

## **The Aftermaths of EFL Online Classroom During A Year of Covid-19 Pandemic: Perception and Score**

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### **Abstract**

It has been a year that Indonesia experienced covid-19 pandemic. This situation stands as primary reason of English Foreign Language (EFL) online classroom still being implemented for all levels of education. This case possibly leads to positive and negative impacts for both teachers and students. Hence, this study aims to investigate EFL online classroom implementation throughout a year of Covid-19 pandemic in terms of; the EFL teachers' and students' perceptions, and how do the students' score. Quantitative was applied as the approach in this study. In addition, the six EFL teachers and sixty students of senior high schools in Riau were chosen purposively to be involved as the research subjects. The data were collected in two techniques and instruments; survey with close-ended questionnaire and document analysis on the students' score. The findings revealed that the teachers and students had higher percentage of positive perception on EFL online classroom implementation. Lastly, the score confirmed that all the students passed the criteria minimum of English subject determined by the school in EFL online classroom implementation throughout covid-19 pandemic.

**Keywords:** *EFL Online Classroom, Perception, Achievement*

## 1. INTRODUCTION

It has been a year that Indonesia has experienced covid-19 pandemic. This situation stands as primary reason of English Foreign Language (EFL) online classroom still being implemented for all levels of education. Atmojo & Nugroho (2020) point out that online learning means a set of learning activities in a subject which is delivered through network giving access and exchange of knowledge. Although EFL online classroom has run in a year, the implementation still considered complicated. It is due to the fact that online classroom implementation is new phenomenon in Indonesia. Teachers as the spearhead of the implementation is responsible to handle all instructional components (Rasmitadila et al., 2020). However, most of English teachers have poor preparation to utilize technology in teaching process since fully online classroom is new phenomenon for them (Charlk, 2018). Amin & Sundari (2020) argue that some teachers prefer to use more than one platform collaboratively to satisfy the students' needs on learning. It is expected to help students easier in understanding the materials since most of the students considered that English is one of the difficult subjects to be mastered. Regardless of it, online classroom implementation may bring positive and negative impact to the teachers' and students' perceptions. It is in line with Rifiyanti (2020) who claim that getting experience online classroom will provide new atmosphere and experience that affect perception existence in every learner. Hansen, Sato and Ruedy (2012) claim that each individual may produce different perceptions (negative or positive) in the same information because it influenced with several factors such as experiences and how each individual understand the information. From above expert definition, it can be concluded that the students and teacher as the subjects of this research will present various type of perceptions through EFL online classroom experienced by them throughout covid-19. One of the important urgencies investigating perceptions because it can be utilized as a tool for the EFL teacher to evaluate the online classroom implementation. Individual or group perceptions is one of the tool might be used to change teacher behavior in teaching (Wolf & Moser, 2011). As the expectation, the next online class implementation can be better and dominantly lead to the positive influences for both EFL teachers and students. In other hand, online classroom implementation also possibly affect to the students' achievement. Chamalah, Afandi, and Wardani (2013) explain that the design or way of teaching technique used by the teacher has significant impact to the students' achievement. Regardless of it, the movement of teaching and learning English from offline into online is assumed giving impact to the students' achievement.

Previous research related to EFL online classroom implementation during covid-19 pandemic had been conducted by the researchers, for instance: *The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia* (Rasmitadila et al., 2020) *Indonesian EFL Students' Perceptions on the Implementation of Flipped Classroom Model* (Afrilyasanti et al., 2017; Octaberlina & Muslimin, 2020), *EFL teachers' beliefs and practices about digital learning of English* Nugroho & Mutiaraningrum (2020) *EFL Students' Preferences on Digital Platforms During Emergency Remote Teaching: Video Conference, LMS, or Messenger Application?*, (Amin & Sundari, 2020), *EFL Classes Must Go Online!*, and *Teaching Activities and Challenges During Covid-19 Pandemic In Indonesia* (Atmojo & Nugroho, 2020).

Thoroughly reading, the prior studies primarily focused on investigating the students' and teachers' perceptions in different discussion. Therefore, combining both teachers' and students' perception in one discussion becomes this research' GAP to the previous researches. This decision is taken under consideration that both teachers' and students' are involved in online classroom implementation. Thus, different point of view toward online classroom implementation possibly exist from the teachers and students. Another GAP of this research is located on students' score analysis on online classroom implementation throughout a year of covid-19 pandemic. Investigating students score will present the strong evidence about the aftermath of online classroom implementation for the students.

According to above considerations, the research questions stated as follow; (1) How is the EFL teachers' perception trough EFL online classroom implementation throughout a year of Covid-19 Pandemic?, (2) How is the students' perception trough EFL online classroom implementation throughout a year of Covid-19 Pandemic? (3) How is the students' score in EFL online classroom throughout a year of Covid-19 Pandemic?

## **2. LITERATURE REVIEW**

Recently, due to the COVID-19 pandemic, government decided to implement online teaching and learning process to adapt this situation. The implementation of online classroom becomes a regulation in Indonesia to overcome the lack of meeting in the classroom that has been running for a year. Nowadays, most of foreign language students learn and acquire the target language primarily through online learning or blended learning (Sari & Wahyudin, 2019). The implementation of online classroom in Indonesia is a quite new experience for both teachers and students. Meanwhile, most of English teachers have poor preparation to implement technology in teaching process since fully online classroom is new phenomenon for them (Charlk, 2018). White (2008) argues that online learning goes on to spread internationally since students and teachers feel comfortable and see possibility in setting up and accessing opportunities to learn alternatively. Rasmitadila et al., (2020) online learning emphasizes Internet-based courses offered synchronously and asynchronously. Synchronous learning can be done by using application which involves direct interaction such as Google meet, zoom conferences and online chat. Meanwhile, asynchronous learning can be done by using e-mail, WhatsApp, web and soon. Cahyani & Cahyono (2012) stated that the various types of technology have shaped the way teachers teach language. They are required to master various application as well as platform that support their online classroom. The availability of internet connection in rural areas still becomes one of biggest challenges in the implementation of e-learning (Pustika, 2020). Furthermore, the facility related to the equipment used such as technology in Indonesia is not equal yet. However, teachers and students in Indonesia have to adapt to this challenges condition. Even though e-learning enables students to access and share materials easily, either through direct upload to a ready-made cloud storage, or distributed via a social network of any kind (both formal and informal), enhancing thus student collaboration, especially in group or project-based learning settings (Zounek & Sudicky, 2012). In contrast, Bijeesh (2017) said that without face-to-face interaction in the classroom and no classmates who are possibly able to help and remind the e-learning students, pending assignments, and losing track of deadlines are high.

Some researches had conducted related to the online learning showed different results. A research conducted by Pustika (2020) reported that based on future English teachers' perspectives e-learning give positive impact however the stakeholders need to develop the technology to overcome the challenges. Then, Amin & Sundari (2020) found that the Cisco WebEx Meeting, Google Classroom, and WhatsApp gained highly positive agreement on all criteria WhatsApp is the most preferred among others Cisco WebEx meeting and Google Classroom in meaning focus, learner fit, positive impact, and practicality. Furthermore, Octaberlina & Muslimin (2020) found that learners are experienced three barriers during online learning including unfamiliarity of e-learning, slow internet connection, and physical condition e.g. eye strain. Meanwhile, Cahyani & Cahyono (2012) reported that in their study the teachers have positive attitudes towards the use of technology in the language classrooms, it seen from the teachers believe that by using technology the students will learn English better. In parallel with it Afrilyasanti et al. (2017) reported that flipped classroom model helped the students write better because of the videos that they watched as well as teacher and peer feedback in their writing process improved their writing ability. In addition, Nugroho & Mutiaraningrum (2020) revealed that the EFL teachers acknowledge a strong belief in the significance of digital technology in language learning. There are four main themes, namely, instructional strategies, challenges, support, and motivation of teachers and the success of online learning in Indonesia during the Covid-19 Pandemic was determined by the readiness of technology in line with the national humanist curriculum, support and collaboration from all stakeholders, including government, schools, teachers, parents and the community Rasmitadila et al. (2020). Therefore, online teachers must carry out a good communication with their students on e-learning classroom, since this type of study involves the increasing use of asynchronous video communication, as well as a lack of personal contact, which is essential for the development of trust (Dennen et al., 2007). Thus, those experiences led both teachers and students to have various perceptions related to the implementation of EFL online classroom.

Perception is the final result of someone in interpreting information based on their experiences (Rossi & Berglund, 2011). Thus, perception deals with someone's experience about something, it can be event, object or relations that needed to summarize the message of information. Therefore, in this research, the teachers' perception focused on the platform utilized, experiences during teaching English by implementing online classroom and their accessibility to reach the online classroom implemented. Meanwhile, students' perception also focused on the platform utilized, experiences during learning English by implementing online classroom and their accessibility to reach the online classroom implemented. Anand et al.(2012) explain that accessibility becomes the primary problem faced by dominant teachers and students in online classroom implementation. Therefore, the researchers want to gain information about accessibility which is experienced by both teachers and students in the online classroom implementation throughout covid-19 pandemic. The possibilities perceptions which can be came up from both teachers and students are positive and negative perceptions. The perception may be in positive side when the teacher or students experienced that EFL online classroom provided them with most of beneficial such. In other hand, the perceptions may be negative when the teacher or students experienced a lot of problems nor

difficulties which also impact to the students score. Huang, *et. al* (2011), two factors may influence individual's perception; those are internal and external factors. The internal factors come from individual itself; experience, age, education, and habit. On the other hand, the external comes from the environment. For example in learning process, it may come from the classroom implementation. One of the important urgencies investigating perceptions because it can be utilized as a tool for the EFL teacher to evaluate the online classroom implementation. As the expectation, the next online class implementation can be better and dominantly lead to the positive influences for both EFL teachers and students. It means that the English teacher must be more struggle to fix and maximize all the responsibilities. They have to make sure that the students have a good achievement in English subject. Therefore, it is not something new that the more positive of the internal and external factors around the students, the better of the students' achievement in learning.

Achievement can be defined as result which accomplished successfully by someone, especially by means of skill, practice, perseverance, or exertion. Achievement frequently judged by reference to the progress experienced by individual or group. English examinations are administered in the Indonesian schooling system as a means of assessing students' learning achievement at the end of each semester. Those examinations could provide information on learning achievement of every student on successes and failures of teaching learning endeavors at the school. According to 2013 curriculum in Indonesia, students are demanded to be able to use English language in written and spoken form. It is designed and scored by teachers who shape the assessment to the context of their classroom in order to gather information on the effectiveness of their instruction. It means that the students must achieve the score above the standard given by the teacher in order to pass four English skills; speaking, reading, writing, and listening. For Senior High Schools, English has always been included as a subject to be taken by all students. It is because English is one of the subjects that must be taught at schools Lauder (2008). Therefore, the students are expected to have a good achievement in the examination. Moreover, students' achievement might be influenced by two factors; internal and external (Karadağ, 2017). The internal factors rises up from students itself, such as: Intelligence Quotient(IQ) level, motivation, anxiety, and self-regulation. In contrast, the external factors comes from the students' environment; school, family, and society. Teacher is one of the important factors that may affect students achievment in school. Camp (2011) claims that the students succes or failure in learning depends on the teachers' effectiveness in teaching. Various of ways can be implemented by the teacher to avoid the students' failure in learning English. One of the ways is understanding students' difficulties through the learning procces. The teacher should understand the students' difficulties and problem in learning process in purpose to help them easir to achieve good score (Spilt et al., 2011). However in today's online classroom, it is not an easy thing to inspect the students' learning settings as in traditional classroom. Schrum & Hong (2002) argue that some factors play significant effect to the students' achievement in learning; students' ability, learnig habits, technology experience, teaching strategy implemented by the teacher, learning preferences, lifestyle factors, personal traits and characteristics, goals or purposes. The teacher must consider the overall learning goals, students' various distinctive learning styles, offer quick feedback, maintain more

interactions; to overcome the lack of technology and internet connectivity, the teacher must try converting video material to audio, and use texts (Amin & Sundari, 2020).

### **3. RESEARCH METHOD**

This research belongs to descriptive research or which commonly known as quantitative approach that has only one variable. According to Tavakoli (2012) descriptive research is an investigation providing a picture of a phenomenon as it naturally occurs, as opposed to study the impacts of the phenomenon or intervention. Descriptive research attempts to look at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. In addition Priyono (2016) states that descriptive research is conducted to give detail description the symptoms or phenomena. I concern with the existence of conditions or relationships; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research deals with the existence of phenomena related to some preceding event that has influenced or affected a present condition or event. In conclusion, descriptive research applied to describe and collect data in order to answer the question as a subject of study. It also used to show and solve the actual and current problems the data should be arranged, analyzed, and explained. Therefore, descriptive research was the appropriate approach to be implemented in this research since close-ended questionnaire and score result presented in numerical data. According to Creswell (2012) quantitative is an appropriate method to analyze and present numerical data.

#### **3.1 Population and Sample**

Purposive sampling was applied in this study by considering several criteria; the respondents involved in this research must be the EFL teachers and Students from senior high school of Riau and they experienced online classroom implementation during covid-19 pandemic. According to Sugiyono (2017) purposive sampling is one of the techniques that can be implemented to define research subject must be involved by considering various criteria based on research' data collection need. In addition, Creswell (2012) states that in purposive sampling the researcher can choose the subject based on their site and understanding to the object being investigated intentionally. Approximately, the total numbers of sample involved in this study were six teachers and sixty students from different senior high school in Riau, Indonesia. All the sample chosen to represent the schools from different regencies. Other considerations, senior high school students are adolescents which has unstable thought. Thus, they tend to be more honest in expressing their experiences. For the teacher, the consideration focuses on their position as the primary part plays role in learning process. Thus, they tend to be mastered and understood about the EFL online classroom implementation.

#### **3.2 Instruments**

All the subjects participated to answer close-ended questionnaire distributed by the researchers. Sansoni (2011) revealed that questionnaire is collection of question lists

constructed by the researcher to be used as the instrument to gather the data. Therefore, to gather the data of teachers' and students' perceptions the researchers adapted the questionnaire from Cahyani & Cahyono (2012) and Amin & Sundari (2020). Those close questionnaire were chosen as the model because it considered effective to gather the data about perceptions since their study also related about EFL online classroom implementation. However, the questions were modified and developed by considering the needed of the research questions. The validity of various instruments implemented in this study was tested by using experts' opinion. Besides distributing questionnaire, the researchers also analyze the students' score as the result of EFL online classroom implementation gotten from the teachers. Conceptually, its activity defined as document analysis technique. Furthermore, collecting and analyzing the students' score purposed to gather more valid evidence about the effect of EFL online classroom implementation to the students' achievement.

### **3.3 Data Analysis Procedures**

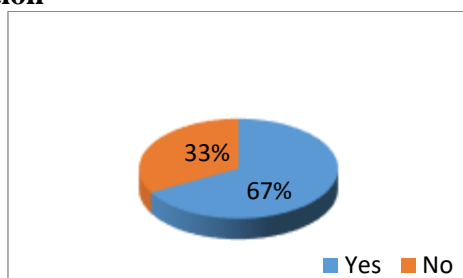
In analyzing the collected data of this research the researchers used descriptive analysis with percentage. In other word, all data collection about teachers' and students' perceptions was analyzed statistically by calculating the percentage of each answer. Then, the answers were cathegorized into three parts; digital plafroms utilization, experience, and accessibility. The percentage of all answer in one cathegory calculated to find out its mean. Lastly, the data of students' score presented based on their school background and compared with the minimun score standardize determined by their school. Therefore, all the analysis results were presented in numerical form.

## **4. RESULT**

### **4.1. EFL teachers' perception through EFL online classroom implementation throughout a year of Covid-19 Pandemic**

In teachers' perception, the researchers constructed the questionnaire which involved eleven question lists referred to the experiences and accessibilities in EFL online classroom implementation. The analysis result of the teachers' responds to the questionnaire explained detail in this section.

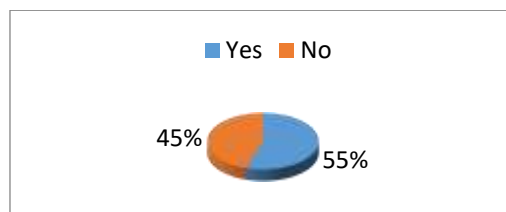
#### **4.1.1 The Platfrom utilization**



The diagram describes that 67% of the teachers utilized more than one platform in EFL online classroom implementation. In contrast, about 33% of the teachers applied one platform only during online classroom. Therefore, it can be concluded that in EFL online

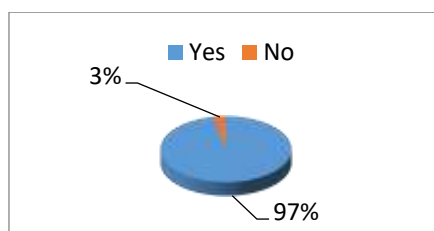
classroom throughout covid-19 pandemic, the teachers preferred to applied more than one platform.

#### 4.1.2 Experience



The diagram shows that 55% of the teachers had positive perceptions in terms of experience in EFL Online classroom. In detail, the mean was gotten from teachers' perceptions in questionnaire; 66.7% of the teachers stated that they felt enjoy and had high motivation to teach, 50% of them felt easier to explain the material, 50% of their students easier to understand their instruction in assignment, 100% of the teachers' knowledge on technology was developed, and 50% of the teachers easier to give feedback on their students' assignments. In contrast, 42% of the teachers had negative perceptions in terms of experience; 33.3% of the teachers had low motivation to teach, 50% of them felt difficult to explain the material of study, 50% of the students often misunderstood with the instruction given in assignments, 66.7% of the students were not active and confident to express their arguments about material being taught, 67% of the teachers can't effectively help and enhance their students' English skill, and 50% of the teachers felt difficult to give feedback on their students' assignment. From above findings, it claimed that EFL online classroom implementation brought more positive impact to the teachers' experiences.

#### 4.1.3 Accessibility



The diagram describes that 68% of the teachers had positive perceptions in terms of accessibility during EFL online classroom implementation. That mean percentage was result of calculation from 66.7% of the teachers who answered that their students easier to access the material given, 66.7% felt easier to held the class due to stable internet connection, and 66.7% of them felt easier to send the material and assignment for their students due to un limited type and space of document to be uploaded. In contrast, 32% of the teachers had negative perception in terms of accessibility. The mean was calculated from questionnaire

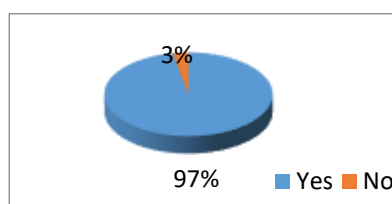


result which showed that 33.3% of the teachers felt that their students difficult to access the material given and 33.3% of the teacher difficult to held the class due to unstable internet connection. In conclusion, most of the teachers tended to had positive point of view in terms of accesibility in online classroom implementation throughout covid-19 pandemic.

#### 4.2. Students' perception trough EFL online classroom implementation throughout a year of Covid-19 Pandemic

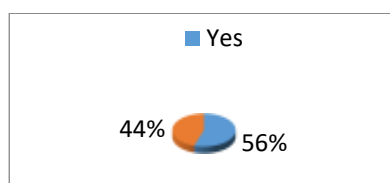
In students' perception, the researchers constructed the questionnaire which involved eleven question lists referred to experiences and accessibilities in EFL online classroom implementation. The analysis result of the students' respond to the questionnaire explained detail in this section.

##### 4.2.1 The Platform Utilization



The diagram comfirm the result of teacher perception on the platform utilization. About 97% of the students agreed that the teachers applied more than one platform during EFL online classroom, and 3% of the students stated that the teachers applied one platform only.

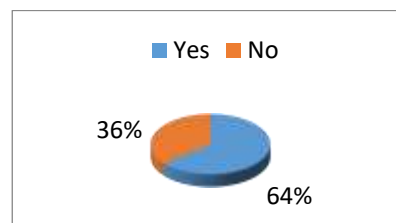
##### 4.2.2 Experience



The diagram shows that 56% of the students of Senior High School in Riau had positive perceptions in EFL classroom implementation throughout covid-19 pandemic. In detail, the distribution was gotten from students' responses to the questionnaire; 32% of the students stated that they felt enjoy and had high motivation to learn, 27% of them felt easier to understand the material, 47% were easier to understand the instructions given by the teacher, 90% students' knowledge on technology was developed, 80% the students' easy to get feedback of their assignments, and 57% the students could enhance their English skill effectively through online classroom. In contrast, 44% of students had negative perception in term of experience in EFL online classroom. In detail, the distribution was gotten from students' responses to the questionnaire; 68% of the students had low motivation to learn, 73% felt difficult to understand the material, 53% of the students often misunderstood about

the instructions, 43% of the students were passive and un-confidence to express their arguments about the material being taught, 20% of the students' difficult to get feedback of their assignments, and 43% of the students could not enhance their English skill effectively through online classroom. The data analysis claimed that the majority of the students had positive perception in EFL online classroom implementation throughout covid-19 pandemic. It proven from their responses in question lists related to their experiences during the implementation of online classroom.

#### 4.2.3 Accesibility



The diagram shows that 64% of the students had positive perceptions in terms of accessibility in EFL Online classroom. In detail, the distribution was gotten from students' responses to the questionnaire; 50% of students felt easy to access the materials given by the teacher during online classroom, 80% of students did not face any difficulties to join the online classroom due to stable of internet connection, 63% of students felt easier to send the assignments due to unlimited type and space of document to be uploaded. In contrast, 36% of students had negative perception in term of accessibility in EFL online classroom. In detail, the distribution was gotten from students' responses to the questionnaire; 50% of students felt difficult to access the material given by the teacher during online classroom, 20% of students faced difficulty to join the online class due to unstable of internet connection, 37% of students felt difficult to send the assignment due to un limited type and space of document to be uploaded. These data confirmed that most of the students had positive perception through accesibility in EFL online classroom implementation throughout covid-19 pandemic.

#### 4.3 The students' score in EFL online classroom throughout a year of Covid-19 Pandemic

Besides distributing questionnaire, the researchers also analyzed the students' score as the result of EFL online classroom implementation throughout covid-19 pandemic gotten from the teachers. Conceptually, its activity defined as document analysis technique. Further, collecting and analyzing the students' score purposed to gather more valid evidence about the effect of EFL online classroom implementation to the students' achievement. Thus, the analysis of students' score presented in following table followed by detail explanation.

**Table of Score**

School & Class	Students' Score										
	A	B	C	D	E	F	G	H	I	J	KKM
Pekanbaru (XI)	80	80	81	80	80	82	80	80	89	80	80
Pelalawan (XII)	91	87	90	91	89	89	84	86	85	89	75
Pekanbaru (X)	82	87	85	87	84	87	81	80	82	85	80
Bengkalis (XI)	92	93	94	91	88	85	86	93	80	88	78
Kampar (XII)	84	80	92	92	80	78	93	81	86	90	78
Rokan Hilir (XII)	88	80	85	86	84	87	82	80	78	82	78

The table shows that the students' score in online classroom during covid-19 pandemic was passed the criteria minimum determined by the school. In detail, it can be seen from the data presented that the criteria minimum from two schools that are located in Pekanbaru is 80. Then, the criteria minimum from a school that is located in Pelalawan is 75 and the criteria minimum from three schools that are located in Bengkalis, Kampar and Rokan Hilir is 78. Thus, it revealed that all students achieved higher score than the criteria minimum.

## 5. DISCUSSION

The first finding presented the answer of the first research question related to EFL teachers' perception through EFL online classroom implementation throughout a year of Covid-19 Pandemic. It was presented into three sub-parts; the platform utilization, experience, and accessibility. In terms of platform platform utilized by the teachers, it confirmed that the teachers in senior high school of Riau, Indonesia dominantly preferred to applied more than one platform in EFL online classroom throughout a year of covid-19 pandemic. The finding is in line with the previous study conducted by Amin & Sundari (2020) which claimed that the EFL teachers dominantly utilized more than one platforms collaboratively to satisfy the students' needs on online learning. The possibilities reasons which influenced the teachers' decision in utilizing digital platform could be from accessibility and students' economic background. Those predictions came up from teachers understanding that most of the areas in Riau, Indonesia still have poor internet connection. Furthermore, the teachers decided to use more than one platform to anticipate the students' saturation in learning process. In terms of experience, it claimed that EFL online classroom implementation brought more positive impact to the teachers' experiences. The findings is supported by Mosquera (2017) who describes that EFL online classroom implementation may bring two possibilities impact for the teachers; positive or negative experience. In addition, Nugroho & Mutiaraningrum (2020) point out that good and proper preparation of online teaching strategy frequently lead to positive experience. In other hand, the accessibility part descibed that most of the teachers tended to had positive point of view in terms of accesibility in online classroom implementation throughout covid-19 pandemic. These findings is contrast with the study conducted by Dube (2020) which claimed that online classroom implementation frequently bring many challenges due to stable internet connection needed. Further, Anand et al., (2012) explain that accesibility become the primary problem faced by dominant teachers and students in online classroom implementation.

The second finding discussed the answer of the second research question which investigating about students' perceptions through EFL online classroom implementation during a year of covid-19 pandemic. The data analysis was presented into three sub-parts;

the platform utilization, experience, and accesibility. In platform part, the students answer confirmed equal responded as the teachers' perception. It stated that the experienced online learning process by using more than one platform. In terms of experience part, it claimed that the majority of the students had positive perception in EFL online classroom implementation throughout covid-19 pandemic. It proven from their responses in question lists related to their experiences during the implementation of online classroom. The students gained knowledge about technology and could easily get feedback from their teachers during online classroom. Rifiyanti (2020) argue that getting experience interacting both in offline and online class, the students' perception will be created by getting knowledge and classroom atmosphere. Meanwhile, some of them also had negative perception on the implementation of online classroom. The students felt difficult to understand the material being taught during online classroom. A study conducted by Ariyanti (2020) revealed that there are three kinds of difficulties faced by students are including internet connection, healthy reason, and the use of certain online application. Those difficulties are playing important roles to establish a good communication which understandable and clearly to be understood to make the students understand about the material being taught. So, communication is the important factor in running the online classroom in order to engage the students' motivation in learning. Moreover, in terms of accessibility, the data confirmed that most of the students had positive perception in EFL online classroom implementation throughout covid-19 pandemic. It can be shown from their responses from the question lists related to their accessibility in online classroom. Most of them did not feel difficult to submit the assignment given by the teacher and they could join the class easily. A study conducted by Pustaka (2020) proved that the existence of technology is useful for students to have effective teaching and learning process especially in term of necessity. The system of interactive communication is needed to join both teachers and students and to gain resources provided. However, some of them also had negative perceptions on the implementation of online classroom because they felt difficult to access the material through unstable connection. Thus, it shows to reveal that under the advantages of having online learning, the development of the facilities still needed.

Finally, we arrived to answer the third research question reffering to English students' score in online classroom throughout a year of covid-19 pandemic. From the findings, it revealed that all students achieved higher score than the criteria minimum. It confirmed that the students understood the materials being taught in EFL online classroom implementation throughout covid-19 pandemic. It is in line with the statement that the flexibility of online learning encourages the students to engage with the teaching and learning process that can improve students' achievement Sari (2020). Similarly, previous study conducted by Baig (2011) describes that online learning still possible to facilitate every student in learning, collaborating, and sharing of resources beyond four walls. Online learning environment provided features, such as; user centre, user control and communication, and applied students' centre in teaching and learning process.

## 6. CONCLUSION

EFL online classroom implementation throughout a year of covid-19 pandemic brought positive and negative effects for both teachers and students. Firstly, it claimed that the teachers who are responsible to design teaching strategy preferred on utilizing more than one platform to facilitate language learning. Secondly, since online classroom implementation was a new phenomenon and occurred almost a year in Indonesia, the teachers and students frequently faced new experiences. However, in the students' side, those experiences do not affect to their achievement. It was proven that their score passed the minimum criteria determined by the school. As the suggestion, the findings also lead to the need for considering some action plans for English language teachers as one of the practitioners. English language teachers should always be prepared to take the challenge to customize their language teaching activities by taking into account new development in learning theories, current teaching trends, and available types of technology in contemporary. Secondly, this study conducted in limited area in Riau province, Indonesia only. Thus, wider areas of investigation are recommended to be conducted for future researchers. In addition, descriptive qualitative research also recommended to be employed in the future research in purposed gathering more detail information about what are the teachers' or students' perception in EFL online classroom implementation throughout covid-19 pandemic.

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