

The Complexity of English Online Learning: English Teachers' Data-Driven

Riswanto¹

¹Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

Corresponding author e-mail: riswanto@iainbengkulu.ac.id

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Abstract: The offline-to-online transformation of learning in the new normal era leaves complexity for English teachers. Hence, this qualitative study aimed to uncover the complexity of English online learning in terms of implementation, English teachers' perspectives, technological tools, problems, causes of the problems, and related solutions. English teacher participants were observed and interviewed, and the data were analyzed interactively. This study revealed that the English teachers executed online learning from planning, and implementation, to evaluation. They perceived English online learning as positive because of its convenience during the condition of Covid-19 outbreak, but they also considered it negative due to their insufficient technical knowledge and experiences. They utilized WhatsApp, email, Google Forms, zoom, Ruang Guru platform, and Instagram as the media. However, they had some problems, such as difficulty in delivering English materials online, difficulty in managing their online classes, and weak internet connections. These problems were caused by the lack of supporting facilities and technological competencies. As solutions, they dynamically chose ideal locations for learning with good internet connections, asked for help from fellow teachers, and metacognitively learned about learning technology from the Internet. Further studies are expected to involve more participants and be conducted with a mixed-method design.

Keywords: Intercultural Competence, Intercultural Sensitivity, Multicultural Education, Prospective Teachers of Indonesia

A. Introduction

Technological advancement brings positive impacts and challenges to teaching and learning processes (Selvaraj et al., 2021). The social impact of this technology cannot merely be understood as the pursuance of popularity and the consumption of the internet alone (Khatoony & Nezhadmehr, 2020). In the context of learning, technology serves as a bridge in the execution of knowledge transfer without totally replacing the basic paradigm of face-to-face learning (Katz & Kedem-Yemini, 2021). In this case, technology tends to act more as equipment in online classes. Teaching and learning are upgraded and given a new trajectory as a result of the use of online learning

(Moore & Piety, 2022). Online learning, including the learning of English subjects, has been the best way during the critical covid-19 situation.

Grounded in a circular from the Indonesian Ministry of Education and Culture, It is said that direct or face-to-face learning is completely banned in the red, yellow, and orange zones. While, the green zone is allowed to carry out teaching and learning in a face-to-face mode with a full application of health protocols as recommended by the Ministry of Health (Kemendikbud, 2020). The foregoing rule applies to any subjects learned by students, including English subject. In general, most schools in Indonesia implement online learning in this New Normal era (Hanafi et al., 2021). Online learning is accomplished via the use of various technical aids such as Zoom meetings, Google Meet, WhatsApp, and a variety of other technology tools that may mediate interactions during learning (Ghounane, 2020). In the meantime, the nature of English as a skill, whose learning processes should be interactive, calls for the creative use of technology in online learning (Tavakoli et al., 2019). In other words, English teachers are required to find adaptive learning resources for students. The offline-to-online transition of learning generates pedagogical hurdles or unpreparedness for certain teachers and students who used to hold face-to-face learning.

Regardless of the covid-19 situation, a number of studies have been undertaken in a range of nations that have focused on the issues related to online learning, e-learning, or distance learning. For example, Huang (2019) investigated online learning challenges in terms of teachers' roles, finding that students do not perceive teachers' cognitive, emotional, and managerial responsibilities as intended. In their study, Gómez-Rey et al. (2016) described online learning issues in terms of teachers' and students' conflicting expectations. A study conducted by Martin et al. (2018) confirmed the significance of teachers' active responses in assisting with the resolution of online learning issues. In the context of Indonesia, a study conducted by Pramana et al. (2021) demonstrated that WhatsApp is the most popular platform for implementing online learning because it is the most easily accessed application of social media, and learning effectiveness is frequently hampered by weak internet signals. Their research amply demonstrated that the fundamental issues with online learning are around the users' technological capability and infrastructure. A study undertaken by Efriana (2021) has confirmed the foregoing study.

Nonetheless, of the previous studies highlighted above, none of them views online learning problems in a deeper way that addresses the complexity around such problems. The present study seeks to fulfill this void in a way that probes into the complexity of English online learning in the context of Indonesian students. As a specific context, this study takes place in a school located in Bengkulu province of Indonesia. The foci of this study are broken down into six domains of inquiry as formulated in the following research questions. First, how do English teachers implement English online learning? Second, what do the English teachers perceive of

English online learning? Third, what are technological tools the English teachers use for English online learning? Fourth, what are the problems of English online learning faced by English teachers? Fifth, what are the causes of English online learning problems? Sixth, what are the English teachers' solutions to the problems of online learning?

B. Literature Review

New normal era

The Indonesian government implemented the New Normal Policy after the recovery of several sectors that had first fallen due to the temporary suspension (Sparrow et al., 2020). Among other things, this policy has an impact on education (Hanafi et al., 2021). The government's goal with this strategy is to maximize the use of online learning for non-green zones and face-to-face learning (blended learning) for green zones. This was done to break the cycle of COVID-19 transmission in highly impacted regions. As a result, instructors should employ current digital learning tools to promote this strategy, particularly social media (Thaariq, 2020). The term new normal is used in various activities related to differences that were previously considered abnormal. The new normality is an effort to prepare for outdoor activities optimally. Therefore, the community must be able to adapt to change new behavior patterns. Of course, these changes must be implemented globally by implementing health protocols to prevent the Covid-19 virus (Spoturno, 2020). In preparing for the new normal, the government will adopt more innovative policies. Measurable solutions and benefits are evident in government policy offerings. The government must build a good or human relationship with the community, even with inter-community activities which of course have less contact (Thaariq, 2020).

Social media is utilized as a socializing tool. Social media platforms are highly interactive platforms that leverage technology and mobile-based websites to enable individuals to connect, share, cooperate, and alter the material generated (McGloin & Eslami, 2015). Users will build relationships via social media, and ongoing contact will take the form of trading information, news, issues, interactions, and much more (Tsimonis & Dimitriadis, 2014).

Teaching English using technology

In the new normal era, technology can help teachers in many ways. Canals & Al-Rawashdeh (2019) argued that teachers can use technology as a learning medium for a variety of purposes, including instructional testing and assessment, teaching culture, assisting students in learning academic content, developing critical thinking skills, and expanding students' speaking, listening, speaking, reading, and writing abilities. Bahadorfar & Omidvar (2014) argued that since the 1960s, technologies such as

television, tape recorders, and movies have been employed as instruments for teaching English as a second language. EFL instructors must get used to utilizing technology to help the teaching and learning process in order for it to operate smoothly and actively in this new normal age (Maru et al., 2021).

Online learning

Online learning, often known as e-learning, is learning that is designed to utilize an electronic system or computer to facilitate a learning process (Almaiah et al., 2020). E-Learning was associated with online learning. The following are many ideas on online learning.

Community of inquiry (COL)

In the year 2000, it was known a concept for online learning called a community of inquiry. This concept helps the design of online learning by focusing on “presence”: cognitive, social, and teaching. Community of inquiry is a common paradigm for online courses and hybrids that are supposed to be extremely participatory among students and teachers by using discussion boards, blogs, wikis, and video conferencing (Shea et al., 2022).

Connectivism

Initially, connectivity presents a learning paradigm that keeps up with the ever-accelerating expansion of data communication networks (Tsabedze & Saulus, 2022). The Internet has shifted the focus of learning away from internal, individualistic activities and toward organizations and communities. The mechanics of information flow drive connectivism as a theory. Connectivism is based on eight principles: First, learning and knowledge are founded on a range of viewpoints. Second, learning is a process that involves the linking of specialized nodes or knowledge sources. Third, non-human gadgets may be capable of being utilized for learning. Fourth, the ability to learn more is more important than what is now understood. Fifth, in order to promote continuous learning, relationships must be nurtured and maintained. Sixth, seeing connections across domains, ideas, and concepts is a critical talent. Seventh, the goal of all connectivism learning activities is currency (correct, up-to-date information). Eighth, decision-making is a learning process in and of itself (Aditya, 2021).

Online collaborative learning (OCL)

The notion of Online Collaborative Learning (OCL), which focuses on using Internet resources to create a learning environment, promotes cooperation and knowledge building (Altınay, 2017). In OCL, there are three stages of knowledge building in a

group: the first is idea generation, which symbolizes the brainstorming phase when various ideas are collected. The second step is to organize ideas. This stage is where ideas are compared, analyzed, and classified via debate and discussion. The third characteristic is intellectual convergence (Ng et al., 2022). This is the stage at which agreement and intellectual synthesis occur, including agreeing to disagree, often via assignments, essays, or other collaborative work.

Online learning has been extensively used at all levels of education, from elementary school to university, thanks to the availability of Internet networks (Kaplan & Haenlein, 2016). As technology advances, E-learning can now be done on a smartphone. Smartphones are used as a medium for online education since almost all students and professors own them. The usage of online learning is expanding in response to the onset of the COVID-19 pandemic in early 2020. It is quite hard to learn first-hand during the present covid-19 epidemic. As a result, many individuals use internet-based virtual programs to remain in contact while at home. The following are some of the apps that are often used in online learning:

Zoom is the first application. Eric Yuan from China created it to assist work or teaching and learning activities during a pandemic (Wikipedia, 2023a). Users may converse remotely from a considerable distance with the Zoom program. Zoom has been extensively employed in the teaching and learning process all around the globe.

Google Meet is the second application. Google introduced this application in March 2017. Meet is a conferencing application used in the teaching-learning process. It can hold up to 30 people (Wikipedia, 2023b). Users may use this program to make a video call or send a message to a long-distance contact.

Google Classroom is the third application. It seems to be the most often used application in the teaching-learning process. Google Classroom was launched on May 6th, 2014. From 2015 to 2019, this application has been upgraded. This application's purpose is to make the teaching-learning process as simple as possible.

The fourth application is WhatsApp, which is also widely utilized to aid in learning processes. Brian Acton and Jan Koum launched WhatsApp in January 2009. (This program is available for download in IOS, Android, and Windows.) It is utilized in the teaching-learning process since this software allows users to create a group discussion with an infinite number of participants. Then, users may instantly establish a video call and send a message.

C. Methods

This study adopted a constructivist paradigm to work on the research data inductively (Creswell & Poth, 2018). Drawing upon the foregoing paradigm. This study deployed

a descriptive qualitative method (Ary et al., 2010) to delve into six domains of inquiry, namely the implementation of English online learning, English teachers' perspectives on online learning, technological tools used in English online learning, the problems of English online learning faced by the teachers, the causes of English teachers' problems of online learning, and the teachers' solutions to the problems they faced.

Participants and techniques of data collection

Two English teachers at a school in Bengkulu province of Indonesia, who taught in different classes, were recruited as the participants in this study. They were involved in this study using a purposive sampling technique. There were a couple of criteria assigned to be yardsticks beyond the selection of the participants. First, the two teachers have experienced English teachers viewed from their years of teaching that exceeded 7 years. Second, they actively taught English using technology at their own pace in the normal era situation. The foregoing fact could be proof that they were the appropriate individuals to share the data expected by this study. Third, they deliberately agreed to participate in this research as the participants.

The data on the implementation of English online learning held by the two English teachers were gathered using observations. As the foregoing, the researcher joined their online English classes to observe any details related to the process of English online learning. Subsequently, the researcher conducted semi-structured interviews with the two English teachers to elicit their perspectives on English online learning, the technological tools they used while online learning, the problems encountered while online learning, the causes of such problems, and solutions to such problems.

Technique of data analysis

The data of this study were analyzed using an interactive model as recommended by Miles et al. (2014). The interactive model had four components: data gathering, data condensation, data presentation, and data conclusion. In terms of data gathering, as previously stated, observations and interviews were used. In terms of data condensation, all obtained data were classified according to emergent themes. These themes were coded based on the data flow. The categorized data and coded themes were thoroughly learned, and data patterns were formed. In terms of data presentation, tables, explanations, transcripts, and theoretical and argumentative debate were used. In terms of data conclusion, the overall data that had been provided and discussed were then concluded in a thorough and representative manner.

D. Results and Discussion

The findings are presented according to six areas of inquiry. The aforesaid specific areas comprise the implementation of English online learning, English teachers'

perspectives on online learning, technological tools used for online English learning, problems faced by English teachers during English online learning, the causes of the aforementioned problems, and the English teachers' efforts to solve the problems.

The Implementation of English online learning

Observations were made to collect data on the implementation of English online learning by two English instructor participants. The researcher made observations by joining the English online learning processes from July 22nd to 28th, 2021. There were three domains observed, namely learning planning, learning processes, and learning assessments.

Before beginning the online learning process, the two English instructors carried out the planning, implementation, and assessment phases based on their observations in the field. During the preparation stage, both teachers prepared the curriculum, lesson plans, and other supporting materials, such as cell phones with stable internet connections. The lesson plans made by the teachers were in accordance with the curriculum officially applied by the school, namely the 2013 curriculum. According to the observations, the two English teachers employed online lesson plans in accordance with the Ministry of Education and Culture's circular letter No. 14 of 2019 to carry out online learning procedures.

The researcher then observed any details of the online learning processes. The data demonstrated that both English teachers used technology as the communication and learning media. They mostly utilized WhatsApp groups. They started learning processes at 08.00 am. They started learning by greetings students. Before giving the materials for online English learning, both teachers took time to check their students' presence. Each English teacher had his own way of checking students' attendance. English teacher 1 made use of the Ruang Guru platform, while English teacher 2 did it using learning groups on WhatsApp. In terms of delivering English materials to students, both English teachers used different teaching methods. English teacher 1 conducted learning with the assignment method, in which some assignments were sent through the Ruang Guru platform and WhatsApp groups. The media he used subsumed online books, videos, and pictures. At the evaluation stage, English teacher 1 directed students to collect their assignments given through the Ruang Guru platform and WhatsApp groups.

In the meantime, English teacher 2 used an online method, so that the learning process could run according to the learning objectives, while the media used by the teacher was in the form of audio to make it easier to explain the materials, electronic books in the form of PDF files, and pictures to clarify learning materials. At the evaluation stage, English teacher 2 used two evaluation methods. First, the teacher sent a Google link that contained questions about students' understanding of the given materials.

Second, the teacher used Instagram as a social media application to distribute quizzes about the learned materials. Such quizzes were discussed in class groups, and some added values were granted to those who answered the quiz questions correctly.

English teachers' perspectives on online learning

The data on English teachers' perspectives on online learning were gathered from interviews. In the same range as observations, the interviews took place from July 22nd to 28th, 2021.

English teacher 1 perceived that online learning was very helpful in the new normal era since it was a very good alternative in the midst of restricted face-to-face learning. He believed that English instructors needed to be more active and innovative in controlling learning in order to sustain students' excitement for studying. English teacher 2 stated that with the expansion of COVID-19, online learning and the usage of technology might be a beneficial way. Also, online learning could be a solution to lead English teachers to be more familiar with modern technologies in carrying out English teaching and learning processes.

Technological tools used for online learning

Similarly, data on technical instruments used for online learning were gathered via interviews. The interviews were conducted between July 22nd and July 28th, 2021.

English teacher 1 used several types of technology, such as WhatsApp, email, google forms, and zoom. However, for the sake of learning, teacher 1 often used WhatsApp and Ruang Guru applications because, apart from being easy to use, such applications were easily accessible and could be used anywhere by students. In a slightly similar fashion, English teacher 2 used the WhatsApp application to conduct learning discussions. Besides, he made use of another application to collect assignments and support learning, such as Google Forms. English teacher 2 also deployed Instagram to evaluate English online learning.

English teachers' problems with online learning

The data on English teachers' problems with online learning, aligned with the preceding data, were collected using interviews. The interviews were conducted from July 22nd to 28th, 2021. In this discourse.

English teacher 1 experienced a couple of obstacles during online learning, ranging from the process of delivering material, managing classes, and inadequate internet networks, to electricity that often turned off suddenly when carrying out English learning processes. Subsequently, English teacher 2 experienced problems such as

difficulty in coordinating students properly, weak networks, and limited internet data. Such problems, in many ways, hindered the fluidity of English online learning he held.

The causes of English teachers' online learning problems

The data on the causes of English teachers' online learning problems, in the same way as the preceding data, were obtained from interviews. The interviews were conducted from July 22nd to 28th, 2021. In this discourse.

There were several factors that caused problems faced by English teacher 1 during online learning. For example, when using the application of Ruang Guru, the causes of problems were oriented towards the lack of internet signal or network. Furthermore, the capacity of media used such as computers or laptops was inadequate. English teacher 1 also acknowledged that he lacked technological knowledge which to a great extent hindered the fluidity of English online learning processes. Resting upon the above data, English teacher 2 demonstrated some causes of his online learning problems. One factor of his problems was the lack of network. Oftentimes, the students shared their internet data to be used by many devices, so the fluidity of internet connection was problematic. Also, a weak network made it difficult for English teacher 2 to send learning materials.

English teachers' solutions to handle their online learning problems

The data on English teachers' solutions to handle their online learning problems were also garnered from interviews. The interviews were conducted from July 22nd to 28th, 2021.

English teacher 1 experienced several problems in using technology such as weak internet access, and the teacher had inadequate knowledge of using online learning applications. To cope with the foregoing, the teacher had his own solution. Related to the first problem, the lack of internet access, the teacher searched for a place where the internet network was supported. Associated with English teacher 1's problem of unpreparedness for using the learning media, he did not hesitate to have his fellow teachers assist him in operating the media. English teacher 1 also used Google and YouTube to find ways to use the learning media.

English teacher 2 also had his own strategies to cope with his online learning problems. With respect to the problem of poor internet networks, the teacher used two sources of internet, namely Wi-Fi and cellular networks, so he had another alternative in case one of the internet sources was troublesome. In terms of the problem of using learning technological media, the English teacher 2 metacognitively learned to find the solutions from YouTube.

Discussion

The present qualitative study worked on six domains of inquiry which subsume the implementation of English online learning, English teachers' perspectives on English online learning, technological tools used for English online learning, English teachers' problems with English online learning, the causes of English online learning problems, and the solutions to English online learning problems.

The first finding of this study represented the implementation of English online learning. In this discourse, this study revealed that both English teacher participants executed three domains of English online learning, namely planning, implementation, and evaluation. Teachers produced syllabi, lesson plans, and learning resources, such as cell phones with reliable internet connections, during the preparation stage. Both English teachers rested the syllabi upon the official national curriculum called 2013 curriculum. During the stages of implementation and evaluation, to control students' online learning activities and to deliver English learning materials, the English teachers relied on online learning applications or media, such as WhatsApp, Ruang Guru Platform, Google Link, and Instagram. By making use of the foregoing media, English teachers could be more creative in providing materials in many formats, such as online books, videos, pictures, and quizzes. Previous studies have emphasized the usefulness of using various practical media to support online learning. For example, Almekhlafy (2020) anticipated the Covid-19 outbreak by holding English online learning using a management system called Blackboard application. The use of Blackboard application not only led to effective learning but also received positive perceptions from students. Wichanpricha (2021), demonstrated the usefulness of media to support English online learning by utilizing synchronous learning through Microsoft Teams. Principally, the more qualified the online learning media are, the better online learning is perceived by students (Christian et al., 2017). Another study, such as one conducted by Gong (2018) in the field of English for academic purposes, exhibited the importance of media for online learning so his study made an effort to design and implement an online learning platform grounded in the browser/server framework. A similar study on general English learning has also been conducted by (Mao, 2018). A variety of online learning media, if used in a good fashion, will help teachers manage learning processes effectively (Huang, 2019).

The second finding of this study concerned English teachers' perspectives on online learning. In this discourse, the present study demonstrated both positive and negative teachers' perspectives on English online learning. Positively, the English teachers took into account that online learning was the best choice and an effective teaching mode to cope with the Covid-19 outbreak. Nonetheless, negatively, the English teachers perceived that not all devices of online learning could be utilized and implemented smoothly due to the teachers' technological knowledge and experiences. Besides being a considerable alternative, previous studies have demonstrated varied benefits of

online learning. An experimental study carried out by Wang & Wang (2021) worked on English online learning by using a platform based on xAPI. The foregoing study proved that such online learning increased students' learning results in terms of high recall and precision. Rafiq et al. (2020) examined the merit of English online learning using a mobile application known as iSPEAK. Their study revealed that iSPEAK application could pave the way for helping learners improve their English communicative abilities. Also, Kurucova et al. (2018) highlighted that English online learning could help students improve their English vocabulary better. In respect of The English teacher participants' negative perspectives on online learning, which were oriented toward insufficient technical knowledge and experiences, prior studies have suggested that the teachers are given specific training (Al-Harthi et al., 2018; Rienties et al., 2013).

The third finding of this study was central to the technological tools used for English online learning. The data showed that the two English teachers utilized various technological tools in support of the online learning processes they held. Such technological tools comprised WhatsApp, email, Google Forms, zoom, Ruang Guru platform, and Instagram. The two English teachers seemed to merely use the existing technological tools. They had not been able to design new technological tools which could fulfill the context and needs of their students. However, the English teachers had made efforts to make the best, according to their capabilities, to have students get actively and persistently engaged in English online learning processes. Different from other studies, several previous studies have demonstrated educator researchers' creativity in a way that they designed their own versions of online learning technological tools. For instance, (Mao, 2018) investigated the use of Browser/Server (B/S) architecture, JSP technology as the programming language, and MySQL database technology as the data storage and administration database in the construction of a collegiate English online learning system. His research revealed that system design and execution may improve the efficacy and quality of English education. In addition, the design and implementation of the system effectively raise the level of college English instruction. Kuniوشي et al. (2016) conducted a study to help college learners who majored in science and engineering learned their subjects by using English as the medium of instruction. Because the subjects their participants learned were already difficult and complex, let alone if delivered using English as the participants' other language, their study made an effort to design the online corpus of academic lectures (OnCAL). Such online corpus effectively contributed to helping learners learn their subjects. Grounded in the context of the present study, if only the two English teachers could design their own versions of technological tools, there would be a bigger possibility that English online learning became more enthusiastic than how it had been.

The fourth finding of this study addressed the problems faced by English teachers during the implementation of online learning. The first problem pertained to an issue

that the English teachers, in certain conditions, found it difficult to deliver English materials online. This condition might relate to insufficient interactivity of the media used by the teachers. Substantially, English is an interactive skill whose learning process demands the stages of active engagement and making connections among students (Kirkpatrick & Liddicoat, 2017; Liddicoat & Scarino, 2013). The second problem was reflected in the case that the English teachers found it difficult to manage their classes online. Online learning management calls for teachers' adequate technological competencies (Xu et al., 2020). Technological competencies cannot exist by nature, but such competencies have to be deliberately learned and practiced, or the teachers have to receive adequate training related to technological competencies (Al-Harathi et al., 2018; Eichelberger & Leong, 2019). A previous study conducted by Huang (2019) has proven that online learning if held by a teacher who has sufficient knowledge and competencies of technology, can lead to better learning management. Such a study is even contrary to the current finding. The third problem was depicted in an issue that weak internet connections highly frequently hindered the fluidity of English online learning. This is not something new in the context of online learning in Indonesia. Prior studies in Indonesia have confirmed the foregoing issue in which the fluidity of online learning most often gets stuck due to weak internet connections (Efriana, 2021; Pramana et al., 2021; Yudiawan et al., 2021).

The fifth data of this study concentrated on the causes of English online learning problems. The two English teachers echoed some factors which could be codified into two domains, namely the lack of supporting facilities and inadequate technological competencies of the teachers. The aforementioned domains seem to have been the generalizable cores of problems in the discourse of online learning in Indonesia. A previous study conducted by Pramana et al. (2021) in the context of online learning in Indonesia underlined that their teacher participants were inclined to merely count on the use of WhatsApp applications to hold online learning. This definitely represents a picture of teachers' insufficient technological competencies because there are numerous technological tools that can be utilized and developed instead of merely using one social media to mediate the continuity of online learning. Their study also demonstrated another core of the online learning problem which was associated with unstable internet signals. This obviously depicts a lack of facilities to support online learning. Other studies executed by Efriana (2021) and Yudiawan et al. (2021) echoed similar data as Pramana et al. (2021) study portrayed.

The sixth data of this study discussed the solutions to English online learning problems. The data indicated that the English teachers strived to be more dynamic to suffice an ideal location for learning with good internet connections, asked for help from other knowledgeable and skillful colleagues to receive guidance on using technological tools, metacognitively learned some tutorials about the use of technological tools for learning from Google and YouTube, and prepared alternative sources of internet. The English teachers' solutions seem to be contextual and

individual-oriented. Other studies have offered some generalizable solutions to online learning problems in a way that designs online learning systems for use across contexts. For instance, Ardimansyah & Widiyanto (2021) designed an online learning media on the basis of a Telegram chatbot. In response to the Covid-19 pandemic, Ploj-Virtič et al. (2021) in their study sought to develop an online learning model named Forced Distance Online Learning Preferences. This model was proposed to fulfill the context of students in Slovenia. Another study executed by Weinhandl et al. (2020) worked on the design of online learning environments according to flipped learning. This design was intended to help teachers become more innovative in teaching online. The whole data of this study implied that the complexity of online English learning came to be the main problem faced by English teachers. Such problems were central to the aspects of inadequate technological facilities and teachers' technological competencies. If the school where the English teachers taught had provided them with adequate facilities for ideal implementations of English online learning, such as strong and unlimited internet bandwidth for both teachers and students, good mobile devices and computers, and the availability of an online learning portal to mediate affecting online learning processes, it was very conceivable that the processes of English online learning could be fluid and accessible. Also, if the school where the English teachers taught could provide training in technological pedagogical content knowledge for the English teachers, they would have competencies at anticipating the possible obstacles of using technology. They might even be creative to design their own learning applications which fulfill the contextuality and the needs of their students.

E. Conclusion

Drawing upon the constructivist worldview embodied in the application of a qualitative study, the present study works on five domains of inquiry. The domains entail the implementation of English online learning, English teachers' perspectives on English online learning, the tools used for the application of English online learning, the English teachers' problems with English online learning, the causes of the English teachers' problems with online learning, and the English teachers' solutions to English online learning problems. This study has indicated that English teachers implement the phases of planning, implementation, and evaluation. They positively perceive that online learning has been the best choice as well as an effective teaching mode to cope with the Covid-19 outbreak. However, they also negatively perceive that not all devices of online learning can be effectively utilized due to their insufficient technical knowledge and experience. The English teachers utilize various technological tools, such as WhatsApp, email, Google Forms, zoom, Ruang Guru platform, and Instagram. There are some problems faced by English teachers during the implementation of English online learning, such as difficulty in delivering English materials online, difficulty in managing their online classes, and weak internet connections which highly frequently distract the fluidity of English online learning.

Such problems are mainly caused by the lack of supporting facilities and inadequate technological competencies of the teachers. To solve the foregoing problems, English teachers strive to be more dynamic to suffice an ideal location for learning with good internet connections, ask for help from other knowledgeable and skillful colleagues to receive guidance on using technological tools, metacognitively learn some tutorials about the use of technological tools for learning from Google and YouTube, and prepare alternative sources of internet. This study is limited to the complexity of English online learning held by two English teachers in the Bengkulu Province of Indonesia. The nature of the present study's data is also contextual due to its qualitative design so that not all data can be generalized across contexts. It is recommended that further studies be conducted to probe into the complexity of English online learning from the pictures of more participants. Further studies are also expected to conduct mixed-method research so that the data are comprehensively confirmed with each other and pave the way for generalizability.

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