

**TEACHERS' PERCEPTION ON TEACHING PRESENCE COMPONENTS  
IN EFL ONLINE CLASSROOM BY USING GOOGLE CLASSROOM AND  
ZOOM MEETING**

**An Undergraduate Thesis**

**Presented to the Department of English Language Education as a Partial  
Fulfillment of the Requirements to Obtain the *Sarjana pendidikan* Degree in  
English Language Education**



**By:**

**Husnaya**

**18322115**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA**

**2025**

**APPROVAL SHEET**  
**TEACHERS' PERCEPTION ON TEACHING PRESENCE COMPONENTS**  
**IN EFL ONLINE CLASSROOM BY USING GOOGLE CLASSROOM AND**  
**ZOOM MEETING**

**By**  
**Husnaya**  
**18322115**



**Approved on April 21, 2025**

**By**  
**Supervisor**

A handwritten signature in black ink, appearing to read 'Adam Anshori', is written over a light blue horizontal line.

**Dr. Adam Anshori S.S., M.A**

**NIP: 062216004**

## RATIFICATION SHEET

### TEACHERS' PERCEPTION ON TEACHING PRESENCE COMPONENTS IN EFL ONLINE CLASSROOM BY USING GOOGLE CLASSROOM AND ZOOM MEETING

By

Husnaya

18322115

Defended before the Board of Examiners on April 21st, 2025 and Declared Acceptable.

Board of Examiners

Chairperson : Dr. Adam Anshori S.S., M. A

First Examiner : Dr. Rizki Farani, S.Pd., M. Pd

Second Examiner : Dr. Ista Maharsi, S.S., M. Hum

Yogyakarta, April 29th 2025

Department of English Language Education

Faculty of Psychology and Socio-Cultural Science

Universitas Islam Indonesia

Head of Department,



Puji Rahayu, S.Pd., MLST., Ph.D.

NIP: 053310402



## STATEMENTS OF WORK'S ORIGINALITY

I do acknowledge that i went through the process of finishing this research paper with ups and downs with my own struggling and dedication, i do not associate myself with any other sources without my own willing.

Yogyakarta, 28 February 2025

Author,



Husnaya

18322115

## **MOTTO**

Strengthen your faith and solely place your trust entirely in God's way; no one else can truly know what is inside you or yourself.

## **DEDICATION**

I profoundly dedicate myself to writing this thesis for my loved ones, including my parents who never stop praying and endeavouring the path for me accomplishing the final progress of my bachelor degree, the most beautiful woman my late mom who accompanied myself since day one i came to this world until i reached my twenty, Ummy your only one daughter finally did it, my cutie pies brother and sister whom their existence lessen my gloomy days, and also my beloved friends that still keep in touch with me when i stayed home since i spent my time mostly outside this hometown.

## ACKNOWLEDGEMENT

All praises be to Allah, the almighty, the king of the king, the lord of the world, and the master of everything. Peace be upon to the messenger of Allah, Rasulullah SAW. by Allah's guidance i was able to stay strong while carrying out this final tasks.

I'm so grateful for having people surrounding me that i'am thanking:

1. My parents, Syamsul Hadi and Almh. Siti Hasanah who raise me with their love and work hard day and night so now i can live sufficiency and comfortably with the most appropriate way.
2. The head of English Education Department, Mrs. Puji Rahayu, S. Pd., MLST., Ph.D. who guided me and convinced me that i'am able to conduct my thesis.
3. My thesis supervisor, Mr. Adam Anshori S.S., M.A. who encouraged and guide me patiently along this time.
4. Bu Nining and her lovely children, Fina and Hilman who bring new colors into my page of life also my relatives in Kopo and Ponorogo who encouraged me to accomplish my thesis.
5. My beloved aunt, Lek Diyan and her husband who always provided me with discussion and great supports on maintaining my mental health during my grief period time, thank you for understanding me through my harderst phase of life.
6. My childhood and adolescence best friends, Rafidah Rachim, Erin Divasari Alawiyah, Hasri Rahma Sutedjo, and Fulajiyatul Rofahiyah who are always being there for me and doing silly things together to keep me sane from my sorrow times.

7. My campus best friends, Nadhifah Dwi Oktaviani, Dinda Febriana Lestari, Widia Wardatul Huwayana, Meuthia Aisyah, Ersah'i, and Laila Muthmainnah, i enjoyed my university life by laugher and experience that i had not before.
8. My online fellas that i cannot mention one by one, covid was so tough and you guys make it not as bad as i think because of meeting you would be one of the best thing to ever happen.
9. My friends and lecturers in the English Education Department that i met since day one of my collage student life.

Yogyakarta, 28 February 2025

Author,

A handwritten signature in black ink, appearing to read 'Husnaya', with a large, stylized flourish on the left side.

Husnaya

18322115

## TABLE OF CONTENTS

<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>RATIFICATION SHEET</b> .....	<b>iii</b>
<b>STATEMENTS OF WORK’S ORIGINALITY</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>Abstract</b> .....	<b>xiii</b>
<b>Chapter I</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>1</b>
1.1. Background of the Study .....	1
1.2. Identification of the Problem .....	3
1.3. Limitation of the Problem.....	3
1.4. Formulation of the Problem .....	4
1.5. Objectives of the Study.....	4
1.6. Significance of the Study .....	4
<b>Chapter II</b> .....	<b>5</b>
<b>Literature review</b> .....	<b>5</b>
2.1. The Definition of Online Learning and Community of Inquiry .....	5
2.1.1. Online Learning.....	5
2.1.2. Benefits of Online Learning using Zoom Meeting and Google Classroom	7
2.1.3. Community of Inquiry Concept.....	8

2.2. Previous studies.....	10
2.3. Theoretical Framework.....	12
<b>Chapter III.....</b>	<b>14</b>
<b>Research Methodology.....</b>	<b>14</b>
3.1. Research Design.....	14
3.2. Data Preparation .....	14
3.2.1. Informed Consent .....	14
3.2.2. Setting and Participant .....	15
3.3. Instrument.....	16
3.4. Data Collecting Technique .....	19
3.5. Data analysis Technique .....	19
3.6. Trustworthiness.....	20
<b>Chapter IV .....</b>	<b>22</b>
<b>Findings and Discussions.....</b>	<b>22</b>
4.1. Findings.....	22
4.1.1. Facilitating Discourse .....	22
4.1.2. Direct Instruction.....	23
4.1.3. Design and Organization.....	24
4.2 Discussion .....	25
<b>Chapter V.....</b>	<b>28</b>
<b>Conclusion and Recommendation.....</b>	<b>28</b>
5.1 Conclusion .....	28
5.2 Recommendation .....	29
<b>References.....</b>	<b>30</b>
<b>APPENDICES .....</b>	<b>34</b>

**LIST OF FIGURES**

**Figure 2. 1 CoI Analysis .....13**

**LIST OF APPENDICES**

**Appendix 1. Permit Letter.....34**  
**Appendix 2. Informed Consent.....35**  
**Appendix 3. Transcript and Coding.....37**

# **TEACHERS' PERCEPTION ON TEACHING PRESENCE COMPONENTS IN EFL ONLINE CLASSROOM BY USING GOOGLE CLASSROOM AND ZOOM MEETING**

**Husnaya**

**18322115**

## **Abstract**

The prolonged quarantine due to the COVID-19 pandemic has profoundly affected educators in maintaining guidelines informed by contemporary research on educational methodologies relevant to the current era. Experts concentrate on technological advancements in communication while also advocating for the establishment of the educational system. This qualitative research examined teachers' utilization of Google Classroom and Zoom Meeting, emphasizing the element of teacher presence within the community of inquiry framework. Following interviews with two English educators with varying levels of teaching experience, the data were analyzed using thematic analysis. This research finds that the instructors utilize their Teaching Presence as the most influential element in online language acquisition. Research indicates that educators must understand the Community of Inquiry and its three components to enhance teaching skills and optimize classroom conditions.

*Keywords: Google Classroom, Zoom Meeting, Community of Inquiry, Teaching Presence*

# **TEACHERS' PERCEPTION ON TEACHING PRESENCE COMPONENTS IN EFL ONLINE CLASSROOM BY USING GOOGLE CLASSROOM AND ZOOM MEETING**

## **Chapter I**

### **Introduction**

#### **1.1. Background of the Study**

Quintana et al. (2017) argued that the plague that affected all corners of the world normalized the implementation of online action. The era in which this happens is referred to as the digital age. Complexity and uncertainty can be solved by capitalizing on high-level learning in the digital age. The online classrooms popular and widely used by teachers in Indonesia, such as Zoom Meeting and Google Classroom, provided by each developer, a variety of software that facilitates the global community to ease communicating remotely, will significantly benefit many educators. Features offered by zoom video conferences such as a share screen, microphone, video webinars, chats, and rooms are advantages for teachers.

Manegre & Sabiri, (2020) stated that the approach to optimizing the environment in online learning is by using an online classroom equipped with features that support its role. The coronavirus outbreak occurred in every country that education still runs, as usual, hindering the classroom activity that generally happens in the school with teachers and students who have the purpose of teaching and learning that should run in the school environment, when faced with a sudden situation that requires teachers to devour software-based technology systems to control the continuity of teaching and learning activities continuously to save the quality of students expected by their parents.

Bozkurt & Sharma, Ramesh (2020) argued that new circumstances worldwide are causing rapid and forced changes for some people. Things like face-to-face learning into online learning have become a challenge in itself. It manifests in the use of online platforms. Social inequality will continue to increase as online activities continue; in an online class, matters related to technology such as internet connection and adequate devices. Despite this, in the end, it is the faculty that has a vital role in managing education, whether it will be successful or even fail. Concerns will continue to occur on the faculty despite the rapid growth in online learning and the development of research that shows the effectiveness and ability of comparable students (Levin et al., 2018).

Over the last few years, Online Language Learning (OLL) has made the online classroom a significant sector in private education, covering the needs of the educational environment researched by iResearch in 2018 (a China-based website for consulting all fields in the internet industry). Barnes (2012) discussed that the differences found between online classes and others, namely face-to-face interactions, will not be found in online language learning; every difficulty faced by teachers and students is not resolved together by collaborating critically.

Lim et al. (2022) argued that maintaining the desire to teach in pandemic times causes teachers to struggle more, especially if newcomers who have absolutely no experience require them to experience a difficult learning curve in meeting the demands of ERT. Barbour et al. (2020) stated that Emergency Remote Teaching (ERT) is defined as situations that occur abruptly in the context of education that allocate face-to-face learning into online learning during a crisis or disaster. The threat of COVID-19 has conferred its challenges for institutions focused on higher education. Emergency or

disaster is indicated as natural disasters or accidental conflicts that lead to unwanted phenomena that potentially hamper school learning activities. Cahyadi et al. (2022) stated that Since March 2020, Indonesia's authority had directed the governments to implement ERT immediately to maintain the education system. However, all educational components, including staff, teachers, and students, have to adapt according to the provisions of the government that enforced ERT. Most parties who must adjust to the circumstances and prepare the components supporting the community's welfare in the education sector are facilitators or teachers.

Hence, this study highlights teachers' viewpoints in pandemic situations that require them to keep advancing their work remotely. This study explores EFL teachers' perceptions on Teaching Presence using Google Classroom and Zoom Meeting in an intermediate private school in Serang since the beginning of 2020.

## **1.2. Identification of the Problem**

The pandemic has taken over all sectors, including education. The problems that the researcher found in this case regarding the involvement of teachers in assimilating their roles based on the concept of Teaching Presence contained in Garrison's theory, Community of Inquiry. teacher's concerns in adapting to technology to run an online classroom, such as time limitations that can occur if the teacher has not mastered the technology, confidence will be reduced, and anxiety will be increased, and if there are internal constraints in operating an online learning support device.

## **1.3. Limitation of the Problem**

This study is limited to the teachers' approach using Teaching Presence contained in Community of Inquiry. In addition, this study is being researched during the

pandemic of Covid-19 that runs the online class by using Zoom Meeting and Google Classroom as the primary applications for learning and teaching activity.

#### **1.4. Formulation of the Problem**

In this research, the researcher formulates the problem of the study as follows:

How do EFL teachers perceive the use of Teaching Presence in online classroom by using Google Classroom and Zoom Meeting?

#### **1.5. Objectives of the Study**

This study aims to answer EFL teachers' perception on Teaching Presence using digital platforms that are Google Classroom and Zoom Meeting during the coronavirus outbreak which requires teachers to change learning methods in limited conditions so that online learning is the only adequate method rather than face to face. We know that avoiding the coronavirus, keeping a distance from crowds is the right way. Likewise, in educational activities, governments around the world impose online school.

#### **1.6. Significance of the Study**

There are some benefits expected from this research which are practical benefits. The abstract used is that this research can be a recommendation for further and more in-depth teachers' perception on Teaching Presence during online education. The practical benefit is that the teachers can adapt Teaching Presence in online learning based on Community of Inquiry (CoI) analysis that will support teachers in developing their intelligence while teaching.

## **Chapter II**

### **Literature review**

#### **2.1. The Definition of Online Learning and Community of Inquiry**

##### **2.1.1. Online Learning**

The learning environment is related to the context, and location, either in the classroom or remotely through the learning platform and the culture. Formalizing such a term in education to expand the meaning in which students learn in the classroom, and the learning environment can be carried out anywhere, including outdoors and indoors. Adedoyin & Soykan (2020) stated online learning is a form of education where the main element is information technology.

The most common platform on online classroom that is used in Indonesia includes Zoom Meeting and Google Classroom, where teachers can share material through the share screen feature, send the chat in public or in private if it is necessary, make a breakout room for grouping activities, arrange for students to become the co-host to deliver the presentation and record the session. Manegre & Sabiri (2020) stated that online classrooms provide many features that can be accessed by students and teachers so that many benefits are obtained during learning activities, one of which is being able to monitor quality and guarantee quality and teachers can enter the classroom at any time to make the class effective.

On the other hand, Bigné et al. (2018) stated that an online learning is a tool to develop and practice learning at the education level that encourages teachers to have the ability related to command of digital technology and effectiveness in the school of understanding the character of students. Conducive teachers can design schemes for

communication and preparation of innovative approaches. Consequently, teachers could discover each student's personality more conveniently when meeting in person, even though there are many obstacles because more than one student is being observed, so the teacher must be extra in the duties. Especially in times of pandemic, the burden on teachers is increasing because direct meetings with students are not an option. The character recognition process of each student experiences considerable obstacles.

Bautista & Lissen (2020) argued that if teachers are already at a high level of face-to-face basis, they have to spend a lot of time interacting more with students while trying to engage with students during an online class. The definition of a high level of face-to-face basis means teachers appropriating the techniques of face-to-face learning to devise online learning able to identify well adjusting the conditions and situations in the classroom that are commonly felt.

Zoom Meeting and Google Classroom are applications that started their popularity during the pandemic. Zoom was created in 2011 by Eric Yuan, whose main function is to provide video conferencing. Serhan (2020) stated that many features are provided in Zoom, including live video conferencing, audio, chat, share screen, recording, live transcript, and many more. Osuagwu & Nwokoma (2017) found that Zoom Meeting uses an audio and video streaming system that allows teachers and students to cooperate remotely without meeting readily. By displaying a variety of components that are easy to access which are in the bottom panel of the video conference displayed, it does not interfere with the continuity of learning. Zoom provides video conferencing as the tool for presenting the teaching materials by using device facilities, namely cameras and additional complements in the form of features that all can access.

Besides, Google for education includes applications attached to human work in the field of learning; one of the most frequently used is Google Classroom. Waree (2019) added that It can be accessed free of charge for all workers in schools and educational institutions, and outside of education. According to Iftakhar (2016), one of the most important applications in this precarious case is Google Classroom because it provides ideal features for managing homework, materials, and all aspects of learning that teachers want to share. Based on research that has been conducted, it is agreed that Google Classroom is the best option for carrying out activities online.

### **2.1.2. Benefits of Online Learning using Zoom Meeting and Google Classroom**

According to Fisher & Baird (2020), the availability of decent components allows learning activities to be more lively, encouraging more reserved students to participate dynamically and chat through the gadget screen and follow instructions and discussions. Spontaneous conversations can also occur when interactions with fellow students are formed with a continuous connection.

Berry (2019) assumed that benefits for students in the online classroom systems, such as video, chat features, and sharing screens, can increase student engagement with a sense of mutual responsibility as students constantly. The urge for learners to keep communicating, even if it is remote, to gain more knowledge, is one of the obligations of a student; like it or not, they must follow the standard rules even though they are not very familiar with the online system. Despite the communication being done with remote features, Hiltz & Wellman (1997) noted that the relationship between teacher and learners is an actual event.

Erickson et al. (2021) stated that nowadays, one of the online classroom support tools is videoconference which provides functionality such as pinned search engines,

sharing documents, and accessing material online. Those has supported teachers and students in running the education system in the midst of a pandemic that limits meetings, they can see each other by utilizing the features contained in video conferences, turning on the mic feature when they want to interact, provide tasks in the form of soft files that facilitate all work and not damage habitat by reducing the use of paper.

According to Tsai et al. (2020), self-isolation during the pandemic can be turned into an engagement system so that students feel attached to other students through interactions via video conferencing applications and managing tasks such as Google Classroom.

### **2.1.3. Community of Inquiry Concept**

The concept of community of inquiry is a central component of the development of online learning. It allows scholars and practitioners to understand the various aspects of delivering educational programs and services. D. R. Garrison (2009) argued that a community of inquiry isn't a new perspective in the field of higher education. It draws on existing educational theories and constructs, and many of them evolved from the research conducted in the field .

Teaching presence is a crucial element in cognitive stability and social presence in the final result of the educational process. Although in reality the role of teachers is more involved in learning, students can participate in reviving the teaching presence that is based on the community of inquiry. D. Randy Garrison et al. (2001) stated that although the Community of Inquiry model views teaching presence as being just as significant as social and cognitive presence, there has not been much drive to study it until the internet became a widely used teaching tool. In the

indefinite theory, there are three categories in teaching presence indicators: design and organization, facilitating discourse, and direct instruction.

According to the following subdimensions of the Community of Inquiry framework by Garrison et al. (2000), it has been conceptualized; design and organization address issues such as organizing curricula, shaping methods and assessments, initiating time parameters, and employing the medium. Facilitating discourse disquiets the productivity and acquiring legitimate knowledge that concludes aspect such as in general, it has a function to facilitate space in activating the classroom, build a structured learning atmosphere, persuade less active students to show themselves more, appreciate the participation of students as a whole, and carry out diction. Constructive exchange is literally communication between two or more parties in activating the learning space that leads to decisive results. The interview question leads to one of Garrison's statements regarding the function of facilitating discourse itself. The last category of indicator of teaching presence is direct instruction. In this category teachers are supposed to provide material directly and prepare questions, provide feedback on every discussion activity and assess the skills of students academically and non-academically.

D Randy Garrison (1999) stated that In the process, it must be included with a constructive explanation of feedback. In the interview questions it is explained that design and organization directly leads to designing the curriculum and method for online language learning without going deep according to the theory of Garrison, directly leading to the challenges encountered by the teacher. The interview results showed a mistranslation, namely direct instruction, while if it leads to garrison

theory, it is explained that this aspect includes things such as providing questions and feedback directly, assessing in academic and non-academic aspects.

## **2.2. Previous studies**

As cases of the spread of the COVID-19 virus increase, online teaching and learning (OTL) is no longer an option for all institutes. However, a necessity should be developed and maintained in times of crisis. In realizing an engaging and effective educational challenge, several studies have revealed that analyzing the challenges to online teaching and learning should explore more challenges to online education and learning in subsequent research. Researchers examine the challenges faced concerning how they direct OTL learners during the pandemic. The study by Kabilan & Annamalai (2022) on online teaching during Covid-19 of educators' experiences and challenges using the Community of Inquiry (CoI) approach by Garrison et al. (2000) that consists of Social Presence (SP), Teaching Presence (TP), and Cognitive Presence (CP) as interconnected elements. The study results are concerned with the theory of CoI as a protocol for OTL, which is more compelling and engaging. Instead of those three elements, it could be more realistic to be one integrity. Educators should learn more to create that brilliant education in overcoming existing challenges based on potential initiatives in developing Continuing Professional Development (CPD). The purpose focuses on learning, relearning, and reflecting on current activities and enhancing educators' pedagogical intelligence and challenges.

Remote-based methods that rarely occur in the scope of education make teachers and students get used to them. This research by Englander & Russell (2022) investigated their experiences in a well-established English for Academic Purposes (EAP) program using the CoI framework as both a design and research tool. The

research was accomplished by distributing questionnaires to students at two points of the learning year about their experiences. Forty hours teachers are investigated for how they employ Social, Teaching, and Cognitive presence during learning and teaching. The results of this study state that teachers and students feel adequacy differently in Teaching and Cognitive Presence. More positively perceived by students and less favorable for teachers. It can be indicated that the EAP program produced Social Presence ranked lowest and Teaching Presence ranked highest with a total of 4.3 out of 5 overall.

This quantitative research by Sadaf et al. (2021) discussed learning outcomes and pedagogical strategies during the online course. This study reviewed 30 journals in two decades (2000 to 2019) to harmonize the alignment regarding Cognitive Presence in online learning. There are five systematic steps in the review described in the department of education in the U.S., Institute of Education Sciences: (1) expanding review protocol, (2) analyzing compatible literature, (3) filtering studies, (4) reviewing research, and (5) reporting allegations. It uses one of CoI's main elements, CP, which consists of four levels: triggering events, exploration, integration, and resolution. Amid pedagogical strategy, there is a reflection on methods, inquiry-based learning, case-based learning, and peer facilities that are widely researched. While in learning outcomes, critical thinking and interaction are the most investigated. This study achieved learning outcomes and pedagogical strategies during the online course. The lack of research on Cognitive Presence needs to be underlined for effective online learning to be formed. More than half of the studies use quantitative methods, and Canada & U.S is a country where research is processed in higher education.

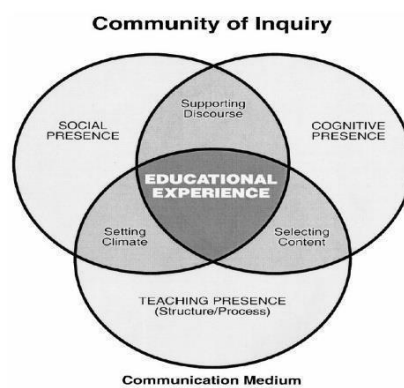
The subsequent discovery is still in a pandemic situation in teaching and learning languages online. The study by Alger & Eyckmans (2022) elevated one of the core elements of the CoI framework, Social Presence, to review observing students' interpersonal interaction during the implementation of comprehensive distance learning in schools and other educational institutions. Data collection was carried out by focusing on text-based analysis and reflecting the answers of 40 students who signed up for an English as a Foreign Language university course in Belgium, then involved with thematic analysis. This exploratory case research found that teachers' acknowledgment is an essential aspect. However, motivation can lead to interactive learning that can provide opportunities for students to express their resentment.

Previous research discussed a lot about the development and validity of the Community of Inquiry theory. Some also examined the three fundamentals of CoI, namely Social, Cognitive, and Teaching Presence. The mixed method study examined the use of Global Englishes (GE) in the postgraduate class of Second Language Acquisition (SLA) in Malaysia by presenting the three elements of CoI. This research by Smidt et al. (2021) focuses on the attachment between the presence of CoI, the use of GE, and knowledge systems. The findings in this study show that GE users construct knowledge collaboratively by including all three Presences to contribute empirically. If implemented simultaneously, it will build knowledge and expand learning using CoI. In its implementation, Teaching Presence gets the highest recognition, followed by Cognitive and Social Presence.

### **2.3. Theoretical Framework**

CoI analysis by Garrison et al. (2001) conducted in This research regarding the challenges during the pandemic of learning activities that force educators to learn

remotely took place in one of the intermediate private schools in Serang, Banten, that runs the online class until the specified time considering school regulation. There are three aspects defined by CoI analysis including Social Presence, Cognitive Presence, and Teaching Presence. In this study examined by taking one of the elements, Teaching Presence. Fanshawe (2011) argued that it is a complex job, to be sure, because as the teacher, they were in charge of identifying the subject, fostering the discourse of learning, establishing the tone for the class, and creating the structure and procedure for mastering the material. In the previous studies on these issues, most studies have found that combining those three CoI elements results in Teaching Presence holds the key aspect in managing online education.



*Figure 2. 1 CoI Analysis*

## **Chapter III**

### **Research Methodology**

#### **3.1. Research Design**

The researcher chose qualitative design which aims to understand more deeply the case being studied. According to Jackson et al. (2007) “Qualitative research is primarily concerned with understanding human beings’ experiences in a humanistic, interpretive approach.” In order to dig more information about teachers' perception during this pandemic to teach with conditions that do not allow face-to-face, so that online activities take place. In order to obtain data that is in line with the focus of this research, the researcher uses the interview form.

#### **3.2. Data Preparation**

Data preparation contains two elements they are: 1) informed consent, which refers to participants’ consent in taking part in the interview, and 2) setting & participant, which explains the participants’ background.

##### **3.2.1. Informed Consent**

One of the research ethics was to include a consent form. In the licensing process to retrieve data with respondents as the subject of the research, a certificate is needed, consisting of all information about the researcher's intention to make the person a respondent. A consent form is made to obtain approval from participants for carrying out the interview and further action related to the collecting data process. Before conducting the study, the researcher contacted the principal personally to carry out a study that would

involve several components of the school. The headmaster immediately agreed by confirming via wa and contacting respondents about the schedule available for the interviews. The researcher was given a schedule to come to school based on the respondents' free time which was obtained during the data collection process. In conducting the interview, the researcher will ask permission while asking in advance about the availability of responses to be involved in the data collection process and both agreed before finally accomplishing a thorough interview process. The researcher delivered the informed consent via WhatsApp to the two participants and the names of both have been disguised in this research paper.

### **3.2.2. Setting and Participant**

The location took place in a private junior high school located in the central area in Serang, Banten province. The interview can be conducted in the Teachers' Room. The participants are two English teachers in an intermediate school that implemented online learning using Google Classroom and Zoom Meeting as the main platform to conduct video conferences in real-time learning progress. Ahmad (pseudonym, male) was taught English in elementary grade for about 9 years and more than 4 years in intermediate grade. Meanwhile, Faya (pseudonym, female) was taught English for about 7 years. Ahmad, who has a long teaching experience; has a humorous, humble, and communicative personality so that students found flexibility that can provide comfort to students in the learning process. Meanwhile, Faya can bring the atmosphere of the classroom by researching the personality or character of each student that

she will be teaching. According to Faya, reading student behavior can improve their understanding in designing curriculum and methods.

### 3.3. Instrument

The CoI analysis was adapted for the instrument in this study. The researcher focused on teaching presence regarding the implementation of online learning during this critical case or any natural disasters that would hinder the learning progress.

Constructs	Interview questions (Zoom Meeting)	The purposes
	1. Did you use Zoom Meeting and Google Classroom as the tools for online language learning during the pandemic?	This question is to ensure the tools that were being used during the learning activity.
<p><b>Facilitating Discourse</b> In general, facilitating discourse serves to activate the classroom, create a structured learning environment, encourage less active students to participate more, recognize the participation of all students, and accomplish diction</p>	2. How do you provide a constructive exchange to engage in Online Language Learning?	This question is to know that teachers try to engage students by providing constructive exchange.
<p><b>Direct Instruction</b> Teachers are required to present students with immediate access to the content, prepare questions, give feedback on each discussion activity, and</p>	3. How do you give direct instruction to focus on resolving concerns?	This question regarding teaching presence how they give the direction for solving the concerns.

evaluate their academic and nonacademic competencies.		
<b>Design &amp; Organization</b> The topics of design and organization include setting time limits, utilizing the medium, forming procedures and assessments, and structuring the curriculum.	4. How do you design the curriculum and methods for Online Language Learning?	This question specifies educators' method regarding how they arrange the lesson plans.

Garrison et al. (2001) defined teaching presence as consisting of three elements: (1) facilitating discourse, (2) direct instruction, and (3) design & organization. As a form of the elements in Teaching presence, the researcher conducted these four elements and regulated these elements into the interview questions. As a form of facilitating discourse, there are sharing meaning, recognizing points of agreement and disagreement, and attempting to come to an understanding are all aspects of this job. In order to facilitate discourse, D. Randy Garrison & Arbaugh (2007) suggested that the instructor must assess and comment on student responses, pose questions and make observations to steer discussions in the right directions, maintain the flow of the discussion, engage inactive students, and limit the activities of dominating posters when they start to interfere with the group's ability to learn.

This becomes the reference of the correlation between engagement of learning remotely and constructive exchange. The researcher takes one of the examples that is constructive exchange of view as it was the indicator in the community of inquiry one of the elements that is facilitating discourse. Constructive exchange means aiding the act to improve effectively and positively. The next category is direct instruction and the instructor's duties in this situation include presenting content, employing various methods of evaluation, and providing feedback. D. Randy Garrison & Arbaugh (2007)

stated that feedback with justification is essential. For this form of communication to be effective, the instructor must be viewed as demonstrating a high level of social presence. In this second type of teaching presence, instructors lead intellectually and scholarly and share their knowledge of the topic with students. An essential, traditional function of the instructor is to provide material and direct questions to the class as a whole or to specific students. D. Randy Garrison et al (2001) argued that teachers sometimes give the debate direction by drawing attention to specific ideas or details that are required to define or pursue knowledge advancement.

The last category of this theory is design & organization. Garrison, et al. (2001) identified the planning and design of the structure, process, interaction, and evaluation components of the online course. The methods that are being used, such as creating PowerPoint presentations and lecture notes from scratch and uploading them to the course website, are examples of activities falling under this category of teaching presence. Other activities include creating audio and video mini-lectures, giving personal insights into the course material, setting together a schedule of individual and group activities, and giving instructions on how to utilize the medium effectively. Swan (2003) discussed that these are particularly crucial actions since it has been discovered that the most reliable indicator of successful online courses is a clear and consistent course structure that supports engaged instructors and active dialogues. For the coding in this research is being explained below:

For example: (FD/004/01/A)

FD is the theme of this study which stands for Facilitating Discourse, 004 is the line of the data that being obtained from the interview, 01 defines the first finding on this theme, A is a pseudonym of the respondents.

### **3.4. Data Collecting Technique**

Due to the COVID-19 outbreak, the researcher has been vaccinated and strengthened health protocols by wearing masks and washing hands before visiting the school. In collecting the data, the researcher plans to contact the respondents first by going to the school, making appointments for the availability of time to be interviewed, and providing a consent form that the researcher will make before visiting the school, according to the specified format. Ahmad (pseudonym, male) is an English teacher at an intermediate school who has experience teaching English for more than five years in one institute since 2005. Faya (pseudonym, female) has had the same experiences as Ahmad since 2016. Ahmad has been teaching in the elementary school since 2005 and in the intermediate school since 2014. The interview was carried out on January 24 at 10:30 at the office inside the school and on April 03 around 12:06 via Chat on WhatsApp and was recorded with iPhone 11. After transcribing the data from the interview, the following procedure is by using thematic analysis. If the interview has been done, the next stage is to apply the six phases of thematic analysis. If there are indeed new findings after the transcription, the interview can be conducted again with the school's approval following the stated format.

### **3.5. Data analysis Technique**

Thematic analysis method is used for analyzing the data. According to Braun & Clarke (2006) "thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. A theme captures something important about the data in relation to the research question and represents some level of patterned response of meaning within the data set." They distribute the steps of thematic analysis by 6 phases, then the process precedes the transcribe following the 6 phases. Phase 1 kind of

skimming the transcript after collection the data by interview, phase 2 pointing the interesting aspect in the interview by note it, after that phase 3 looking for the themes, phase 4 reviewing again the themes, phase 5 giving the name by specify the themes that has been found, phase 6 writing the final report including the benefits and validity of the analysis.

By the data analysis method, which uses thematic analysis, there are 6 phases. The first phase is skimming the data, reading the transcription briskly to get the general or highlight points to identify the aspects regarding the questions based on the theory of CoI. The second phase is by noting the interesting facts from those 9 questions. If there is more information after that, a further interview to get deeper into the research study. The third phase is theming from the complete transcription to highlight the exciting point at the second phase. The fourth phase is checking again to avoid invalid data that will affect the results of the findings at the end of the study. It takes high accuracy to perform checks without adding or reducing important aspects contained in the data. The fifth phase is naming each element after finding the specific term that has been found from the previous phase. This phase takes the understanding of the entire data, avoiding no error in giving names to each aspect that has been arranged before. The last phase is writing a final report that includes the validity of data and the accuracy of online learning benefit statements obtained from teachers' perceptions.

### **3.6. Trustworthiness**

To assure trustworthiness in qualitative research, Korstjens & Moser (2018) stated that this kind of study is frequently used with these categories of trustworthiness: credibility, dependability, transferability, confirmability, and reflexivity. The member check method of credibility was used in this research because the researcher contacted

the participants through WhatsApp and the method was in accordance with its statement that research legitimately involves respondents with concrete data generated from the results of data collection. Ahmed (2024) added that to guarantee traceability, maintain an audit trail of dependability of all research decisions, modifications, and data analysis procedures.

## Chapter IV

### Findings and Discussions

This chapter discusses the research findings and discussions. The data were collected through an interview and discussed in more details consisting of findings, thematizing, coding, and lastly discussion.

#### 4.1. Findings

After the data being analyzed, there are three categories of teaching presence aspects these are: Facilitating Discourse, Design and Organization, and Direct Instruction.

##### 4.1.1. Facilitating Discourse

The findings on this theme focus on activities that occur during online language learning, including teacher-student engagement and the activation of the camera during learning sessions. Teachers assured students that the camera needed to be active, and they checked each student individually, creating an interactive environment tailored to each student's unique characteristics.

*I frequently did a constructive exchange of ideas with my students that had the purpose of engaging, as it is a primary aspect of making students have a desire to learn (FD/012/01/A).*

*Students often turned off the camera during online learning, therefore I had to do the conditioning which is intended to open the camera (FD/014/02/A).*

*To run the student involvement in a remote class, I ought to teach them constructively and persuade students to gain the knowledge (FD/018/03/F).*

Teachers assured students that the camera needed to be active, and they checked each student individually to create an interactive environment that suited each characteristic. Since the learning process took place remotely, it was essential to activate the camera to detect the presence of students.

#### 4.1.2. Direct Instruction

The responsibilities of the instructor in this situation include presenting content, using various methods of evaluation, and providing feedback with justification.

*Besides giving direct instruction, to improve the engagement between teachers and students, I always motivate my students before starting the lesson (DI/034/04/A)*

*In the learning activity, I often show educational clips for students to observe the whole content inside the clip, then conduct a discussion and presentation (DI/038/05/F)*

*I give instructions during online learning, such as “I assign you to be a news anchor/reporter,” which is how I deliver to the students (DI/040/06/F)*

*One of the platforms that we utilize, except Zoom Meeting, which is one of the variations included in Google, is Google Classroom to manage the tasks in the form of video, text, roleplay, etc (DI/042/07/F)*

*Google Classroom makes it easier to share materials, for instance, about recount text, report text, and procedural text (DI/044/08/F)*

Based on the first blueprint, teachers believed that giving motivation worked to optimize the learning progress that achieved proper engagement in reaching students' interests, specifically in learning English. Teachers provide video assignments that spark discussions and presentations, thereby enhancing students' critical thinking skills. In creating a fun way for them to learn, one of them is role playing. Students enhance their creativity and develop their communication abilities. Google Classroom and Zoom meeting were two appropriate mediums of the covid era, with teachers giving materials and assigning the tasks in one place called Google Classroom, and they were still able to meet each other through a technology called online learning.

### 4.1.3. Design and Organization

layout and structure determined that the design and organization of the teaching presence included the planning and design of the online course's structure, process, interaction, and evaluation elements.

*In terms of the common curriculum, it uses a paper-based lesson plan. Being adapted to the new situation is essential for all sectors, including schools, since the teachers need to switch the curriculum to online learning (DO/046/09/F)*

*When teachers organize the environment of online education, we need to recognize the situation. For instance, there is an assignment that can be conducted individually, by group, or in pairs; it all depends on the classroom conditions (DO/048/10/F)*

*It was not a tough process introducing the platform, since the students in this generation are more familiar with current technology (DO/052/11/F)*

*The learning process must be aligned with the lesson plan that has been modified for remote activities. Being online through the screen limits us from doing the practice precisely; therefore, while delivering the materials, teachers are obligated to upgrade the vocabulary and increase English understanding for students to absorb the material that the teacher explained, which is very different from if it could be done exactly inside the classroom (DO/054/12/F)*

The key to a study being easier to accept is the adaptation that teachers were relying on. Teachers and students had to adjust to two distinct approaches: the paper-based curriculum and the digital curriculum, with the teacher occasionally blending the learning process into individual or pair sessions. Fortunately, students demonstrated familiarity and proficiency with the two used mediums, while teachers advanced their vocabulary by adapting to digital terms

## 4.2 Discussion

The current study, which focuses on teachers' adaptation to Teaching Presence, one of the Community of Inquiry theories, highlights two crucial applications utilized in schools: Google Classroom for assignments and Zoom Meeting as a learning medium. According to the previous study, Teaching Presence achieved the top spot in implementing English for Academic Purposes (Englander & Russell, 2022). On the other hand, this research in the design and organization of Teaching Presence's community of inquiry, critical circumstances forced teachers to adjust the lesson plan using a self-taught approach. Teachers frequently plan and prepare lessons with a specific objective in mind. But when it looks unlikely that those objectives will be achieved, then this is pointless (Mokoena, 2022). Despite the hardships found in many schools, they were able to acclimate, though at first they needed some more time; social conditions acquired an abrupt method globally for online language learning.

The next category of teaching presence is direct instruction. Teachers could only deliver material directly; they are unable to accomplish the other three important aspects, which include creating questions in advance, giving feedback following a discussion, and evaluating students' academic and nonacademic skills. Due to the unavailability of information discovered during data collection, this study lacked depth in these three essential aspects; instead, the research questions focused on the general concept of direct instruction rather than the three main forms.

In terms of facilitating the discourse, constructive exchange serves as the supporting element and forms the basis of the teacher movement's efforts to implement this Coi theory. In order to accomplish learning that involves students at all times, it is imperative to conduct instruction that may spark creativity and activity and that

embraces the notion of constructive exchange. Teachers in this study frequently facilitate group projects, conversations, and discussions using Google Classroom and Zoom Meeting, the two online learning platforms. Learners of English as a foreign language (EFL) who study English in institutions discover that they cannot sufficiently express themselves either in writing or in speaking (Al-Nasser, 2015). Online language learning adaptation tends to be more adjustable by increasing mastery of the vocabularies or terms related to the covid-19 outbreak. A lesson, particularly in language, requires the translation of certain words into a language that all students can comprehend. We frequently plan and prepare lessons with a specific objective in mind. However, if the likelihood of achieving those objectives appears low, this approach becomes futile. At this stage, teachers still require additional practice and research to effectively foster vocabulary development.

As the study by Kabilan & Annamalai (2022) results pertain to the hypothesis of Coi as a procedure for OTL, which is more persuasive and captivating. Rather of those three characteristics, it may be more pragmatic to consider a singular integrity so this research is able to achieve the focuses that has been mentioned before that are acquiring, revisiting, and contemplating present endeavors while augmenting instructors' educational competence and addressing obstacles. To attain educational outcomes and instructional methodologies throughout the online course, Cognitive Presence needs to be inserted into the studies as the research by Sadaf et al. (2021) conducted more than twenty journals within two decades of research that dug only this one part of Coi analysis that is cognitive presence.

On the other hand, this research by Alger & Eyckmans (2022) results an exploratory case study that reveal teacher recognition is a critical component. Nonetheless,

motivation can facilitate participatory learning that allows students to articulate their complaints, herewith Teaching Presence is undoubtedly a fundamental aspect. Additionally to reinforce the essence of teaching presence, this study conducted by Smidt et al. (2021) examines the relationship of the presence of CoI, the utilization of Global Englishes (GE), and knowledge systems. The results of this study indicate that GE users cooperatively generate knowledge by integrating all three Presences for empirical contribution. Simultaneous implementation will enhance knowledge and broaden learning through CoI. In its execution, Teaching Presence receives the utmost acknowledgment, succeeded by Cognitive and Social Presence.

## Chapter V

### Conclusion and Recommendation

#### 5.1 Conclusion

Based on the Community of Inquiry concept by Garrison et al. (2001), the focus of this research is Teaching Presence, which has three categories: they are Design & Organization, Facilitating Discourse, and Direct Instruction. The teachers employed three distinct teaching methods; the first being direct instruction (DI), which aims to assist students in evaluating their learning through assignments, providing feedback, and identifying their abilities both academically and non-academically. Based on the findings, the researcher outlined it into three categories as the previous statement which being mentioned:

- Direct Instruction: resulting in technical issues, such as a poor internet connection. The time spent in the online classroom was primarily focused on overcoming technical obstacles, thereby freeing up more time for the primary task of studying. This concluded a less in-depth analysis of the data.
- Design and Organization: Teachers succeed in switching from a paper-based to a remote-based curriculum, the step to operate Google Classroom and Zoom Meeting, and creating lesson plans.
- Facilitating Discourse: Teachers provided constructive feedback to engage students in online learning, used learning videos and presentations, and facilitated group or individual discussions based on the delivered material.

## **5.2 Recommendation**

As the study is being conducted, it still lacks the enrichment of information that should be more extensive and detailed during the interview session. Consider using open-ended questions to encourage respondents to provide comprehensive, personalized responses and present a diverse array of possible responses. Likewise, expanding the number of participants in collecting the data is a suggestion for researching the community of inquiry more precisely in Teaching Presence.

## References:

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 0(0), 1–13. <https://doi.org/10.1080/10494820.2020.1813180>
- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2(January), 100051. <https://doi.org/10.1016/j.glmedi.2024.100051>
- Al-Nasser, A. S. (2015). Problems of English Language Acquisition in Saudi Arabia: An Exploratory-cum-remedial Study. *Theory and Practice in Language Studies*, 5(8), 1612. <https://doi.org/10.17507/tpls.0508.10>
- Alger, M., & Eyckmans, J. (2022). “I took physical lessons for granted”: A case study exploring students’ interpersonal interactions in online synchronous lessons during the outbreak of COVID-19. *System*, 105(January), 102716. <https://doi.org/10.1016/j.system.2021.102716>
- Badilla Quintana, M. G., Vera Sagredo, A., & Lytras, M. D. (2017). Pre-service teachers’ skills and perceptions about the use of virtual learning environments to improve teaching and learning. *Behaviour and Information Technology*, 36(6), 575–588. <https://doi.org/10.1080/0144929X.2016.1266388>
- Barbour, M. K., LaBonte, R., Hodges, C., & Moore, S. (2020). Understanding pandemic pedagogy: differences between emergency remote, remote, and online teaching. *State of the Nation: K-12 e-Learning in Canada, December*, 1–24. <https://vtechworks.lib.vt.edu/handle/10919/101905>
- Berry, S. (2019). *The Role of Video and Text Chat in a Virtual Classroom*. 2014, 173–187. <https://doi.org/10.4018/978-1-5225-7567-2.ch009>
- Bigné, E., Badenes, A., Ruiz, C., & Andreu, L. (2018). Virtual Classroom: Teacher Skills To Promote Student Engagement. *Journal of Management and Business Education*, 1(2), 87–105. <https://doi.org/10.35564/jmbe.2018.0008>
- Bozkurt, A., & Sharma, Ramesh, C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1), 1–6.
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20%5Cnhttp://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
- Cahyadi, A., Hendryadi, Widyastuti, S., & Suryani. (2022). COVID-19, emergency remote teaching evaluation: the case of Indonesia. *Education and Information Technologies*, 27(2), 2165–2179. <https://doi.org/10.1007/s10639-021-10680-3>
- Englander, K., & Russell, B. (2022). Community of Inquiry perceptions and divergences between students and instructors. *System*, 106(March), 102777.

<https://doi.org/10.1016/j.system.2022.102777>

Erickson, S., Neilson, C., O'Halloran, R., Bruce, C., & McLaughlin, E. (2021). 'I was quite surprised it worked so well': Student and facilitator perspectives of synchronous online Problem Based Learning. *Innovations in Education and Teaching International*, 58(3), 316–327.

<https://doi.org/10.1080/14703297.2020.1752281>

Fanshawe. (2011). *Establishing Teaching Presence Defining Teacher Presence What about Engagement? Ubc.*

<https://onlinelearninginsights.wordpress.com/tag/community-of-inquiry-model/>

Fisher, M. M., & Baird, D. E. (2020). *Humanizing User Experience Design Strategies with NEW Technologies: AR, VR, MR, ZOOM, ALLY and AI to Support Student Engagement and Retention in Higher Education*. 33, 105–129.

<https://doi.org/10.1108/s2055-364120200000033007>

Garrison, D. R. (2009). Communities of Inquiry in Online Learning. *Encyclopedia of Distance Learning, Second Edition*, 352–355. <https://doi.org/10.4018/978-1-60566-198-8.ch052>

Garrison, D. Randy, Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *International Journal of Phytoremediation*, 21(1), 7–23.

<https://doi.org/10.1080/08923640109527071>

Garrison, D. Randy, & Arbaugh, J. B. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *Internet and Higher Education*, 10(3), 157–172. <https://doi.org/10.1016/j.iheduc.2007.04.001>

Garrison, D Randy. (1999). *Critical Inquiry in a Text-Based Environment : Computer Conferencing in Higher Education*. 2, 87–105.

Garrison, D Randy, Anderson, T., Rourke, L., & Archer, W. (2001). *Assesing Teaching Presence In A Computer Conferencing Context*. 5(2), 1–17.

Hiltz, S. R., & Wellman, B. (1997). Asynchronous Learning Networks as a Virtual Classroom. *Communications of the ACM*, 40(9), 44–49.

<https://doi.org/10.1145/260750.260764>

Iftakhar, S. (2016). Google Classroom: What Works and How? *Journal of Education and Social Sciences*, 3, 12–18.

Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8(1), 21–28.

<https://doi.org/10.1080/17459430701617879>

Kabilan, M. K., & Annamalai, N. (2022). Online teaching during COVID-19 pandemic: A phenomenological study of university educators' experiences and challenges. *Studies in Educational Evaluation*, 74(April), 101182.

<https://doi.org/10.1016/j.stueduc.2022.101182>

- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Levin, S., Fulginiti, A., & Moore, B. (2018). The perceived effectiveness of online social work education: insights from a national survey of social work educators. *Social Work Education*, 37(6), 775–789. <https://doi.org/10.1080/02615479.2018.1482864>
- Lim, H., Denise Murdoch, Y., & Cho, J. (2022). Online EMI learner engagement and perceptions of teaching and learning during the COVID-19 pandemic. *Innovations in Education and Teaching International*, 59(5), 597–608. <https://doi.org/10.1080/14703297.2021.1905030>
- Manegre, M., & Sabiri, K. A. (2020). Online language learning using virtual classrooms: an analysis of teacher perceptions. *Computer Assisted Language Learning*, 0(0), 1–16. <https://doi.org/10.1080/09588221.2020.1770290>
- Mokoena, M. (2022). Exploring the impact of the COVID-19 safety measures on learner-centred teaching in rural English FAL classrooms. *Journal for Language Teaching*, 56(1), 1–21. <https://doi.org/10.56285/jltvol56iss1a5417>
- Osuagwu, E. S., & Nwokoma, N. (2017). Empirical assessment of the competitive conduct of Nigerian banks in a post-consolidation era. *Research in International Business and Finance*, 41(September 2016), 412–422. <https://doi.org/10.1016/j.ribaf.2017.04.051>
- Sadaf, A., Wu, T., & Martin, F. (2021). Cognitive Presence in Online Learning: A Systematic Review of Empirical Research from 2000 to 2019. *Computers and Education Open*, 2, 100050. <https://doi.org/10.1016/j.caeo.2021.100050>
- Serhan, D. (2020). Transitioning from Face-to-Face to Remote Learning: Students' Attitudes and Perceptions of using Zoom during COVID-19 Pandemic. *International Journal of Technology in Education and Science*, 4(4), 335–342. <https://doi.org/10.46328/ijtes.v4i4.148>
- Sianes Bautista, A., & Sánchez Lissen, E. (2020). E-learning en 15 días. Retos y renovaciones en la Educación Primaria y Secundaria de la República de Croacia durante la crisis del COVID-19. How have we Introduced distance Learning? *Revista Española de Educación Comparada*, 36(36), 181. <https://doi.org/10.5944/reec.36.2020.27637>
- Smidt, E., Chau, M. H., Rinehimer, E., & LEEVER, P. (2021). Exploring engagement of users of Global Englishes in a community of inquiry. *System*, 98, 102477. <https://doi.org/10.1016/j.system.2021.102477>
- Swan, K. (2003). Learning effectiveness online: What the research tells us. *Elements of Quality Online Education, Practice and Direction*, January 2003, 13–45. <https://doi.org/10.1111/j.1467-8535.2005.00519.x>
- Tsai, C. H., Rodriguez, G. R., Li, N., Robert, J., Serpi, A., & Carroll, J. M. (2020). Experiencing the Transition to Remote Teaching and Learning during the

COVID-19 Pandemic. *Interaction Design and Architecture(S)*, 46, 70–87.  
<https://doi.org/10.55612/s-5002-046-004>

Waree, C. (2019). The development of classroom research skills of online lessons usage of a google classroom. In *Smart Innovation, Systems and Technologies* (Vol. 144). Springer Singapore. [https://doi.org/10.1007/978-981-13-8260-4\\_8](https://doi.org/10.1007/978-981-13-8260-4_8)

## APPENDICES

### Appendix 1. Permit Letter

	<b>FAKULTAS PSIKOLOGI &amp; ILMU SOSIAL BUDAYA</b>	Gedung Dr. Soekman Wijosandjjo Kampus Terpadu Universitas Islam Indonesia Jl. Kaliurang km. 14,5 Yogyakarta 55584 T. (0274) 898444 ext. 2106, 2114 F. (0274) 898444 ext. 2106 E. <a href="mailto:psib@uii.ac.id">psib@uii.ac.id</a> W. <a href="http://psib.uii.ac.id">psib.uii.ac.id</a>
Tanggal	: 24 Januari 2023	
Nomor	: 123/Dek/70/DURT/1/2023	
Hal	: Permohonan Ijin Pengambilan Data Skripsi	
Kepada :		
Yth. Kepala Sekolah SMPIT Al-Izzah Serang		
<i>Assalamualaikum Wr. Wb</i>		
Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.		
Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :		
Nama Mahasiswa	: Husnaya	
Nomor Induk Mahasiswa	: 18322115	
Program Studi	: Pendidikan Bahasa Inggris	
Pembimbing	: Puji Rahayu, S.Pd., M.L.S.T., Ph.D.	
Judul Skripsi	:	
<b>"Teachers' Community of Inquiry Analysis on Google Classroom and Zoom Meeting as An Online Language Learning (OLL)"</b>		
Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.		
<i>Wassalamualaikum Wr. Wb</i>		
	Dekan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia	
		
	Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog NIP: 963200102	

## Appendix 2. Informed Consent

### SURAT PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama

Jenis Kelamin : Laki-laki

Pekerjaan : Guru Bahasa Inggris

Sehubungan dengan surat izin penelitian yang telah disetujui oleh Fakultas Psikologi dan Ilmu Sosial Budaya Program Studi Pendidikan Bahasa Inggris UII tertanggal 24 Januari 2023 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Husnaya dengan judul **Teachers' Community of Inquiry Analysis on Google Classroom and Zoom Meeting as An Online Language Learning (OLL)** maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat persetujuan atas kemauan saya sendiri, agar bisa menjadi partisipan dalam penelitian yang tersebut di atas.
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu secara kooperatif untuk mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia untuk meluangkan waktu untuk diwawancarai minimal satu kali dalam rentang waktu minggu keempat di bulan Januari 2023.
4. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pertanyaan yang diajukan secara langsung dan semua percakapannya direkam oleh peneliti.
5. Saya mengizinkan peneliti untuk merahasiakan nama saya.
6. Saya mengetahui dan menyetujui semua data yang disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang akan dipublikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak dapat dicabut, kecuali jika sudah persetujuan sebelumnya.

Serang, 30 Agustus 2023


## SURAT PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama : 

Jenis Kelamin : Perempuan

Pekerjaan : Guru Bahasa Inggris

Sehubungan dengan surat izin penelitian yang telah disetujui oleh Fakultas Psikologi dan Ilmu Sosial Budaya Program Studi Pendidikan Bahasa Inggris UII tertanggal 24 Januari 2023 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Husnaya dengan judul **Teachers' Community of Inquiry Analysis on Google Classroom and Zoom Meeting as An Online Language Learning (OLL)** maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat persetujuan atas kemauan saya sendiri, agar bisa menjadi partisipan dalam penelitian yang tersebut di atas.
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu secara kooperatif untuk mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia untuk meluangkan waktu untuk diwawancarai minimal satu kali dalam rentang waktu minggu keempat di bulan Januari 2023.
4. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pertanyaan yang diajukan secara langsung dan semua percakapannya direkam oleh peneliti.
5. Saya mengizinkan peneliti untuk merahasiakan nama saya.
6. Saya mengetahui dan menyetujui semua data yang disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang akan dipublikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak dapat dicabut, kecuali jika sudah persetujuan sebelumnya.

Serang, 30 Agustus 2023


### Appendix 3. Transcript and Coding

H: Husnaya

A: Ahmad

F: Faya

subject	Line	Transcription	Theme	Coding
H	001	baik selanjutnya itu, apa saja tantangan yang anda temukan ketika ehh melaksanakan pembelajaran online dengan menggunakan zoom meeting tersebut?		
A	002	yang utama, ini menjadi kendala yah, tidak dimana saja secara umum. Eeh, jaringan, jaringan internet yang kadang-kadang itu turun naik dan itu eeh mengganggu. Ini menjadi gangguan baik itu dipihak kami, dipihak pendidik maupun dipihak para siswa karena eh jaringan ini atau kadang – kadang sebenarnya banyak teknis yah, banyak teknis kalo dalam hal ehh pembelajaran kami sudah biasa. Ya sebagai guru memang itu kewajiban, kewajiban kami untuk mengajar, untuk membe- ehh, mendidik dan mengajar. Eeh, hal yang paling menghambat itu adalah hal teknis utamanya, bisa jadi alatnya, atau hape di anak kadang eeh itu error atau kadang, yang utama sekali memang jaringan yang kadang-kadang ini menjadi eeh jaringan tidak stabil. Apakah jaringan internet atau kita menggunakan ehh jaringan dari hape tersendiri itu secara umum ya.		

H	003	baik, ehh selanjutnya itu, apakah anda, ehh sebentar. Apa saja tantangan-tantangan yang anda temukan ketika melaksanakan pertukaran pandangan yang konstruktif eh kepada siswa tersebut?		
A	004	Diawal memang semua menyalakan, tetapi kadang setelah tiga puluh (menit) atau satu jam berikutnya, (tukang bakso lewat) eeh ada satu dua yang keluar atau kadang, "Pak, ehh jaringannya, jaringan wifi atau jaringannya error" biasanya itu, itu sih.		
H	005	baik selanjutnya itu, apa saja tantangan yang anda temukan ketika ehh melaksanakan pembelajaran online dengan menggunakan zoom meeting tersebut?		
F	006	ya, jadi tantangannya ehh teknis. Tantangannya teknis, mungkin guru yang lainpun, tidak hanya bahasa yah, semua pembelajaran itu rata-rata tantangannya teknis, terkait dengan jaringan atau sinyal dari anak tersebut dan bukan ke bahasanya <i>sih</i> , kayaknya semua mapel akan sama		
H	007	baik selanjutnya itu, apa saja eeh challenge atau tantangan yang anda temukan ketika eeh melaksanakan pertukaran pandangan yang konstruktif tersebut?		

F	008	<p>hmm challenge nya yah. Challengenya pertama mungkin tadi yah, perhatian anak terhadap pembelajaran itu karena tidak dipantau secara langsung dan kadang tadi eeh ga on kamera ya, kadang mereka menutup kamera. Ketika mereka tidak fokus akan hal tersebut, itu sih menjadi tantangan yah, maksudnya eh keterlibatannya kurang karena ga fokus dipembelajaran tersebut. Mereka ada beberapa yang mungkin kurang antusias karena yah jauh gitu tuh, karena seperti itu dan mungkin sinyal juga sih, kendala sinya juga ada yang “bu, saya punten ga bisa ngamatin karena sinyal di rumah saya eeh itu maksudnya ada kendala gitu, lebih teknis ya berarti yah yang sinyal dan juga fokus untuk dipantaunya itu agak susah, akhirnya disitulah tantangannya sih he’eh tantangannya bagaimana mengondisikan anak, itu tantangannya</p>		
H	009	<p>baik, ehh apa saja tantangan yang bapak temukan ketika menggunakan platform tersebut?</p>		
A	010	<p>Eeh, hal yang paling menghambat itu adalah hal teknis utamanya, bisa jadi alatnya, atau hape di anak kadang eeh itu error, yang utama sih alah, eeh kalo Google Classroom sebetulnya apa yang dilihat, itu yang kita dapet yah. Kalo kita biasa di- kita biasa pake laptop, atau kita biasa pake PC pasti itu (bisa).</p>		
H	011	<p>baik pak, eeh selanjutnya, apakah anda memberikan pertukaran pandangan yang konstruktif untuk terlibat dalam pembelajaran bahasa online agar siswa itu bisa <i>engage</i> ketika pembelajaran walaupun secara online?</p>		

A	012	<p>aah biasanya kami sering ehh bertukar pendapat dengan siswa untuk <i>engage</i> ya. <i>Engage</i> itu kan hal utama, bagaimana cara siswa senang dalam belajar, itu kan hal utama. Eeh kadang -kadang setelah pembelajaran kita suka bertukar pikiran, eeh hal-hal apa saja yang menjadi kesulitan dan memang biasanya ini eeh yang sudah diutarakan tadi kesulitannya disitu, teknis tapi ini sangat eeh penting banget, mempengaruhi sekali gitu, gitu.</p>	Facilitating Discourse	FD
H	013	<p>baik, ehh selanjutnya itu, apakah anda, ehh sebentar. Apa saja tantangan-tantangan yang anda temukan ketika melaksanakan pertukaran pandangan yang konstruktif eh kepada siswa tersebut?</p>		
A	014	<p>tantangan utamanya mungkin, ehh (berfikir beberapa detik), teknis yah kebanyakan teknis. Ya utamanya kadang eeh anak eeh, yang utama anak tidak membuka kamera gitu, tidak membuka kamera pada saat pembelajaran berlangsung, itu kami yang utama biasanya pengkondisian, pengkondisiannya salah satunya kamera untuk dinyalakan yah. Eeh (berfikir sejenak). Diawal memang semua menyalakan, tetapi kadang setelah tiga puluh (menit) atau satu jam berikutnya, (tukang bakso lewat) eeh ada satu dua yang keluar.</p>		
H	015	<p>baik selanjutnya itu, apa saja tantangan yang anda temukan ketika ehh melaksanakan pembelajaran online dengan menggunakan zoom meeting tersebut?</p>		

F	016	<p>Lebih ke bagaimana anak untuk hadir <i>on time</i> itu agak susah ya, karena kita tidak ketemu langsung, kan anak ada di rumah nih. Kadang juga mungkin kesibukan orangtua yang mereka kerja, anak ehh di rumah sendirian akhirnya ada beberapa anak yang tidak hadir di pembelajaran online tersebut gitu. Ada yang mereka itu, wah kesiangan, atau misalnya “maaf bu saya ketiduran” gitu. Lebih ke kendala teknis seperti itu dan itu tidak hanya bahasa, mungkin mapel lain pun sama gitu.</p>		
H	017	<p>baik, ehh selanjutnya itu. Apakah anda memberikan pertukaran pandangan yang konstruktif untuk terlibat dalam pembelajaran bahasa online agar siswa tersebut bisa engage ketika pembelajaran berlangsung?</p>		
F	018	<p>eh pastinya yang namanya pembelajaran itu kita akan memberika sesuatu yang supaya konstruktif tadi yah, membangun untuk siswanya gitu dan ada keterlibatan dari si anak tersebut, itu ada dalam pembelajaran bahasa inggris secara online gitu.</p>		
H	019	<p>eh selanjutnya, apakah anda memberikan instruksi secara langsung untuk fokus pada penyelesaian masalah entah itu antara guru dan juga murid, atau mungkin murid-murid?</p>		

F	020	<p>nah ehh tadi zoom meeting kan terbatas yah, durasi waktu kita juga dipengaruhi oleh jam belajar kita. Misal bahasa inggris dua jam pertemuan atau tiga jam lah gitu. Nah ketika ada beberapa anak yang masalah atau kendala, kita lanjutkan di WA, di aplikasi lain. Nah WA itu salah satu, wa eeh japri yah, itu salah satu eeh yang me-support juga, men-support kegiatan pembelajaran kita entah itu anaknya, kita Alhamdulillah sih aktif komunikasi maksudnya “bu saya belum paham gini gini gini.” Cuma memang yang terberat dari kita itu ketika online itu disitu, bagaimana kita melayani eh anak per anak gitu loh, yang itu tuh menggunakan media yang anak menjelaskannya pun berbeda akhirnya yaudah by phone yah, telepon gitu. Ketika di telepon, anakpun tidak sepaham dengan kondisi di sekolah, itu akan berbeda seperti itu sih. Jadi ada kita, melakukan hal tersebut di luar zoom meeting tadi, gitu.</p>		
H	021	<p>eh, apakah ada tantangan yang anda temukan ketika memberikan instruksi secara langsung dalam penyelesaian masalah tersebut?</p>		

F	022	Itu saya udah nanya, “ehh ada yang ditanyakan?” misalkan tentang tugas video ini, itu silent semua itu yah. Pas selesai, ternyata banyak yang japri bebebeber nanya gitu yah. Nah itu ketika menjelaskannya kendala (tantangan) banget. Kendala bahasa, kendala pemahaman anak, level kita dengan level anak itu juga berbeda dan bahasa pun berbeda dan apalagi ketika anak itu kita belum tau nih objek kita seperti apa karakternya, karena waktu itu memang langsung pandemi sih yah. “Udah bu fay ngajar kelas bahasa inggris gitu,” untuk anak ini yang kita tuh belum mengenal gitu, itu juga menjadi <i>challenge</i> . Ada lagi?		
H	023	selanjutnya itu, apakah anda memberikan instruksi secara langsung untuk fokus pada penyelesaian masalah yang terjadi antara guru dan juga siswa, terutama di siswanya?		
A	034	kalo untuk instruksi, harus. Ya kami eeh, tidak hanya instruksi tetapi juga memberi motivasi, memberi motivasi kepada siswa agar <i>engage</i> terutama itu yah, agar <i>engage</i> . Yaa, yang pertamanya eh instruksi untuk lebih bersungguh-sungguh, kemudian ya perhatikan eh jaringannya itu, kemudian lap- keseluruhan. Kami ingatkan gitu.	Direct Instruction	Di
H	035	Baik pertanyaanya, apa saja kendala yang anda temukan saat memberikan instruksi untuk fokus pada penyelesaian masalah yang dihadapi murid ketika kelas secara online berlangsung?		
A	036	Kendala utama jaringan internet yang tidak stabil, jika dalam 5-10 menit tidak dapat diselesaikan pada saat Zoom berlangsung biasanya pemberian penugasan berupa Google Classroom		

H	037	kalo untuk medianya apakah ada misalkan seperti apa yah, melakukan diskusinya seperti apa gitu bentuknya?		
F	038	<p>eeh untuk medianya karena online itu kan kita tidak bertemu secara langsung yah. Kemaren itu pertama kita tampilkan dulu, misalnya kita ada video nih, ada video kita tampilkan eh untuk mengamati, setelah mengamati lebih ke diskusi sih, diskusi. Mereka menganggapi isi dari video tersebut. Apa yang mereka pahami tentang video tersebut, baru setelah itu kita jelaskan materi yang akan dibahas atau keberlanjutannya. Ada juga dalam bentuk presentasi, ketika kita memberikan tugas, mereka mempresentasikan, kan itu ada keterlibatan juga yah disitu, gitu sih.</p>		
H	039	eh, apakah ada tantangan yang anda temukan ketika memberikan instruksi secara langsung dalam penyelesaian masalah tersebut?		
F	040	<p>Kalo kelas 7 biasanya di kelas 6 SD itu ada kan materi misalnya <i>descriptive text</i> atau misalnya tentang <i>part of body</i> gitu, tapi kalo misalnya kayak ehh materi-materi <i>report text</i> di kelas 9 itu kan <i>new</i> banget, baru gitu untuk anak kelas 9 baru dapet ketika kita ngasih instruksi "nanti kamu bikin tugas laporan di video gitu, kamu sebagai <i>news anchor</i> atau <i>reporter</i> gitu menyampaikan," itu instruksinya udah jelas, juknisnya udah jelas nih kita sampein, tapi itu masih banyak yang nanya, maksudnya di zoom meet itu malah kendalanya ada yang malu khawatir, oh itu balik lagi ke psikologi yah.</p>		

H	041	Ya apakah anda menggunakan google classroom sebagai tool atau sebagai alat dalam melaksanakan <i>online language learning</i> masa pandemi?		
F	042	ya, kita salah satu platform yang digunakan selain zoom meeting tadi yah, berbagai macam varian yang ada di google itu salah satunya google classroom juga terutama untuk tugas tertulis ya, tugas tertulis dan mungkin dalam bentuk video itu ya yang roleplay		
H	043	ya selanjutnya ini pertanyaan terakhir itu, apa tantangan yang anda temukan saat merancang kurikulum dan metode untuk pembelajaran bahasa online?		
F	044	eeh mungkin, tantangannya banyak yah, maksudnya eeh kita menerapkan secara ini aja yang di google classroom, itu ketika kita ingin memberikan materi tentang misalnya terkait dengan <i>report text</i> atau <i>recount text, procedural text</i> gitu. Contoh <i>procedural text</i> yah, ternyata dengan online untuk menerapkan bahasa itu tidak semudah ketika kita langsung gitu. Kalau misalnya di sekolah kan anak eeh mempraktikkan bagaimana cara membuat contoh makanan atau minuman atau apa, tapi kalau secara online itu agak susah sih.		
H	045	baik, selanjutnya itu, apa saja tantangan yang anda temukan saat merancang kurikulum dan metode untuk pembelajaran bahasa yang secara online?		

A	046	<p>Ya adaptasi yah, eeh adaptasi kalau yang biasa itu kan kalo untuk kurikulum, biasanya eeh based on paper yah, kalo kurikulum based on paper, yang ini kan kita online gitu. Yang utama sih adaptasi. Ketika kita sudah bisa beradaptasi, inshaa Allah ehh kedepannya itu akan mudah itu saja mungkin. Kemudian, eeh selanjutnya paling pengkondisian terhadap siswa. Pengkondisian terhadap siswa, pengkondisian dalam hal ini tidak hanya siswa, orangtuanya juga, orangtuanya kan di rumah, mereka sangat penting sekali yah. Pada saat online itu kan, 100% mereka ketemu dengan orangtua, kita hanya di media saja yang utama itu ya. Selain itu, orangtua harus bisa kita komunikasikan dengan baik agar bisa memotivasi siswa, itu mungkin.</p>	Design and Organization	DO
H	047	berarti dalam melakukan diskusi dan presentasi tersebut, apakah eeh lebih ke group atau individu atau bagaimana?		
F	048	<p>eeh kita lihat di lapangan yah, maksudnya eeh ada satu materi yang itu tuh cocok dengan teknik grup gitu. Ada juga yang memang itu individual, itu butuh individual jadi kita mix aja sih antara dengan individu ada juga pembelajarannya dan secara kelompok juga ada karena memang daring ini kan pembelajaran yang cukup lama hampir dua tahun lebih kalo ga salah ya, dan jadi kita menyesuaikan dengan kondisi siswanya gitu, dengan objek belajarnya itu gitu.</p>		
H	049	baik selanjutnya itu, apa saja eeh challenge atau tantangan yang anda temukan ketika eeh melaksanakan pertukaran pandangan yang konstruktif tersebut?		

F	050	Berbeda dengan ketika kita di kelas, kalo di kelas kan kita bisa lah mengondisikan dengan teknik apapun gitu, tapi kalo secara daring itu untuk mengondisikannya itu agak ya ini menjadi challenge kita. Apa yah supaya menarik, supaya anak nih on camera gitu, supaya anak ini mau merespon apa yang kita tanyakan. Itu sih tantangannya seperti itu, fokusnya yang kurang.		
H	051	ya selanjutnya apa saja tantangan yang anda temukan ketika mengoperasikan google classroom tersebut?		
F	052	kalo tantangan di kitanya lebih ke waktu yah, maksudnya waktu ketika mau ngumpulin misalnya dikasih waktu batas waktu sebelum jam dua belas malam, itu banyak anak-anak yang, kalo gurunya mengoperasikannya ya ga jadi masalah ya, maksudnya untuk lebih ke pengumpulan datanya gitu, pengumpulan datanya anak ada yang tidak sesuai jam, lebih ke teknis sih kalo itunya mah sudah bagus. Maksudnya anak juga sudah bagus mengoperasikan terkait dengan bagaimana mengumpulkannya itu sudah bagus, lebih ke teknis waktunya aja. Waktu pengumpulan yang tidak sesuai, diluar jam batas maksimal, itu kendala kesana kalo aplikasinya ga jadi masalah.		
H	053	ya selanjutnya ini pertanyaan terakhir itu, apa tantangan yang anda temukan saat merancang kurikulum dan metode untuk pembelajaran bahasa online?		

F	054	<p>Kalau misalnya di sekolah kan anak eeh mempraktikkan bagaimana cara membuat contoh makanan atau minuman atau apa, tapi kalau secara online itu agak susah sih. Lebih ke praktiknya, di RPP itu proses pembelajarannya itu harus benar-benar disesuaikan, kalau online tuh ga bisa praktek secara langsung, jadi bagaimana anak memahami materi kita dan meng-<i>upgrade</i> atau <i>increase</i> bahasa kita supaya lebih banyak itu tidak semudah yang dilangsungkan.</p>		
---	-----	---	--	--