

**ONLINE TEACHING AND LEARNING: EFL TEACHERS' AND
STUDENTS' PERCEPTIONS, TEACHING PRACTICE AND
TEACHING CHALLENGES**

A THESIS

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AUTHOR'S DECLARATION

I hereby certify that this paper entitled “**Online Teaching and Learning: EFL Teachers’ and Students’ Perceptions, Teaching Practice and Teaching Challenges**” submitted in partial fulfilment of the requirements for the Master’s Degree in English Language Education is originally my own work. All the quotation is properly acknowledged. The paper contains no material which has been submitted for the award of any other degree at my institution or universities.

Bandung, March 2021

Retno Puji Rahayu

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The author is very aware that this thesis is still far from perfect. With all humility, the author apologizes for any shortcomings. The author expects suggestion and constructive criticism toward this thesis in order to make it better and more useful.

Online Teaching and Learning: EFL Teachers' and Students' Perceptions, Teaching Practice and Teaching Challenges

ABSTRACT

Since March 2020, the case of Coronavirus disease or known as Covid-19, has become a global pandemic. According to UNESCO, schools were closed in about 100 countries due to a public health emergency, including Indonesia. The condition forces teachers to make the transition from face to face learning to online learning. This study investigated EFL teachers' perceptions of online English teaching, how they manage, negotiate, cope with the challenges in teaching online, and students' responses toward their online English language learning. This study applied a qualitative method. A questionnaire was used to gather data about teachers' backgrounds and their perceptions about online English language learning. The framework of perceptions used in the study is based on TAM (Technology Acceptance Model), which covers perceived usefulness, ease of use, behavior intention, and system use. A hundred and two Junior High School English teachers from Bandung participated in this phase. Then, interviews were used to gather more in-depth data about how the teachers manage, negotiate, and cope with the challenges. The last, the students' responses toward online English language learning were taken through a close-ended questionnaire. One hundred sixty-two students completed this questionnaire. The results show that teachers perceived online learning positively. The interviews results showed that teachers and students are positively engaged in online learning. The teachers implemented all the teaching stages, such as designing a lesson plan, creating material, assignment, assessment, feedback, and evaluation assisted by technology. The challenges faced by online teachers relate to the students' facilities, students' motivation, students' interaction and teachers' digital competency. In addition, the results of students' questionnaire responses indicated as positive, even though most of them were uncertain whether the online system enhanced their learning.

Keywords: Students' responses, Teachers' perceptions, Teaching challenges, Teaching practice

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