experience in online learning and the second one was the constraints in English online learning faced by them.

3.1 Teachers' and students' experience in online learning

Based on the result of data analysis gained from answering the questionnaire and semi-structured interview, the researchers found three main findings related to how teachers and students experience English online learning as follows.

3.1.1 English Online learning helped students and teachers to study or teach.

Through the answering questionnaire and semi-structured interview, the participants confessed that online learning helped them in learning English. To make it clear in presenting the result, the data was delivered into two participants categories students participants (n= 170), and teachers participant (n=6.) It found that from 170 of students, there were 31,8%   gave disagreement with the topic given, while 64% of students gave positive responses dealing with online class. This positive response was in line with the teachers' perspective, with whom all teachers' participants (n=6) voted the online learning helped them to teach as appeared in Fig. 1.
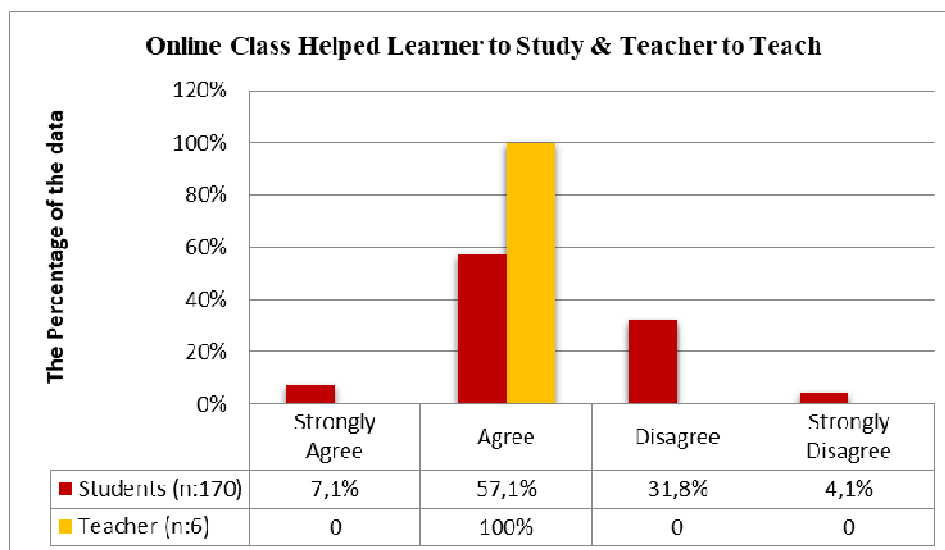

Figure.1 online class helped learners to study and teachers to teach

The semi-structured interview strengthened questionnaire result, and almost all participants confessed that online learning helped them to study and to teach during this global pandemic.

> "*Covid-19 is something that we never expect before. Honestly, I never imagine that something dangerous like Covid-19 disease can break out almost all human behaves. Thanks to technology, at least my favorite activities (teaching English) can be survived even though it is not in a real place such a classroom*". (TP.5.intv)
>
> "*I cannot think another solution to conduct teaching and learning activities in uncertain condition like Covid-19 except by using technology (online class)*". (TP.2.intv)

Another participant revealed that online learning allowed improving knowledge and became one of the alternative tools to keep in touch with the teacher and friend. Further,

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the participant explained that the learning process would be easier to gain if there were a teacher presence, and online learning gives a chance to bring it into reality.

> *"Everything is limited right now, attending the school is impossible to do. One and only one thing I do, joining an online class. It is useful to interact with teacher and mates". (SP$_{22}$. intv)*

> *"I have got bored to stay at home for six months, and playing social media seems not interesting as usual. Learning without the teacher's explanation sounds in-effective for me. Fortunately, there is an online class so that I have a chance to ask and improve my English skill". (SP$_{107}$.intv)*

3.1.2 The Effectiveness of English Online Learning

Portraying the teachers and student's experiences in online learning were not be separated from their perception of whether it is effective or not. Through questionnaire results, both participants had different perspectives related to the topic given. The data was presented into two participants categories students participants (n= 170), and teachers participants (n=6.). Teachers voted that online learning was ineffective (80%), while most of the students stated differed (56,40%). Only 42,9% of student participants said English online learning was not effective, further 1,20% of students showed strong disagreement toward this topic. While in the teachers' participants there was no one showed strong agreement or disagreement towards this issue.See Fig. 2.

The Effectivenes of English Online Learning

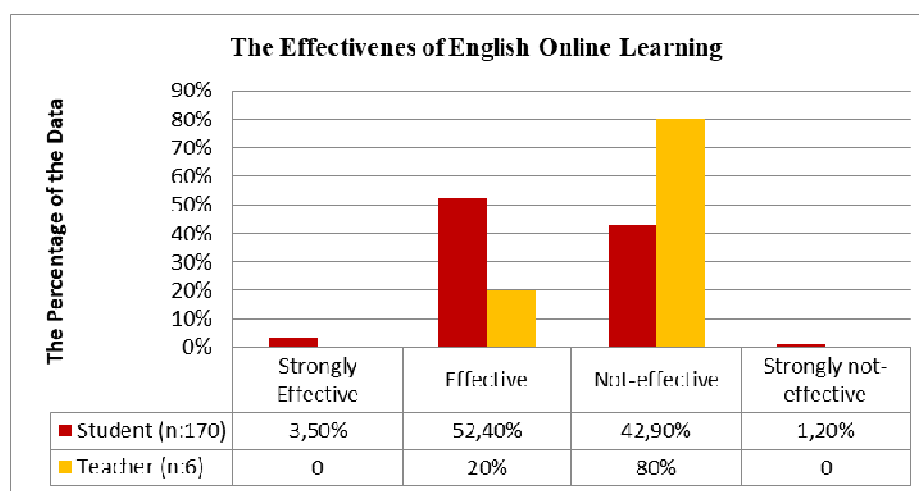|	Strongly Effective	Effective	Not-effective	Strongly not-effective
Student (n:170)	3,50%	52,40%	42,90%	1,20%
Teacher (n:6)	0	20%	80%	0

Figure.2 The Effectiveness of English Online Learning

It was a phenomenon since both participants had a different perspective on experiencing online classes. Hence, the researchers explored the information to get a clear explanation. Most of the teachers' participants inform that online learning was ineffective since they have to create materials online. They argued that it required more time to thinking and designing materials before uploading to the digital platforms.

> *"It is not easy to make materials online. I need hours and sometimes many days to design an effective material. In my mind, I have to transform the materials into simple as possible, easy to understand, and less data plan for sure. The students will get difficulties downloading the materials when I made it too long". (TP$_1$.intv)*

> *"Since online learning is applied, I face difficulties to manage my time. My 24 hours are vanished to design and deliver the materials online. I am aware of inserting audio and improving the visual appearance of materials may increase the spirit of the students to study. It does not include giving feedback and checking students' assignments. Checking and persuading students' attendance also need a special effort". (TP$_2$.intv)*

The teachers also get difficulties in giving feedback and checking students' assignments. Based on the semi-structured interviews, the teachers tend to convey some homework with a deadline. However, they admit that it needs a lot of energy and time to assess.

> *"I conduct my online class by using WhatsApp and Google form (for assignment). I am stressful enough to give corrections and give feedback of my students' assignments." (TP$_5$.intv)*

> *"so many students contact me privately for asking the explanation in non-work hours, dozen of them chat me for submitting the assignment by WA (I use the school website for submitting the assignment, and it will lock automatically when the deadline was running out). Trust me, it consumes my time. (TP$_1$.intv)*

In contrast, the students stated that English online learning was effective. After doing the interview, the researchers found the students felt comfortable and enjoy an online class because there was no role in the classroom.

> *"Listening to teacher's explanation while laid down in my cozy room is the best thing I get from an online class. I can turn on the music player and start writing". (SP$_{11}$.intv)*

Through structured interview also found that most of the students loved online learning because there were no time boundaries.

> *"It is enjoyable to study without time boundaries. English online learning gives freedom to study in the morning or not. I don't need to sit on the chair (usual classroom) to study. Still, I can lay on my bed and listen to music while reading the materials". (SP37.intv)*

3.1.3 Participants' Interest in Online Learning

Participants' interest in online learning became one of the indicators that can lead students to continue to upgrade their competence. For student participants, they did

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not stay longer when there were no attractive materials in an online class. On the other hand, making creative materials became a challenge for teachers. The result of the data revealed that almost all participants claimed that online learning was less interesting than the face-to-face classroom. The data was delivered into two participants categories students participants (n= 170), and teachers participants (n=6.) Based on questionnaire data, 83,3% of 6 teachers participants voted that English online learning was less interesting than the traditional classroom. In line with the teachers' perspective data, 70% of 170 students participants also claimed that they preferred face to face classroom by voted 'strongly disagree'. Both participants got a minimum percentage in the strongly agree category. See Fig. 3.

Participants' Interest in English Online Learning

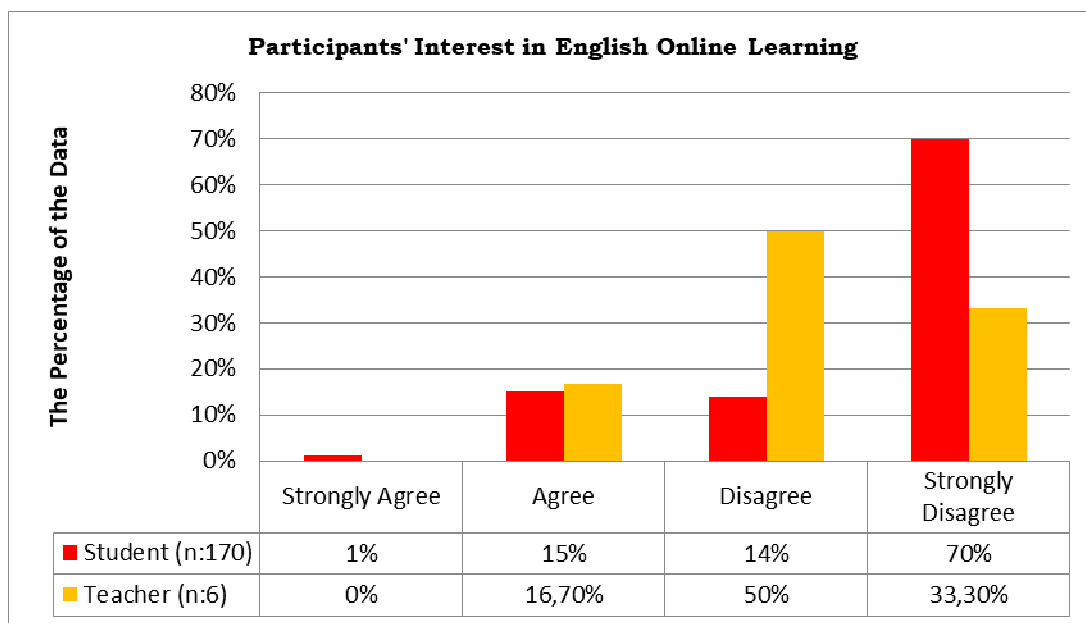|	Strongly Agree	Agree	Disagree	Strongly Disagree
Student (n:170)	1%	15%	14%	70%
Teacher (n:6)	0%	16,70%	50%	33,30%

Figure.3 Participants' Interest in Online Learning

To get a valid result, the researchers conducted a depth interview with the participants. Most of the participants explained how online learning run out and how it brought them to 'less-interesting' in an online class.

> *"It likes I speak only with myself, I am waiting for my students' responses, it happens every day. In the classroom, I can manage my students directly and can build the atmosphere of the class. I get bored with this situation". (TP$_5$intv)*

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"I use the school website and WhatsApp group for accepting students' assignments and uploading the materials in documents mode. Then, sometimes I explain it more detail by using the Youtube channel. After that, I have to check it whether my students have watched my explanation or not, I have to make sure that my students come in WA group discussion such in the schedule given by the school. I miss so much with a real classroom". (TP1.intv)

The students also drew their experiences during online learning. They said online learning was efficient, but it was complicated to access some digital platforms and to do the assignment. Hence, their perspective of dealing with the online classroom was not positive.

"I know an online class is quite effective, but I do not get teacher-student engagement in the classroom. We are too focused on materials and finishing assignments. If I have a chance to choose, I prefer going to school. I miss so much with the class atmosphere". (SP37.intv)

I get one material for a week on the school website and an explanation from my teachers' Youtube channel. I read it for sure but sometimes not. Why? Because the main focus is only finishing the assignment, get the score and Done". (SP149.intv)

3.2 The constraints of English online learning

Based on the result of data analysis gained from answering the questionnaire and semi-structured interview, the researchers found two main findings related to what are the constraints in English online learning. There were material understanding and device and equipment trouble.

3.2.1 Material Understanding

Material understanding became one of the crucial things in every teaching and learning activity. During online learning, student participants confessed that understanding materials were more difficult than in a face-to-face classroom. Meanwhile, the teachers tended to frustrate in seeking a suitable method for online learning. The data was divided into two participants categories, students participants (n= 170), and teachers participants (n=6.) Based on the questionnaire result, most of the student participants agree that understanding materials in online learning was hard to do (70%). While, only 18% of them said material understanding was easy to understand. It was in line with teachers' responses who confessed that making students comprehend and finding suitable methods was not easy to be applied in online learning (55%). Further, 33,3% of teacher's respondents showed strong disagreement toward students'

materials understanding in online learning. None of the teachers' participants chose to strongly agree with the questionnaire. See Fig. 4
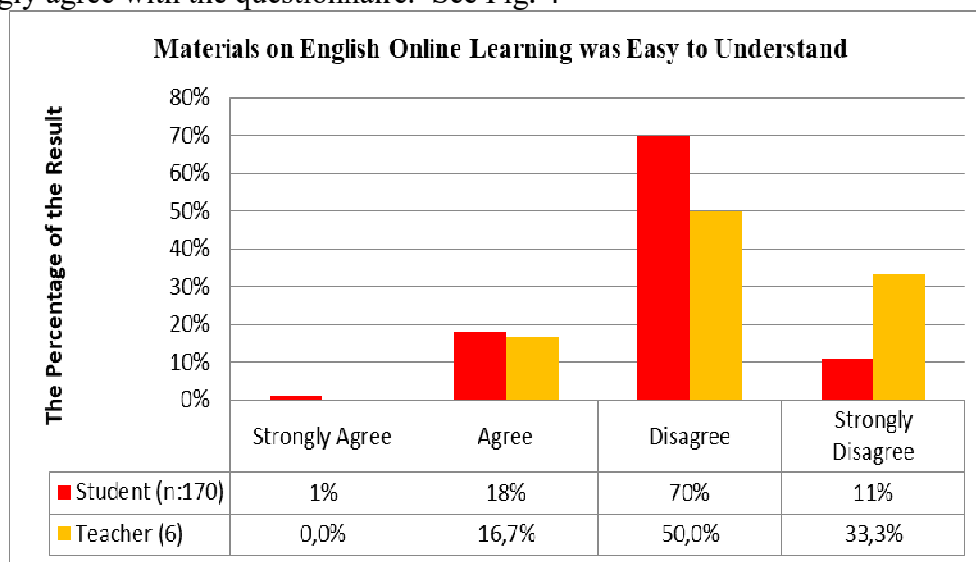

Figure.4 Materials Understanding on English Online Learning

The constraint dealing with materials understanding was a breakdown for several reasons. The teachers stated that students' motivation in participating and comprehending materials was less. They joined the online class to fulfill their responsibilities as students only.

"*I have checked the attendance list, there so many students there. They also have read my instruction. Unfortunately, only a few of them responses me. Most of them never ask and never interrupt". (TP6.intv)*

"I think the biggest problem of online learning laid in students' motivation. They do not give attention to the online class. The students often miss my instructions and get a low score. I have tried many methods, but it can't improve or raise their motivation". (TP1.intv)

In comprehending the materials, the students said that it was difficult because the atmosphere at home was different such as in the school. They had to help their parents and sometimes helped their siblings to finish the assignment.

"I am not focused when joining online learning at home. There are so many obstacles such as caring my sister and helping her to explain her materials. So, I often missed my teachers' explanations". (SP22.intv)
"During online learning, I feel my spirit is not as same as studying at school. I know it is not good. But, at least I have tried my best". (SP149.intv)

3.2.2 Device and Equipment Problems

Dealing with online learning cannot be separated from the device and digital platform equipment such as laptops, mobile phones, data plans, and internet access. Technology as accelerator tools in the education field required the capable teacher to manage it. Based on the questionnaire result, most of the participants confessed that the device and equipment unsuccessful in facilitating the learning process. Based on 170 of students participants, there were 80% of students who voted that online learning has a lot of constraints in devices and equipment. Furthermore, teachers achieved 60% in giving agreement related to the issue. Nobody felt free in device and equipment problems during an online class. See Fig. 5

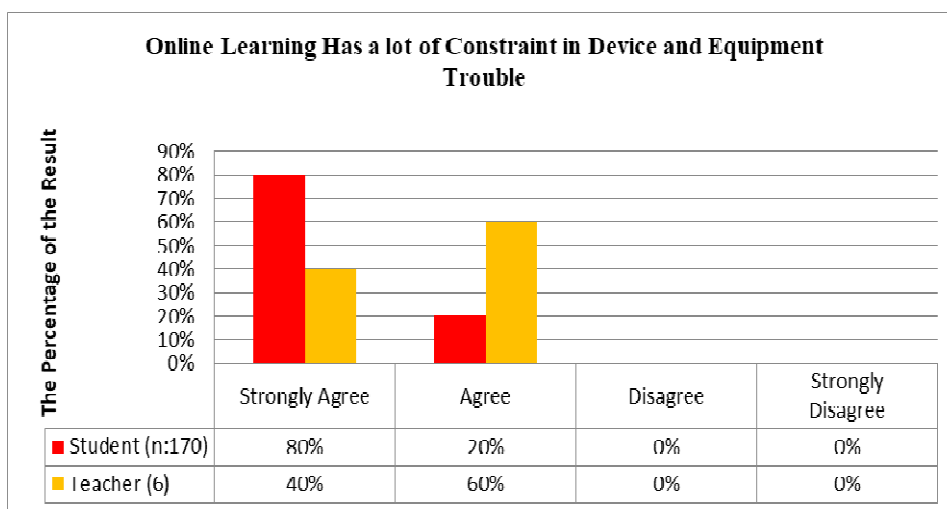|	Strongly Agree	Agree	Disagree	Strongly Disagree
Student (n:170)	80%	20%	0%	0%
Teacher (6)	40%	60%	0%	0%

Figure.5 Device and Equipment Problem in Online Class

The researchers tried to organize a semi-structured interview to find out what type of problems in devices and equipment. After that, all participants have distributed a form that contained several types of device and equipment problems. The result showed that students' limited data plan, network difficulties, and mastering technology became three main constraints in online learning. Since the global pandemic attacked almost all human life, the economic system decreased to the valley. This condition drove students to limit the consumption of data plans. The result showed that 56% of students claimed a limited data plan became the number one obstacle in participating in online learning, while 20% of them voted network difficulties. In teachers' perceptions, network difficulties (60%) became the main problems. See Fig. 6

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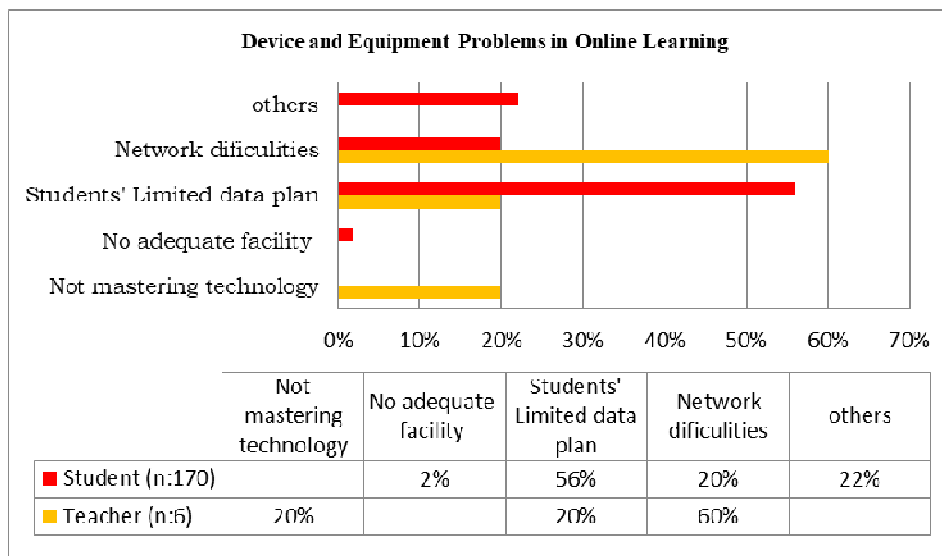

Figure.6 Device and Equipment Problems in Online Learning

A semi-structured interview strength the result of the questionnaire. The students confessed the data plan evaporated quickly in participating in online learning.

> *"My parents complain to me. They said buying a data plan for online learning like buy milk for the baby. I have done my best. To turn off my device at night, but it does not work. My data plan evaporates fast since I have to download materials and watch my teachers' explanation on Youtube". (SP149. Intv)*

> *"Joining online class, downloading materials, and submitting assignments need a lot of data plan. Unfortunately, the data plan is not cheap. I am doubtful my parents can buy it for me often". (SP107. Intv)*

Based on a semi-structured interview, the teachers complained about network difficulties. They confessed network difficulties occurred since online learning was adapted.

> *"I don't know what happens, I have filled it with the best data plan. Unfortunately, it does not run well". (TP1.intv)*

> *"It is a common problem when all students want to submit the assignment at the same time. The network breaks up. It also happens when my students want to access the materials. Network difficulties seem to be the main problem in online learning" (TP6.intv)*

5. DISCUSSION

Most participants agreed that English online learning helped them in teaching and learning English amidst the global pandemic. Technology can facilitate their need, even though the effect was not the same as face to face classroom. See.Fig.2. The participants' interest in online learning tended to decrease since the student-teacher engagement was not maximum. Furthermore, major constrain such as material understanding and device or equipment problem were faced by both participants. In this session, the deep discussion will be done for each result of the study.

The result of the study depicts that online learning helps both participants in conducting English learning activities during a global pandemic. The teachers agree that online learning can facilitate them in organizing the class. The students are relieved to get information, knowledge, and experiences from their teacher by using online learning. Online learning allows discussing the materials and keeping in touch with the school atmosphere even though there is no usual face-to-face learning (traditional classroom) and online learning gives participants positive experiences (Thadphoothon, 2020; Malathy, 2020). In dealing with the effectiveness of online learning, the students claimed that online learning is efficient since there are no time boundaries, rigid rules such as in the usual classroom, and they were a pleasure to adapt their learning style (Chikamma & Nwaudu, 2018). By contrast, the teachers state that it is not efficient since they have to spend more time designing simple, easy to understand, and enchanting materials. The teachers are aware of adding audios, pictures, and animations can make the material look excellent and easy to understand for students. It is also similar to Lamy (2014), who claimed multimodality such as visual, audio, linguistic, or textual means are employed to build the atmosphere for meaning-making. Unfortunately teachers prefer to give a document files and assignment to the students since it is more simple and easy to make. The consequence is students have to read the materials by themselves and the feelings of students-teachers engagement are low.

The majority of the teachers carry out online learning by using WhatsApp, Youtube, and the School Website in asynchronous and synchronous mode. They give the one material for one week long by Youtube and uploading documents on the WhatsApp group or school website. After that, they maintain the students' activities in the WhatsApp group for discussing materials as the schedule given by the school. This complicated process makes both teachers and students are tired and perceive that online learning seems to not interesting than the traditional classroom. The difficulty to absorb materials missed teachers-students engagement, and long-time taking in giving feedback become the main reasons to agree that online learning is less interesting than the traditional classroom (Dennett, & Vasquez-Colina, 2014; Jabeen & Thomas, 2015). Hence, both participants agree face to face classroom is preferred to online learning even though they confess the online learning give positive experiences.

This study portrays that understanding materials in online learning is more difficult. The students can not duplicate their spirit like in a face-to-face classroom. The atmosphere of students' environment supplies a massive contribution to maintaining students' motivation in online learning. The slow-response and passive student behavior

in online learning become a crucial factor that derives the teachers feel unsuccessful in their teaching. Since the students lost their motivation, the learning outcomes tend to decrease. It confirms with a previous study conducted by Jabeen & Thomas (2015). They explained that the students find learning with an instructor or teacher to be more effective than learning alone in an online environment. Moreover, teachers carry out a series of activity through online class by checking students' attendance, giving materials by using lecture method and finally give students homework. This circle of activities emerge students objection to online class. In this situation, teacher should be able to recognize disengagement, meaningful activities and give ice-breaking activities to maintain students' engagement. Sufficient challenge, resource and proper feedback have to be provided for the students (Green, 2016). Teacher should provide simple, obvious and proper instruction about what to do, how to do it, why the material is important for students, and when and where to submit it. Students' activity must be constructed by considering objectives and arranged sequentially in task reflecting real-life situation. It can effectively attract students' interest and increase their motivation (Gonzales & Louis, 2018). It is a fact that the center of online learning is 'educator' (Malinowski, 2016). But all kind of technology still needs the presence of a teacher, his smile, his heart, and his motivation (Malathy, 2019).

Online learning applications appear everyday, there are 80.000 educational Apps available for download in the App Store (Shing & Yuan, 2016). Teachers can use some educational application, references, games to assist class activities (Son, 2018). Unfortunately, those kind applications cannot be maximized when the device and equipment are not well-prepared. Internet access and data plan are vital requirements for online learning. The advance of the global pandemic caused unstable on the economic side. The students confess that they only afford a limited data plan that was not sufficient to join the online learning comfortably. This result confirms the previous study conducted by Lucena & Leal (2020), who dug up teaching through technology in the Amazonian context. They found that the students have to pay for high-cost internet access.

The teachers who are not well-prepared in facing the global pandemic tend to un-confident in designing and delivering the materials. They confess it is worse when they have to conquer network difficulties or internet connection problems when presenting materials. Finally, the teachers only send the materials by using Whats-App and ask the students to read the materials. It disturbs the students-teachers engagement and makes some instruction is not delivered well. Another crucial problem is not in technology but in teachers who have to learn how to conquer technology because the driving force is always pedagogy (Mihelač, 2017). But excellent pedagogy will be nonsense if there are problems in technology access (Burston, 2014; Cakrawati, 2017). It reminds teacher to keep exploring and utilizing technology. The challenge encounter must inspire teacher to be more creative, adaptive, reflective and open to the dynamic changes. Teacher must be selective in choosing suitable application to the class activities. Recognizing suitable application, constructing materials, keeping students' engagement and evaluating students learning by using technology are a basic skill that

must be gain for teachers. Those of skills can be improved by participating professional development to develop teachers' competency on technology (Son, 2018).

The present study has some implications for teaching English as foreign language. First, by examining learners' perception in experiencing online learning of English, teacher can use the results of this research to design English activities, create effective materials and boost engagement. Second, students can use this result of this study to learn how to conquer the materials in online class. Also, students can use a great potential for practices to develop their language skills. In most EFL context, students learn English only in the classroom, and materials produced by teachers are generally limited in some ways (Nugroho, 2019). Third, the stakeholder can use the result of this study to make a policy and regulation in responding teachers-students problem during online learning in the age of pandemic.

7. CONCLUSION AND IMPLICATIONS

This study opens some insights to the teachers and students in conducting online learning during the global pandemic. The result discloses that technology helps both participants in constructing online classes. Teachers' experiences during online learning reveal that time consuming to design materials, low of students' motivation and responses. In contrast, the students perceived that online class is efficient since they can access the materials anytime without a time limit. Additionally, the difficulty of materials understanding and limited data plan become primary constraints on students' side. Network difficulties and seeking a suitable method for online learning is occurred by most of the teachers. Therefore, how students understand the materials, how teachers must face a new concept of teaching, how to deliver, and to prepare the materials as efficient and attractive as in traditional classes are recommended to explore. The result of the study cannot be generalized since it only covers vocational high school in Central Java. The more data and different area may give different result, so the future researchers are recommended to explore online learning with various places, grades and give insight to stake holder so that the ideal online learning can be shaped.

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Appendix

No	Questionnaire	Answer
1.	Do you agree that online class can help you to teach English during Covid-19 pandemic?	Strongly Agree Agree Disagree Strongly Disagree
2.	Is English online learning effective?	Strongly Agree Agree Disagree Strongly Disagree
3.	Do you agree that English online learning is more interesting than traditional classroom (offline class)?	Strongly Agree Agree Disagree Strongly Disagree
4.	Do you agree that the students are easier to understand the materials in English online learning than traditional class	Strongly Agree Agree Disagree Strongly Disagree
5.	Do you agree that online learning has a lot of constraint in device and equipment trouble?	Strongly Agree Agree Disagree Strongly Disagree

Semi-structured interview

No	Questions
1.	How do online class help you to *teach/learn English during Covid-19 pandemic?
2.	Is English online learning effective? Why?
3.	What do you think of English online learning? is more interesting than traditional classroom (offline class)?
4.	Are the students easier to understand the materials in English online learning than traditional class? What is the difficulty?
5.	What constraints are most often encountered in online English learning?