



## STUDENT-TEACHERS' PERSPECTIVES ABOUT INNOVATION IN ENGLISH LANGUAGE TEACHING (ELT) FOR ONLINE LEARNING

Irmawati<sup>1\*</sup>; Santi Farmasari<sup>2</sup>; Muhammad Isnaini<sup>3</sup>; Edy Syahrial<sup>4</sup>

<sup>123</sup> English Education Program, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author: [irmawatihasmin8341@gmail.com](mailto:irmawatihasmin8341@gmail.com)

---

**Abstract:** The impact of the corona virus pandemic (Covid-19) is now increasingly felt in the field of education, especially the change in teaching and learning modes, from offline learning to online. The online learning mode naturally brings uncomfortable adaptations among educators and students. Adaptation can relate to the literacy and competence of teachers in using online learning platforms and students' familiarity with online learning systems. This study aims at identifying and describing the students' perspective on innovation in English language teaching (ELT) during the online learning. This study is a case study at 6th semester in English Education Study Program of Mataram University. This study uses qualitative methods and data collection techniques in this study are questionnaire and interview.

---

**Keywords:** perspective, innovations, online learning

**Received:** Jun 6, 2022

**Accepted:** Jun 15, 2022

**Published:** Jun 23, 2022

---

How to cite (in APA style):

Irmawati, Farmasari, S., Isnaini, M., & Syahrial, E. (2022). Student-teachers' perspectives about innovation in english language teaching (ELT) for online learning. *JEEF (Journal of English Education Forum)*, 2(1), 22-25.

---

### INTRODUCTION

Nowadays, there are many countries all around the world face the coronavirus pandemics, and the rest of the world looks overwhelmed by the speed with which it is spreading and the hefty sights. In just a few months after the outbreak of this disease, it dramatically changed the world's lifestyle with billions of people forced to stay at home, self-isolate and work and study from home (Onyema, 2020). The impact of the corona virus pandemics (Covid-19) is now increasingly felt in the field of education, especially the change in teaching and learning modes, from offline learning to online learning. The online learning mode naturally brings uncomfortable adaptations among educators and students. Adaptation that is not easy can relate to the literacy and competence of teachers in using online learning platforms and students' familiarity with online learning systems.

If we see and feel learning today, interaction between students and teachers does occur but through virtual, by utilizing technology as a learning medium to improve the teaching and learning process through distance learning by using communication media platforms such as whatsapp, google classroom, email, telegram, google form, zoom, google meet, webex meet and others (Indiani, 2020). Those are the applications that can bring together lecturers and students virtually so that the teaching and learning process can be conveyed properly. Online learning activities that take place in real time make educators choose the right application for continuous learning (Maulah et al., 2020).

Through the implementation of the distance learning policy, it is hoped that the world of education can still run amidst the pandemic. Situations and conditions may not be conducive, but learning activities can be done anywhere. Problems that arise during the implementation of online learning might cause online learning at home experienced by students ineffective. Problems that occur include the lack of a network, data packages (internet quota), the availability of learning devices (laptops, smartphones), home atmosphere and an unsupportive environment that also determines the effectiveness of online learning. The biggest difficulty



experienced by students is the level of understanding of the material, because each student's learning style affects the level of understanding of learning materials (Maulah et al., 2020).

In addition, learning material should be designed as well as possible to make it interesting, intelligible, and easily accepted by the students. Learning material is knowledge conveyed to students in accordance with learning objectives. Not only for students, with conditions during the COVID-19 pandemics but for lecturers who are also required to prepare various new and creative learning strategies in online learning. For example, lecturers create creative video content as teaching materials. In this case, the lecturer is more persuasive because it makes students more interested in the material provided by the lecturer through creative videos. Students will certainly be able to understand what is explained by the lecturer through creative videos made by the lecturer. So that with the application of this home learning model, students do not feel bored in participating in online learning class. This can also be an example for pre-service teachers (prospective teachers) to understand the context and problems of offline learning to be online, the ability to analyze this learning context will play a very important role in innovation; determination, approach to learning methods and strategies that are relevant to the context of students, classrooms and schools (Farmasari, 2020; Yan et al. 2018). In addition, one's perspective on a context and problem can reflect strategic plans and solutions or projections to overcome problems that arise (Priestley et al., 2015). This is because perspective is one of the important elements of the teacher's cultural context that needs to be considered in making decisions or solutions to a learning problem (Priestley et al., 2017; Farmasari, 2021).

As a prospective teacher, we are not only an expert in delivering material offline (face to face in class), but we can also use the information technological systems to learn. Some obstacles will certainly be encountered in the bold learning process, so that students generally have to find their own solutions to the obstacles they face. Various obstacles that are found during the bold learning process can affect the psychological condition of students, so there need to be solutions to these obstacles, for example the ability to manage the stress they face. This condition is an interesting thing to study considering that this bold learning system is the first time that all students have done simultaneously.

## RESEARCH METHOD

This study is a mixed-method study that combines quantitative and qualitative data to answer the research questions. The data were collected from questionnaires and interviews. To analyze the collected data, the researcher uses a scoring and tabulation analysis model, namely data reduction, data presentation, and drawing conclusions. The qualitative data were analyzed thematically based on themes identified in the interview transcripts.

## FINDINGS AND DISCUSSION

### Findings

The student-teachers' perspectives about innovation on ELT for online learning was predicted by closed questionnaire result and further clarified in the interview. There were 53 students' who gave their response. The questionnaire was given to the students online through google form. The questionnaire consisted of 30 questions. Those questions are related to be an example for pre-service teachers (prospective teachers) to understand the context and problems of offline learning to be online, the ability to analyze this learning context plays a very important role in innovation; determination, approach to learning methods and strategies that are relevant to the context of students, classrooms and schools (Yan et al. 2018).

Data show that students perceive that the selection of alternative platforms for online learning matters in promoting successful online instructions. The virtual platforms that can be developed include virtual classroom/hybrid learning, interactive learning media, online quizzes



and tests and video conferencing. The virtual classroom/hybrid learning platform consists of Google Classroom, Microsoft Teams, Edmodo, Moodle and Schoology. Interactive learning media include macromedia flash, learning videos, and interactive ppt. Meanwhile, the online quizzes and test platforms include quizzes, Google forms, Microsoft forms. In addition, video conferences that can be accessed for the learning process and community service activities include Zoom, Teams, Meet, Webex, and WhatsApp Video Call. So that the steps for selecting media in the current pandemic are the need for strategies, namely 1) looking at the characteristics of students before developing technology or innovative methods and learning media, 2) designing appropriate and interesting materials to strengthen students' interest and motivation to learn, 3) creating creativity and responsiveness regarding the importance of activities, direct interaction with fellow friends, as well as the social environment to strengthen social values and humanities through online media such as videos, youtube and others, 4) motivate students to be more motivated to be creative and innovative so that they do not only get learning media or knowledge from teachers or lecturers only, but can develop and innovate independently. and 5) Learning process is carried out by students actively and fun by creatively developing or using online media and also the use of learning websites that can be accessed on the internet including: Learning House, Google Suite for Education, Ruang Guru Online School, and Zenius.

Further, the study revealed that online learning provided very few opportunities to innovate. Students perceived that ELT online instructions were monotonous. However, this finding was contrary to 39% of the student-teachers who perceive that ELT online learning can be innovative if the lecturers could involve the students in interactive activities and selected supportive online meeting platforms such as the Zoom Premium. This application allows students to work collaboratively in breakout rooms. This 39% students also believed that they would be able to learn about innovation in teaching from their lecturers.

“I can apply this [online learning method] for my future teaching...”(S31).

The student-teachers also believed that upon graduation, they would not only work as English teachers, but they may also be involved in non-teaching professions that require information and technology literacy. On the other hand, the online learning system does not make it easier for students to innovate. This is because from personal experience and seeing peers who study online, most of them tend to be lazy when given an assignment. They also sometimes need help from other people to complete the assignments. The data also indicate that the student-teachers perceived online learning made students dependent on search-machines, especially Google; students copied from google. In addition, when surfing the internet for online learning, they frequently hindered by the poor connection so that the students cannot follow the lesson properly.

## Discussion

The online learning policy amidst the covid-19 outbreak is expected to maintain students' learning atmosphere while keeping social distances. The implementation of distance learning has stepped up the education process in the country towards digitalization. Therefore, technology plays a dominant role in the teaching and learning process (Manan, 2017). Online learning requires the help of mobile applications that can be used to access information anywhere and anytime, such as smartphones, tablets, and laptops (Gikas & Grants, 2013).

The study reveals when asked about their perspectives on innovation for ELT online learning, the student-teachers reflected more on the obstacles they experienced when learning virtually. Unstable and lost connection in the middle of the online learning were the main problems voiced, especially those who reside in rural areas. Students have to travel hundreds



of meters to reach higher ground to get a good and clear signal. They often missed online classes due to poor network. This obstacle had decreased their enthusiasm and motivation to learn.

In relation to this obstacle, the student-teachers perceive that creating innovation in ELT online classes is closely related to the use of virtual meeting platforms. They perceived that an innovative teacher is the one with high literacy on information and technology (IT). The student-teachers reflected on their online learning experiences when dealing with online submission of their assignments. They frequently experienced delay when submitting assignments due to their limited IT knowledge and skills. Therefore, they expected that the lecturers could provide tutorials on how to conduct online submissions prior to prompting the assignments.

Further, the study also shows that student-teachers' perspectives on ELT innovation is related to their expectations for creative delivery of the online learning materials. The student-teachers implied that they found difficulties in understanding the materials. The lecturers handed out piles of materials and assignments without proper explanation. The unstable internet connection has also worsened their ability in understanding the materials.

"I often felt asleep during the [online] lessons as I didn't find it interesting"...(S11)

## CONCLUSION

The study concludes that the majority of the student-teachers (73.5%) perceived innovation in ELT for online learning is highly required as online instructions require motivating activities. 65.4% of the student-teachers agreed that when the online learning delivered innovatively, they would be able to learn better. The study indicates that the student-teachers' perspectives are closely related to their online learning experiences and some expectations were voiced to turn online learning into interactive and motivating instructions.

## REFERENCES

- Farmasari, S. (2020). Exploring teacher agency through English school-based assessment: A study in a primary school in Indonesia. Queensland University of Technology. Retrieved from [https://eprints.qut.edu.au/205615/1/Santi\\_Farmasari\\_Thesis.pdf](https://eprints.qut.edu.au/205615/1/Santi_Farmasari_Thesis.pdf)
- Farmasari, S. (2021). Understanding teacher agency in practice: An ecological approach. *Advances in Social Science, Education and Humanities Research*, volume 556. <https://doi.org/10.2991/assehr.k.210525.080>.
- Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *Internet and Higher Education*. <https://doi.org/10.1016/j.iheduc.2013.06.002>
- Indiani, B. (2020). Mengoptimalkan Proses Pembelajaran Dengan Media Daring pada Masa Pandemi COVID-19. 1(3), 227–232.
- Maulah (2020). PERKULIAHAN DARING SEBAGAI SARANA PEMBELAJARAN SELAMA PANDEMI COVID-19. *Jurnal Pendidikan Biologi* <https://jurnal.unsil.ac.id/index.php/bioed/article/view/2925>
- Onyema, E.M., et al. (2020). Pedagogical use of Mobile technologies during Coronavirus School Closures. <https://doi.10.4314/jcsia.v27i2.9>.
- Priestley, M., Biesta, G. J. J. and Robinson, S. (2015) *Teacher Agency: An Ecological Approach*. London, Bloomsbury Academic.
- Yan, W, Liu. X. Zhang. Z. (2018) *An Overview of e-Learning in China: History, Challenges and Opportunity*. SAGE journals.