Impacts of Online Learning toward Teachers Performance in EFL Classes

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Abstract

This study aimed at determining the impact of online learning on teacher performance in applying the skills of opening and closing lessons, explaining skill and variation skill. This research was qualitative research in the form of a case study. The subjects in this study were three English teachers at MTsN Padang Panjang. The instruments used to collect data were interviews, questionnaires, and observations of the participants' online learning recordings. Interviews and observations were used to obtain primary data, while questionnaires were used to obtain secondary data. The data obtained were compared with the ideal criteria for applying the three teaching skills above taken from Helmiati's book. This book was used as guidance because it has been used as a reference for many Universities in Micro Teaching course. From the comparison differences were found, from the differences, the impact of online learning on teacher performance in applying the three teaching skills above were concluded. From the results of the study, it was concluded that online learning had impact on teacher performance in applying the three teaching skills. First, not all of the ideal criteria done by the teachers, second teachers did the ideal criteria in limited form because of the limited time available, third the teachers did the criteria in inappropriate time so that the aim of the criteria was not achieved.

Keywords: online learning, opening and closing lesson, explaining, variation skill

Abstrak

Penelitian ini bertujuan untuk mengetahui dampak dari pembelajaran daring terhadap performa guru dalam mengaplikasikan keterampilan membuka dan menutup pelajaran, keterampilan menjelaskan dan keterampilan mengadakan variasi dalam mengajar. Penelitian ini adalah penelitian kualitatif berbentuk studi kasus. Subjek dalam penelitian ini adalah tiga guru Bahasa Inggris di MtsN Padang Panjang. Instrumen yang digunakan sebagai alat pengumpul data adalah wawancara, kuesioner, dan observasi terhadap rekaman pembelajaran online para partisipan. Wawancara dan observasi digunakan untuk mendapatkan data primer, sedangkan kuesioner digunakan untuk mendapatkan data sekunder. Data-data yang didapat dibandingkan dengan kriteria ideal penerapan tiga keterampilan mengajar di atas yang diambil dari buku Micro Teaching tulisan Helmiati. Buku ini digunakan sebagai rujukan karena telah digunakan oleh banyak perguruan tinggi sebagai rujukan dalam mata kuliah micro teaching. Dari perbandingan, perbedaan-perbedaan ditemukan, dari perbedaan-perbedaan tersebut maka implikasi-implikasi pembelajaran daring terhadap performa guru dalam mengaplikasikan tiga keterampilan mengajar di atas disimpulkan. Dari hasil penelitian disimpulkan bahwa pembelajaran daring memiliki dampak terhadap performa guru dalam mengaplikasikan tiga keterampilan mengajar. Yang pertama, guru tidak melakukan semua komponen-komponen yang semestinya dilakukan atau tidak sesuai dengan kriteria ideal, yang kedua, guru melakukan komponent atau kriteria yang ideal namun melakukannya dalam bentuk terbatas karena keterbatasan waktu, dan yang ketiga, guru melakukan kriteria pada saat yang tidak tepat sehingga maksud dari penerapan kriteria tersebut tidak tercapai.

Kata Kunci : *pembelajaran online , pembukaan dan penutup pembelajaran , menjelaskan, keterampilan variasi*

1. Introduction

Basic teaching skills are main discussion in Micro Teaching subject. In normal situation these basic teaching skills were taught by lecturer and practiced by pre-service teacher in face-to-face environment. But special condition that came in the end of first quarter of 2020 i.e., Covid-19 pandemic had forced teachers to apply these basic teaching skills in online learning. This situation started on 2 March 2020 when President Joko Widodo announced the first detected Covid-19 case in Indonesia (Rulandari, 2020). By 31 March 2020, it was reported that there were 1,528 people had been reported to be infected by Corona Virus (virus that cause Covid-19 disease). On 24 March 2020, Minister of Education and Culture instructed all education units to carry out online learning due to the increase of Covid-19's spread (Atmojo & Nugroho, 2020).

This immediate change potentially caused problems because teachers seem not ready to apply the basic teaching skills in new environment that in fact has many differences from face-to-face environment. This assumption had been strengthened by a research conducted by Lestiyanawati and Widyantoro (2020), that showed the emergence of problem faced by teachers in implementing one of basic teaching skills i.e., explaining skill. They reported that 19,6 percent of respondents strongly agreed and 66,1 percent agreed that it was difficult to explain material in online learning. Their finding showed an iceberg phenomenon that potentially hide more problems under surface in implementation of basic teaching skills in online learning. Hence the research on implication of online learning toward teacher performance in applying basic teaching skills play important role as information source for many parties to face new learning environment. Due to time limit, the research focused on three basic teaching skills i.e., opening and closing lesson skills, explaining skill, and variation skill. Their dominance in learning implementation also became consideration in choosing these three basic teaching skills.

There are some terms related to online learning that probably may confuse some people in distinguishing and using them in appropriate place. By comprehending the proper meaning of these terms, we can define online learning more accurately. These terms are distance learning, e-learning, and online learning itself. Distance learning is a term that sometime misunderstood by some people, because sometime it was used to refer to learning conduct via internet lately. Actually, distance learning is a form of learning that has been existed since long time ago. When a teacher sends a knowledge to his student through letter, or through another person, it is considered as distance learning. When new inventions of technology were invented, the forms of distance learning were adapted to development of communication media. At this time, we can find various form of distance learning that use different media of communication, such as learning through hand phone, through television, radio, or via internet connection. Moore et al (2010) defined distance learning as "an instruction between two party's learner and teacher, that is held at different times and/ or places, and uses varying forms of instructional materials.

The second term is e-learning. Some people also facing confusion in understanding and using this term. Some campus uses term e-learning to learning that deliver through internet. Some authors also defined e-Learning in such way. But there is another opinion that refused previous definition, that e-learning not limited to learning facilitated by internet but also by another electronic media and devices (Ellis, 2004, in Moore et al,2010). Sangra et al. (2012) suggested a definition that agreed and strongly agreed by majority expert they asked, it is:

> *"E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning."*

The last term is online learning. Generally online learning is learning that conducted through internet (Yulia, 2020). But Allen and Seaman (2008) , determined percentage of internet usage rate so that a learning is considered as online learning.

They defined a learning that 0 to 29 percent of the content is delivered online as face-to-face learning. Face-to-face learning is distinguished in two categories, traditional and web facilitated

courses. The learning that between 20 to 80 percent of the course content delivered online was defined as blended or hybrid learning. And online learning defined as learning that at least 80 percent of the course content is delivered online.

Beside that from some references can be understood that online learning is antonym of face-to-face learning as can be seen in the journal of Richard K. Ladyshewsky in 2004, entitled "Online Learning Versus Face-to-Face Learning: What is The Difference ?". He wrote:

> *There has been considerable debate about the use of information technology in higher education and whether the technology delivers good educational outcomes. Unfortunately, there is a paucity of 'controlled research', which examines outcomes in online learning (OL) and face to face learning (FTF).*

In this writing he paired online learning and face to face learning, that can be understood that they are antonym. Opening lesson skills are efforts and activities that is carried out by teacher to prepare mental readiness of students so that they are engaged in learning activities. There are misconceptions of some people, that consider (Helmiati, 2014) such activities like checking attendance, asking students to prepare their stationary, asking students to tidy up their chairs and tables, and praying is part of opening activities. Those activities indeed must be carried out in the beginning of meeting but cannot be said as opening activities. Helmiati (2014) prepared four method that can be applied in opening lesson:

a. Focusing Students' Attention and Arousing Their Interest In the beginning of lesson students are usually still influenced by activities they did before.

The task of teacher is to focus their attention and to arouse their interest toward lesson that will be taught. Helmiati (2014) gave six method that can be applied to focus students' attention and arouse students' interest toward lesson. First, linking the material with the latest news. Second, telling a story that relevant with subject matter. Third, using tools or media. Fourth, varying teaching style. Fifth, asking about task conducted by students or homework. And the last one, asking parable question.

Linking material with latest news is one of methods that is used to facilitate student to switch their attention from previous activities to learning material. The higher-grade students usually put attention toward news on television, radio, or internet, while lower grade students usually more interested with events that happened around them. By using their interests, their attention can be slowly and gently switched to material. The effect that can emerge from ignoring this method is that students can miss teacher explanation in the beginning of learning, because they are not ready mentally to be engaged in learning activities. Story is something that is familiar for almost students. Usually, a kid made sense of his world in his early learning experience through story. Alterio, (2012) It is a way of delivering information that is loved and accepted by many people. That's why it can be effective to be used to attract students. A relevant story with material can arouse students' interest toward material (Helmiati, 2014).

The effect that can be happened when this method is ignored is student can miss teacher's explanation in the beginning of lesson, because they are not engaged yet in learning activities. Using media / visual aid is another method to focus students' attention, and arouse their interest.

Media and visual aid can attract students' interest and furthermore help them to focus their attention toward lesson (Helmiati, 2014). The next method used to focus students' attention and arouse their interest is by varying teaching style. Teaching style variation is the change of behavior, attitude, and teachers acts in learning in learning to overcome students' boredom so that students

interested in the lesson. Hence, through varying teaching style, a teacher can attract students 'interest toward lesson (Helmiati, 2014). Usually, people are more interested in their own activities. That is why asking the task done by student can increase students' spirit to start the learning (Helmiati, 2014). The effect of ignoring this criterion is the student can start the learning with less spirit and interest Presupposing problem is a method that can be used to direct students' attention from their previous activities to material that will be taught. The problem that is presupposed should relate to the material and associated with students' daily life experiences (Helmiati, 2014). The effect of ignoring this criterion is that students can teacher's explanation in beginning of lesson, because their focus maybe is still connected with their previous activities.

b. Helping students to generate their motivation Helping students to generate their motivation can be done through several ways.

First, showing positive attitude such as warmth, enthusiasm, kindness etc. Second, stimulating students' curiosity. Third, proposing contradictory ideas. The effect of ignoring the criterion is that it can cause student is not motivated in learning that influence their performance in learning activities. Giving warmth and showing enthusiasm is a method that is used to generate students' motivation. These acts will cause pleasure in students' souls, furthermore it can generate students' motivation and helps students to be ready mentally to follow learning activities (Helmiati, 2014).

Generating curiosity is a method of generating motivation. Cicero in Loewenstein (1994) referred to curiosity as a passion of learning. That passion can be a driving energy for students to be more active in learning process. Proposing contradicting ideas is another method that is used to generate students' motivation. Teacher can propose daily life reality that contradict to theory (Helmiati, 2014). This contradiction can stimulate students to think and analyze the cause of contradiction and can motivate them to learn more about theory to solve the problem. Motivation is reason that move an action. The increase of motivation can increase actions in quality and quantity.

c. Giving reference by explaining the purposes of learning, conveying lesson highlight and explaining steps that will be passed in learning.

Giving reference is aimed at providing clear global description for students about material that will be learned and methods that will be used. Sometime students understand the lesson through understanding of global or framework of the lesson first, and complete their understanding through learn the details step by step. Ignoring this aspect can cause problem for certain students that tend to understand lesson globally first before the details. A method that is used in giving reference is by explaining learning objectives. It is used so that students know the direction of learning activities, furthermore it aimed at focusing students to a goal that will be achieved. Besides, this method can arouse students' motivation in learning. The clearer the goal, the greater students' motivation. Motivated students will be more ready to learn, and will be more capable to develop their ability and will achieve good result (Helmiati, 2014). Conveying learning outline is another method that is used to attract students' attention (Helmiati, 2014). Through globally delivery students are expected to be interested in details of material. Explaining step by step learning activities also a method of giving reference. Through this method students will be more focused and more directed in carrying out learning activities (Helmiati, 2014).

Thus, when they have known what will they do, they can prepare their selves mentally and physically to carry out the activities.

d. Linking previous lesson with new lesson

Every material of new lesson or chapter is a part of curriculum that had been determined. That lesson should be connected with another lesson that had been mastered by students to attract their attention and sharpen their understanding toward the series of lessons (Helmiati, 2014).

The closing skills is the skill to end the core activities of lesson through reviewing the lesson and evaluating students' understanding and teachers' success in learning activities. There are two method that is used in reviewing, first is by Summarizing the essence of the lesson, the another one is by consolidating students' attention to essence of discussion. Summarizing the essence of the lesson is used to show overall picture of material that have been explained to students. While consolidating students' attention to essence of discussion is used in order to arousing students' interest and their ability toward next lesson through information that they have received (Helmiati, 2014). Evaluating is used to know whether students get complete description about a concept that has been taught or not. Evaluation can be carried out through several methods such as asking students to demonstrate the skills that the concept is already taught, asking students to apply new idea about a concept that already taught, for example applying concept in another situation beside that had been explained, asking students to express their opinion about concept and giving assignment to students (Helmiati, 2014).

Explaining skill is the skill that related to way of delivering lesson. It is defined as presenting information that had been organized systematically, delivered orally, (Uzer Usman, 2006, in Helmiati, 2014) about things, states, facts and data in accordance to time and applied laws (Enco Mulyasa, 2007, in Helmiati, 2014). Explanation is different from telling. The result of explanation is that student can understand and reexplain the lesson with his own words. While the result of telling is that student can memorize and retelling the story (Fauzi and Lugowi, 2009).

There are two components that should be equipped by teacher in delivering lesson: (a) Mastering subject matter, (b). Mastering methodology or way of delivering. Helmiati (2014) stated that explaining is core skills that should be mastered by teacher because of several reasons; (a) In general teachers dominate verbal communication interaction in classroom (b) Most of teacher activity is informing, that is why effectivity of utterance should be increased (c) Sometime teacher explanation is not clear for students, and only clear for teacher itself (d) Not all students that can discover information independently from book, it requires teachers to give explanation to students about certain topic (e) Available information source that can be used by students sometime are limited. (f) Teacher cannot distinguish between telling story and giving explanation.

Furthermore, Helmiati (2014)explained the purpose of explaining. They are (a) Guiding students to obtain and understand laws, arguments, definitions, and principles objectively and reasonably (b) Engaging students to think and solve problems and questions (c) To get feedback from students about their understanding level and to overcome their misunderstanding (d) Guiding students to comprehend and obtain reasoning process and using evidences in problem solving. There are some principles that should be considered in explaining: (a) Explanation can be delivered during learning process (in the beginning, in the middle, or in the end) (b) Explanation should attract students © Explanation can be given to answer students' questions or planned material (d)

Explained material should match the learning objectives and meaningful for students (e) Explanation should consider students' background and their ability level (Helmiati, 2014).

T Gilarso in Mansyur (2017) revealed that there are four components that should be considered in explaining; First, planning the material that will be conveyed. Second, using examples. Third, giving explanation about the most important points. Fourth, asking student about what they do not understand from the lesson. In order to explain materials in a good way, teachers need to consider following practical guide:

First, using language properly and correctly. Classroom is an environment where knowledge, fact, and truth are discussed. Second, using clear language, both words and expression. In almost every lesson, students are faced to new concepts, new knowledge, and new information. Third, teacher's voice can be heard throughout the class. Teacher is the main source and center of attention in a class. Fourth, sound volume should be varied, sometimes high, sometimes low according to the classroom atmosphere and material. Every event in classroom must be addressed by proper response. Fifth, avoiding unnecessary words and do not have meaning at all. Sixth, avoiding to use the word "maybe" which is misused. "Maybe" is used to show uncertainty. But some teachers sometime use it in improper places such as in facts or definitions. Seventh, explaining the meaning of foreign and new terms completely. Eighth, evaluating the students' understanding of the teachers' explanation, whether well understood or not, if not, material that is not yet understood needs to be repeated. Ninth, giving real examples of material descriptions in accordance with daily life. Tenth, providing explanations can be done deductively as well as inductively. Eleventh, using multimedia for a specific subject. Twelfth, using charts to explain relationships and hierarchies. Charts is another tool that can help students to get better description about certain topics. Thirteenth, receiving feedback from students on the description be delivered. Fourteenth, providing opportunities for students to give examples according to their individual experiences. Fifteenth, giving emphasis to a particular part of the material being explained by verbal cues.

Fauzi and Lugowi (2009), Suyono and Hriyanto (2014) in Kumala (2016) defined conducting variation as teacher activity in learning process context aimed at overcoming students' boredom, so that in learning process students show perseverance, attention, enthusiasm, and high motivation and his willingness to play an active role. Monotonous teaching style of teacher can cause students' boredom. When students start to be bored, they will lose their attention toward lesson, be sleepy, start to chat with friend even start to disturb other students. This effect must be overcoming through conducting variation in teaching.

Suyono and Hriyanto (2014) in Kumala (2016) presented several components of skill in conducting variation.

1). Variation in teacher's method and style

There are several forms of variation in teacher's method and style as follows: First, variation of teacher voice. Variation of teacher voice is the change of voice from loud to soft, from high to low, from fast to slow vice versa. Second, focusing students' attention.

Students' attention must be focused to important points in discussion (Helmiati, 2014). Third, teacher silence / pause. Deliberate sudden silence or pause while explaining material is a right way to attract students' attention. Fourth, eye contact. Eyes are gate to human soul. Eye contact will cause soul connection that can make student feel comfortable and finally overcome boredom. Fifth, body movement, body language and mimic. Sixth, the change of teacher's position. The change of teacher's position is another way to eliminate monotony. Seventh, the change of

teaching style. Every topic in a subject can be taught through various method. Eighth, variation in dividing attention. Ninth, using ice breaking. If teacher feel that students' boredom increasing, he can stop the explanation, and carry out an attractive and fun activity to decrease students' boredom and to refresh students' spirit.

2). Variation in using media, learning source, and learning materials

First, using oral and auditory media and learning materials. Second, using audio visual median and learning materials. Third, using
tactile media.

3). Variation in interaction and activity pattern.

It can vary, such as changing teacher-centered instruction system to student-centered instruction or implement learning by teaching etc.

This study aimed at finding out impact of online learning toward teachers' performance in applying opening and closing lesson skills, explaining skill, and variation skill. This study is expected to provide data for teachers about several problems that was faced in applying some basic teaching skills in online learning so that they can identify and solve those problems. It is also expected to provide information for next researcher to conduct further research in relevant topic. Furthermore, information and findings in this study is also expected can inspire software development to develop appropriate software to help teachers in carrying out ideal teaching and can be one of data source for government to develop online learning curriculum.

2. Method

This is a qualitative research. The participants in this research were three English teachers at MTsN Padangpanjang. They were chosen because they applied online learning during pandemic. The primary data was obtained from observation of online learning recordings and materials of participants. And through several interviews with participants. The secondary data was gotten from questionnaire.

The researcher came to MTsN Padang Panjang, asked online learning recordings and materials from participants, asked them to fill questionnaire, observed online learning recordings and materials and tabulated the results. After that interviews were carried out several times for every participant. First interviews were used to get primary data, second interviews were used as person triangulation to validate data, third and fourth interviews were used to complete the missed data.

From observation and interviews the implementation of the three basic teaching skills; opening and closing lesson, explaining, and variation skill by participants and reasons behind it were obtained. After that, the collected data were tabulated, and then it was compared with ideal criteria of implementation the three basic teaching skills from Helmiati's book as explained in introduction above, found the differences and finally analyzed and concluded the implications of online learning toward teachers' performance in applying the three basic teaching skills assisted by data from interviews.

Instruments that were used in this research were online learning recordings and materials observation, questionnaire, interview, and observation sheets from Helmiati's book containing

ideal criteria of three basic teaching skills implementation in face-to-face learning. The ideal criteria of each skill stated in introduction above.

3.   Result and Discussion

There are four parts of the findings and discussions. First is implications of online learning toward teachers' performance in applying opening lesson skill. Second is implications of online learning toward teachers' performance in applying closing lesson skills. Third is the implications of online learning toward teachers' performance in applying explaining skill. And the last one is implications of online learning toward implementation of variation skill.

3.1. Impact of Online Learning toward Teachers' Performance in Applying Opening Lesson Skill.

There are four components of opening lesson skill proposed by Helmiati (2014) in her book.

3.1.a. Component of Focusing Students' Attention and Arousing Their Interest

This component consists of six methods namely linking material with latest news, telling story, using media /visual aid, varying teaching style, asking the task done by students and presupposing problem.

Based on observation of online learning recordings and materials it was found that no one of participants who applied first method i.e., linking material with latest news. From interviews data it was known that the limitation of time, where the lesson hour during online learning was reduced from 40 minutes per lesson hour became 20 minutes per lesson hour, and from two meeting a week became one meeting a week, limitation of teacher's ability in using technological media to design learning media, and change of students' behaviors and tendency during online learning who prefer to-the-point delivery than delivery that was added by supportive things such as preliminary material became their reasons of not to apply this method.

The second method i.e., telling story also was left by participants in their observed online learning recordings and materials. The reasons were same as the reasons of not to do the first method.

All participants were found applied the third method i.e., using media / visual aid in their observed online learning recordings and materials. As well as the fourth method that also was applied by all participants.

The fifth methods i.e., asking the task that was done by students was not applied by all participants in their observed online learning recordings and materials. Instead of asking the task in beginning of lesson, some participants ask it outside lesson time through chatting.

And no one of participants who was found applied the sixth method i.e., presupposing a problem. The limitation of lesson time and forgetfulness of this method became the reasons of not to apply it.

3.1.b. Component of Generating Motivation

This component consists of three methods. First is giving warmth and showing enthusiasm. Second is generating curiosity. And the third is proposing contradicting ideas.

Based on observation it was found that there was a participant who did not apply the first method i.e., giving warmth and showing enthusiasm. The limitation of her ability in using technological application to design learning media became her reason of not to apply this method.

Not like first method, the second method i.e., generating curiosity was applied by all participants. But no one of participants who was found applied the third method i.e., proposing contradicting ideas. The limitation of learning media which did not allow two ways communication, teacher's limitation in using technological application to design learning media, and teacher's preference that tended to be disinterested in this method became the reasons of not apply this method.

3.1.c. Component of Giving Reference

This component consists of three methods. First is explaining learning objectives. Second is conveying learning outline. Third is explaining step-by-step learning activities. Based on observation it was found that no one of participants who applied the first method i.e., explaining learning objectives. The limitation of lesson time, misinterpretation of English teachers' forum *(MGMP / Musyawarah Guru Mata Pelajaran),* the limitation of teacher's ability in using technological application to design learning media, and teacher's viewpoint who thought there was no difference between applying or not to apply this method for students became the reasons of not to do this method. As explanation a participant who misinterpreted the decision of MGMP thought that MGMP forbade or did not prioritize this method, but actually MGMP just directed teachers to focus on delivering essential material.

The second method i.e., conveying learning outline was not applied by several participants. Teacher's forgetfulness and the limitation of teacher's ability in using technological application to design learning media became the reasons of not to carry out this method.

The third method i.e., explaining step-by-step learning activities was not carried out by all participants. The limitation of time, misinterpretation of MGMP's decision, the limitation of teacher's ability in using technological application to design learning media, and teacher's preference that tended to deliver material directly or to-the-point became the reasons of not to apply this method.

3.1.d. Component of Linking the Learned Lesson with New Topic.

This component consists of two methods i.e., asking questions about previous material and comparing previous knowledge with that will be presented.

Based on observation almost all participants did not apply these methods. The observed online learning materials were material for first meeting in new school year so some participants did not apply these methods because of that, because there is no previous lesson material. Another participant tended to deliver directly or to-the-point, and left supportive things in his teaching.

3.2. Impact of Online Learning toward Teachers' Performance in Applying Closing Lesson Skill.

There are two components of closing lesson skill proposed by Helmiati (2014) in her book. First is reviewing second is evaluating.

3.2.a. Component of Reviewing

This component consists of two methods i.e., summarizing the essence of the lesson and consolidating students' attention to essence of discussion. Based on observation all participants were found applied these methods in their observed online learning recordings and materials.

3.2.b. Component of Evaluating

This component consists of four methods. First is demonstrating the skill by students, second is applying new idea by students, third is expressing opinion by students, and the last one is giving assignments.

From observation it was found that participant 1 and participant 2 just applied the last method i.e., giving assignments and not to do the rest. The limitation of learning media that was not allow two ways communication became the reason of not to do them. While participant 3 was found applied all methods beside second method i.e., applying new idea because he focused on teaching students with easy and daily used verbs, therefore he thought that applying new idea seemed too hard for students.

3.3. Impact of Online Learning toward Teachers' Performance in Applying Explaining Skill.

There are fifteen criteria proposed by Helmiati (2014) in her book related to explaining skill. They are using language appropriately and correctly, using clear language, teacher sound can be heard to entire classroom, varying the volume of sound, avoiding unnecessary words, avoiding the use of word "maybe" inappropriately, explaining definition of foreign and new terms, investigating students' understanding, giving real example of material description in accordance in students' experiences, explaining material deductively / inductively and doing generalization, using multimedia when it is needed, using chart to explain relations and hierarchy, accepting students feedback, providing chance for students to give example in accordance in their individual experiences, and to do stressing at important points.

Based on observation it was found that all participants applied criteria number one to number six beside one participant who was found still used unnecessary words such as murmur because of his habit. Criterion of explaining definition of foreign and new terms was found applied by one participant. Another participant did not apply this criterion because they thought there is no more foreign and new terms that should be explained.

Criterion of investigating students' understanding toward teacher's explanation also was applied by one participant. Other participants did not apply this criterion because of limitation of learning media that only allowed one way communication. Criterion of giving real example of material description in accordance in students' experiences was applied by all participants in their observed online learning recordings and materials, as well as criterion of explaining material deductively / inductively and doing generalization also was applied by all participants. Criterion of using multimedia when it is needed also was applied by all participants.

No one of participants who applied criterion of using chart to explain relations and hierarchy. Based on interview data it was known that some participants did not need chart in relevant material and another participant thought that it was not effective to use chart in online learning because text in chart will be too small to see by students through their mobile phone.

Some participants did not apply criterion of accepting students' feedback because of limitation of learning media that did not allow two ways communication. All participants did not apply criterion of providing chance for students to give examples in accordance in their individual experiences. The limitation of learning media that did not allow two ways communication, teacher consideration that thought this criterion was not needed in relevant material, and students'

unresponsiveness became their reasons of not to do this criterion. The last criterion in explaining skill i.e., to do stressing at important points was applied by all participants.

3.4. Impact of Online Learning toward Teachers' Performance in Applying Variation Skill.

Variation skill consist of four types. First is variation of teaching style, variation in using media, and variation in interaction pattern and students' activity.

3.4.a. Variation of Teaching Style

There are six forms of this type. First is variation in tone, volume of sound and speed of speaking. Second is variation in face expression, head and body movement. Third is attracting students' attention with teacher silence. Fourth is eye contact and movement. Fifth is focusing students' attention. And the last one is teacher's movement (the change of teacher position). Based on observation it was found that all participants applied form of variation in tone, volume of sound and speed of speaking.

Variation in face expression, head and body movement was not applied by several participants because of limitation of learning media that could not display their images and movements. Attracting students' attention with teacher's silence was not applied by all participants. Based on interview data it was known that limitation of learning media that did not allow two ways communication, and teacher preference that tended to not use this form of variation became their reasons of not to apply this form.

Eye contact and movement was not applied by several participants because of limitation of learning media that could not display images and movements of teachers. While other participants applied it through Zoom Meeting that actually not as effective as direct eye contact and movement such as in face-to-face learning. Focusing students' attention was applied by all participant, but some participants applied it in limited form i.e., focusing students' attention through cursor. The last form i.e., teacher's movement (the change of teacher position) was not applied because learning media did not support participants to do it.

3.4.b. Variation in Using Media

All participants applied this type of variation but in limited form. They used visual and auditory media, and did not or could not use another type of media such as tactile etc.

3.4.c. Variation in Interaction Pattern and Students' Activities

All participants also applied this type of variation but also in limited form. They use preaching method, giving assignment and a participant opened live discussion with their students through Zoom Meeting. There is another interaction pattern and students' activities that seems not easy to be applied through online learning.

4. Conclusion

Based on the findings above it can be concluded that online learning had impact toward teachers' performance to apply several criteria of opening and closing lesson skills, explaining skill, and variation skill. That impact can be summarized to three forms. First, the teachers did not do several criteria. Second, the teachers implemented several criteria in limited forms or not as complete as their implementation in face-to-face learning because of limited of time. And third, the teachers applied several criteria in inappropriate time as a result the aims of those criteria implementation were not achieved.

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